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THE SOUTH INDIAN TEACHER

Vol. XVII

February, 1944

No. 2

SECONDARY EDUCATION AND THE NEW SOCIAL ORDER

By

E. C. MERCHANT, *Principal, Daly College, Indore.*

[Presidential address at the Secondary Education Section of the All India Educational Conference, Jaipur.]

Throughout the world it has become the fashion to cry out for more and yet more education, just as in America the cry is for sky scrapers and yet taller sky scrapers, speed and yet more speed. A few more cautious observers murmur ruefully. "Education, yes; but what sort of education?" In India we proclaim that our country must soon become a democracy and that full democracy without universal education is impossible. I don't dispute it. I merely repeat "Education, yes; but what sort of education?". A quite considerable amount of education has been poured into the minds of the peoples of Germany during the past ten years. I have yet to learn that it has borne fruit in terms of democracy. Russia, with a flourish of trumpets has spread universal schooling throughout her land. She has not—except on paper—spread democracy.

We have been asked this year to consider two aspects of Secondary Education:—Its relation to the New Social Order and the relation within it of the Literary to the Vocational. These themes are rather diverse and the first at least clearly begs the question "What social order?" It is rather difficult for me at one and the same time to launch two such divergent craft. I propose to avoid the dilemma by suggesting to you very simply not what is required for some hypothetical social order, but some of the qualities which are desirable in any Indian Secondary Education, whatever the nature of the social structure and whatever the programme of vocational training. And I shall imply the qualities of the teacher as well as the system, for we Schoolmasters are not a little inclined sometimes to blame the external world for many of the imperfections of our own selves.

Tea,

thou soft, thou sober, sage

and venerable liquid!

(The Lady's Last Stake. Act. I.)

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What are these qualities? I shall consider only three and I shall begin with a training in character linking it up, since this seems of primary interest, with a training for democracy.

Walter Bagehot, in an essay on the English Constitution, has given a remarkably clear analysis of the subtle relationship between the Cabinet and the Parliament and between the monarchy and the people. But, what impressed me still more was his conclusion that one integral factor in the working of democracy in Britain was not the cunning of the Constitution but the individual integrity of the people who worked it.

Frankly, it was long before I would accept this conclusion. My later experience has impressed me profoundly with its truth. What I have read of politics in the United States, in France, in Italy, what I have seen of it in South America and Australia, leads me to conclude that an excellent constitution is no guarantee of a healthy political life; more important is a tradition of honesty and selflessness among the community as a whole. Such a tradition may take some time to establish. Bismarck, when talking of Belgian democracy, once remarked that eighteen was an excellent age for young ladies but not for constitutions. It may take long but it can and must be done.

A hundred years ago the people of England were as lacking in social consciousness as the more backward nations of to-day. Read again the first chapter of the Tale of Two Cities. Conditions in London were not unlike the conditions which I found when travelling in South America twelve years ago. My host there on a cattle station constantly wore a loaded revolver. Cattle thieves were shot at sight and the police were bribed as a part of the routine budget to placate the law. In England, during the last hundred years there has been a spread of education—so also in Argentina. The important thing is that in the English education there has been great stress on the training of disinterested leadership, whether it be through the preachings of Arnold or the pontonism of the Sunday schools or the psychology talks of the later so called progressive schools. Whatever the means, the result has been the same. And it has been of vital importance.

A training in character, then is a prerequisite of sound democracy. As we look at our present education in India, are we satisfied that it is giving such a training? My own categorical answer is No.

How does this affect our Secondary schools? It is clearly impossible for me to elaborate a treatise on ethics. I will make only two points. In the first place I believe certain specious modern theory plus a good deal of lazy modern practice has led us into very doubtful views on the subject of discipline and the formation of habits. At certain of the progressive schools in England and America complete freedom is given to the very young and I have not been very impressed with the results. The reason for the failure being, I believe, the early presentation of conflict to the

young child. At certain Australian schools nearly complete freedom has been extracted from so called authority even by the very young. You may have heard of the results when Australian troops passed through Bombay. (Perhaps some of the Indian schools also come in this category.) I believe this tendency to be unfortunate. I do not wish to go back to the bad old days of the usher with his birch or Mr. Squeers with his treacle. But I do maintain that we produce a better citizen if we insist unreservedly in our Secondary schools on immediate obedience to authority, on unwavering respect for truth, on courtesy and kindly behaviour to all people at all times, on exact punctuality—which is a mere form of courtesy—on loyalty, on courage. The inculcation of these habits will not be brutal and never unfair. But it will be rigorous. Community enterprise, hard community games in which you learn to play to your last ounce for your side and sometimes cheerfully to acknowledge defeat; scouts or guides camps in which there are so many arduous and apparently demeaning little services to be rendered to your neighbour—these are some of the spheres in which character training is particularly stressed. But it should be insisted on also in every other department of the child's life at school. The result will be the boy or girl, who is spontaneously courteous, who is naturally courageous and who will stand firmly against the insidious evils of corruption and intrigue.

My second point in the training of character is that, in these impressionable years the child should be brought into contact with great men and women through great literature. Children are extremely imitative both of the good and the bad. Place before them constantly things of beauty and they will acquire standards of beauty. Place constantly before them great lives and not petty ones and they will strive themselves to live heroically and not pettily. This does not mean that you should be constantly moralising to ruin a good story. Children squirm at morals. Nor does it mean that the characters of great men should be whitewashed so that they become angelic robots strutting the world with neither anger nor hate. Children are fully sensitive to the deceits of whitewash and despise them. They want real virile men and women struggling with full passion on this moral stage, yet men, with that spark of fire which draws them ever upward out of their bonds of clay.

My first contention, then, is that our education in future must stress far more on education in character. I turn now to my second point, a training in thinking.

Very soon after my arrival in India I was approached by a smiling schoolmaster who unrolled before me all the testimonies of his pedagogic prowess and then informed me that at the previous matriculation exam. in History two of his candidates had secured 100% marks. He confidently elaborated the theme by assuring me that it really wasn't very difficult for he knew all the questions for the previous ten years and had resolved them all into a dozen major certainties all of which he had done and dictated to

his class. My reply was that I had heard that Indian examinations were bad but that I had not realised they had reached quite such depths; nor had I realised that they could drag Indian teaching quite so far down with them.

This as you know is only too true of a very great deal of our teaching today. It is as common in the Universities as it is in the schools. It means that we are not teaching our children to think, we are only teaching them to memorise. It was once said that true education is what is left when all the book work learnt at school has been forgotten. By this system of examination cramming what is left? Nothing. Mere memory work, as Miss Dorothy Sayers recently remarked is like filling a bucket from a well. The bucket is quite unaffected by the water and the water itself is unchanged. Real learning is like drinking. The water vitally affects the person who absorbs it and is itself transformed into the living energy of thought.

Real learning implies rigorous effort on the part of the student, effort to grasp not just the names of certain facts but their relevance, relationship between them, the generalisations which summarise them. It is a hard piece of mental digging.

What does this mean in practice in our schools? It means first the very minimum of dictated notes. For some, teaching seems to mean the conveying of miscellaneous material from the notebook of the teacher to the notebook of the pupil without ever affecting the mind of either party. Some dictated notes are necessary in order to demonstrate how work may best be arranged, how to stress headings and sub headings, and how to indent in the interest of clarity. Other notes there will be; but they will be notes compiled by the pupil as a result of a discussion in class; notes torn out by the sweat of his brows from the pages of a closely reasoned textbook; better still, notes compiled from some extra reading or some visit to a factory or a monument, notes which are perhaps not quite as neat as your inspectors may like; but notes which do represent a vital part of the effort of the individual and not a polite decoration with which he ornaments his notebook.

It means, further as already hinted that the History and Geography textbooks will not be the only source of knowledge. Children will be encouraged to plunge into biographies, travels, novels, detailed studies of costumes, of architecture, of countries;—of anything which will whet the appetite for discovery and the extraction of knowledge.

This is not the mere burbling of a visionary. I expect many of you have done this. I remember a history class of boys aged twelve who each made detailed studies of such men as Gustavus Adolphus, Richelieu, Wallenstein. They read long books about them largely in their own time. They made their own notes and from their notes gave little lectures to their class. Another class, a trifle older, studied

renaissance painting for a month with the aid of Medici prints ranged round the classroom walls and divers reference books placed on the tables. They became thrilled with the pursuit and plunged deeper and deeper into all the literature I could make available. A third batch I remember was turned on to an unabridged text of Prescott's Conquest of Peru. It is 600 pages in Everyman, and quite concise. Some help was needed in setting milestones along the way lest the little student entirely missed the wood for the trees. But by grim hard work, stimulated by the fervour of discovery, and by the joy of being in contact with the real lives of real men and not the tabloid answers to examination questions, they tore out the heart of the material, their intellectual curiosity was whetted, they joyfully completed the task in six weeks and they were really satisfied as a result. Their learning was like drinking. The water of knowledge vitally affected them and was itself transformed into a very real energy of thought. It was not like filling water into a bucket or flashing spotted answers on to the sensitive photoplate of memory.

I do not, of course, suggest, that we should always make use of this method of teaching history. I realise, for one thing, that we seldom have the books to make it possible. But I don't think it is always a lack of book that prevents us turning our children on their little expeditions of research. I think, it is often ourselves. We schoolmasters—and I expect schoolmistresses—are horribly inclined to buzz round in a very small circle feeding eternally on ourselves and our own limited resources. An esoterical Oxford Don once set an essay on "The Schoolmaster a God to his pupils—a child to every other man." Or we may prefer Goldsmith's less caustic humour

"The village all declared how much he knew.

I was certain he could write and cipher too.

While words of learned length and thundering sound

Amazed the gazing rustics ranged around."

It is easy to dictate notes and spot answers. The notes you dictate at the age of twenty you can still dictate at forty. At the age of fifty the ink may have become a little faint and you may misread certain phrases, but what matter, you can always conjure up words of learned length and thundering sound—and, in any case there are only five more years before you retire. To stimulate the mind of youth to intellectual adventure we have got to be continually embarking on that adventure ourselves. We must read widely. We must be ever inquisitive to keep abreast of modern knowledge in our own subject and of modern methods of imparting it. It is frightfully difficult amid the humdrum of routine registers and the baneful labour of corrections. But if your minds do not remain curious and resilient then the minds of our children will be stultified and die.

So far I have tried to make two points, first that there should be a training of character and second that there should be a training in thinking. I turn thirdly to a training for leisure.

My old headmaster was a perverse gentleman. He once told me that he had two educational maxims (1) Don't allow boys at school to play tennis because tennis balls don't hurt (2) It doesn't matter what you learn provided it is useless. While at school I was inclined to agree with the first but objected strongly to the second. Now I disapprove the first and I found the substantial measure of truth in the second.

Our forefathers as they worked on the land, occupied their whole time in the winning from it their food and clothing and, in the very act of doing so, they satisfied many claims of their nature. A study of weather was required to know when to plough and sow; implements must be made and repaired by hand. Houses must be mended and redecorated as neglect therein undermined their walls. Clothes were fashioned from the cotton and wool of their farms. A full and satisfying labour. Soon it seems likely, if science and the machine spread to the land, that even the peasant will have time to spare. Already it is clear that, in the towns earning one's bread occupies but a part of one's waking hours. And what is more, one's hours of labour are increasingly monotonous and unsatisfying. As work becomes more differentiated and specialised, so does it become more mechanical and dull. If you spend eight hours a day wrapping the same shaped pieces of paper round the same shaped piece of chocolate you must inevitably do something drastic in the evening as a counterblast. If you sit on a stool while a moving band brings you a succession of steel bars into which you are to insert two screws of precisely the same size at uniform intervals of thirty seconds, you have got to seek elsewhere satisfaction of your instincts to create; If you don't, you are going to lapse into the insensate scramble for speed and sensation which is so pathetically and so unsatisfyingly characteristic of the uncultured world of today.

This is a really serious problem. It is upto Education to provide the answer. In English schools one answer has been the habit of playing games. The habit was certainly thoroughly implanted; for I expect you have noticed many of us elderly gentlemen filling in odd moments of leisure by delivering murderous attacks on balls of various textures and size. Some of us even drive ourselves up to the tops of mountains in our grim resolve never to be bored.

These things are good. I believe them to be essential—in moderation. But they are not enough. There is nothing more pathetic than the average man of whatever race or country who has nothing but the goading of the flesh and the memory of past heroic goadings to span the hours of his leisure time.

In most cultured countries reading is an important recreation of the mind. Boys and Girls in a good English school, will probably read one or two novels a fortnight in term time as well as stories from magazines. In the holidays they will read a good deal more if it is wet, a good deal less if it is fine.

My experience of Indian boys has certainly been less fortunate. In fact, I have met no boys or girls in any country who read less. At my own college when a boy returned from a few years at a school in England he naturally employed a great deal of his leisure with a book. He was regarded rather like a new exhibit in a museum. Little groups stood round him and stared.

There is no sufficient atmosphere of reading. There is no public opinion which stands round you and stares if you *don't* read. It is up to us to create that opinion. I believe at the first we can only do it by pressure. I believe the habit to be so essential that as in the case of social behaviour, force is abundantly justified at the first. We should put pleasant books at the disposal of our children. We should guide them very cheerfully in their choice; and then if necessary we should have regular tests to ensure that the work has been done.

But, even reading is not creative; nor does it necessarily satisfy our hunger for beauty. The old crafts of our forefathers generally did. We must, then, train our children to become skilled in at least one branch of creative art and to appreciate many more. There should be painting for delight—not geometric drawing or photographic reporting—Music, clay modelling, carpentry metal work, and those female counterparts which come outside the limits of my horizon. In days of prosperity there may be photography and for the mechanical boys the assembling of machinery. I believe these pursuits which involve contact with beauty are of predominant importance, because beauty is everlasting and its pursuit brings ever fresh experience of quiet joy, and not a mere ephemeral sensation. The business of life now seldom provides it; think again of our lady wrapping chocolates or our mechanic screwing in screws.

A child will not pursue a craft after his school days unless he is tolerably skilled in his performance. Hence it behoves us to teach rigorously and definitely not to consider this branch of our labours as a mere frill; of education. It is not a frill it is fundamental, and must be treated as such.

Appreciating beauty is also a faculty that requires training. In our schools this training will be mostly in terms of mere acquaintance. We must bring constantly before our children good music, good pictures, good buildings, good cinema films, good plays, great poetry. Constant acquaintance with that which is good brings just as great an affection as the modern constant acquaintance with that which is thoroughly bad. Later, at the University stage the reasoned basis of our choice can be explored.

My theme, ladies and gentlemen, is but touched upon. But it is far more important to get down to our symposia. Let me then recapitulate. I have put before you three essentials of a sound education in our

secondary schools—whatever the New Social Order and whatever the relation between culture and vocation. First there must be training in character for, to put it on a material plane, democracy requires individual integrity. Secondly, it is essential that we begin to train our pupils to think and not merely to memorise,—to seek knowledge for themselves out of the abundant store in the world around them. Finally I reminded you of the great problem of leisure and of the opportunity given to education to fill that leisure with things of lasting satisfaction and real joy rather than with the ephemeral excitement of mere escapism.

Beyond this we have constantly to remind ourselves that the only teachers who can build character, who can excite intellectual curiosity, who can lead their children into ever widening paths of beauty and joy, are those who are themselves always, and with humility learning new things, who are themselves vitally interested in the creation of beauty, and who themselves draw constant refreshment from deep wells of truth and beauty beyond themselves. Such people and such people only can impart true EDUCATION.

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SHIKSHA-SATRA

OR

TAGORE'S SCHOOL FOR EDUCATIONAL EXPERIMENT.

By

S. C. SARKAR, *Professor of English, Santiniketan College.*

Shiksha—Satra, or Rabindranath Tagore's school of educational experiment, was started at Santiniketan in 1924. The Santiniketan school which had had its origin at least two decades earlier was already there. Incorporating as it did, Tagore's concept of education, his ideal of love it had justified his expectations to a considerable extent; it had proved that the identification of truth and beauty, of the ideal and the real, of utility and purity of purpose was possible not only in a poet's imagination but also in real life. But as this institution had tied itself down to commitments and compromises by introducing University examinations and thus being obliged to comply with its rules and regulations, it ceased to afford sufficient scope for educational experiment. That is why, Tagore, whose zeal for experiment not even the tremendous success of the Santiniketan school could quench into self-complacency, started this new school, Shiksha-Satra. While Santiniketan stood to represent the oriental ideal of love, the love that is the spontaneous expression of personality, of life—the type that is happy in itself and seeks no return for its labours, that naturally develops into wisdom, Shiksha-Satra incorporates, in addition to the aforesaid ideal, the western ideal of love, which the poet interprets as a Spirit of service to humanity, a kind of practical love that always looks forward to some material advantage. And rightly enough, the institution was put under the direct guidance of Tagore himself and of Mr. L. K. Elmhirst.

Provision was made that no external and irrelevant circumstance or consideration—for instance consideration of financial aspect, or demand of Guardian or tradition and market value—could stand in the way of research or force the experimenter's hand. The experimenter was expected to be absolutely free from all preconceived notions or dogmas or set-beliefs to follow with the open-mindedness and penetrating vision of a creative artist the spontaneous growth of the institution, to improvise methods and open up lines of enquiry as the exigencies of the situation demanded or as he thought best, provided that he kept within the ambit of the fundamental principle of love, as defined by Tagore.

A certain amount of dissipation, or lack of direction is bound to be the result of so much freedom. But there may be said to have been

some compensation for this lack of concentration on isolated problems under controlled conditions, which is of vital importance in experimental work the experimenter gained an increased awareness of the problem of education as a whole. If he lost some of the advantages of specialisation, he won the privilege of being able to look, at education from all points of view, seeing it whole, seeing it on a plane where it is not different from or narrower than life, but life itself. And I for one believe that what the country needs to-day most is not so much a specialist's recommendations or technical points, but a change of heart, change of outlook that can only come from visualising education as an integral process of life, and that is what Satra has taken upon itself to demonstrate.

Period of training.

The period of training is seven years. Boys are admitted at the age of seven and they leave at fourteen. In special cases, some of them may be allowed to continue for another two years. Hence it will be seen that this institution embraces both the primary and secondary stages.

Curriculum.

The curriculum is extremely flexible. There is provision for all kinds of traditional studies, for craft work of different types, for gardening, for music and painting. The child is given freedom to choose the subjects and occupations that suit him or in which he finds interest. The teacher's duty of course is to create interests, to get students interested in every branch of activity. But if after reasonable efforts the teacher fails to draw a particular student, then the latter is not induced to take part in that particular activity.

Time-Table

There is no subject-wise time-table. A time-table, however, is drawn up with the help of the boys to ensure good habits and avoid disorderliness in their community life. It is adjusted from time to time to the exigencies of seasonal variation, pupil's needs and projects taken up.

There are set apart a period of four hours in the morning and another of two hours in the afternoon, during which the students are expected to do serious work. But the nature of that work may vary according to personal choice. A boy may choose to spend his time in any of these places:—Library, Workshop, Art and Music room, Kitchen, Garden. The teacher is satisfied if he is convinced that a boy's time has been spent profitably in the branch of activity chosen by him.

The principle followed by the teacher in organising and directing any of those activities is to train the student to make sustained effort in following up an interest through progressive activities towards the attainment of a definite standard of aptitude.

It has been our experience that if the boy's interest is genuine, no matter to what particular branch of activity it is directed, it has a tendency

of outgrowing itself, of leading the student to other interests and activities, thus obviating the danger of one-sided growth.

Attainment of Students

The question that naturally arises in the mind of a man hearing about child-freedom and child-centric schools is this:—

Leaving aside the consideration of such advantages of child-freedom as vitality, happiness and general smartness, is a system that offers maximum freedom to students feasible? Does it ensure any progress in the academic attainment?

The answers that a study of Satra records would suggest are:

(1) A system like this is indeed very difficult to maintain; but it becomes easier and easier with experience till a stage is reached when teachers and students get so much used to it that they come to consider any other system not only irksome and stupid but unnatural

(2) This system does ensure progress but does ensure neither uniform progress of the individual student in all directions, nor uniform progress of all students with regard to academic attainment. The system however, under efficient guidance, is sure to stimulate all students, unless they are abnormal, to live and work vigorously, profitably and with enjoyment. But it is the natural aptitude of the individual student which determines the nature of work in which he shines. If the time of the student has been spent with advantage, no matter whether on literature or carpentry, how can one have the presumption to praise him in one case and denounce him in the other? It is not only the work done, but also the promise of future work that should be taken into account in assessing the educational value of any activity. In either of the aforesaid cases, the student will be seen to have acquired an enduring interest that has permanently enriched his personality.

The findings of experimental institutions like the Satra should be utilised in any effort towards reorganising the present system of education in our country. Too much faith in standardisation of results and market value has led us so long to ignore and even to hinder real growth of personality. It is no use trying to make a flower-plant grow like a pine tree. Concessions have to be made for individual differences. India would be a better place to live in, if our countrymen could learn to be true to themselves, if they could take their stand on the bedrock of personal experience, personal interests, personal choice.

If we are to do this, the work in our schools should by no means be allowed to be so impossibly tedious both for teachers and students. There should be more variety in the types of activities prescribed. There should not be any rigid, uniform curriculum for all. It should be constructed so as to afford sufficient scope for individual variation.

And lastly, our government and our people should realise the importance of experimental institutions like that Satra. Even to-day, people who

look to government or to big organisations for solution of their educational problems, and blame them if those solutions are not forthcoming, forget that it is neither the business of those bodies, nor is it in their power, to solve anything. All they are competent to do is to put into effect conclusions already reached by persons who have practically worked things out for themselves. The government of our country whenever they are in difficulty, look for guidance from British experts ignoring the fallacy of applying results of British experiments in India, where the conditions are different. It is time that this state of affairs should change and original work in Indian institutions be given its proper place in the system that aspires to control Indian Education.

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CARD SORTING

(Another Interesting Experiment in Learning)

By

P. S. NAIDU, Allahabad University.

The 'Mirror Drawing' experiment reported in the December 1943 issue of this Journal revealed a very interesting factor at work in the process of Learning, namely, the factor of 'transference'; but, we noted at the time of discussion that this factor is effective only in muscular learning. Let us now turn our attention to another experiment which is remarkably simple, but profoundly significant in its results.

One of the evils besetting the organisation of government institutions is the frequent transfer of teachers in the middle of the term. The new teacher who takes charge of the class may be as efficient, or perhaps, more efficient than the previous teacher. But each teacher has his own method of approach to a subject; his own individual way of presentation and exposition. How far does this new method of approach interfere with the pupils' power of grasping the subject? What is the extent of the harm done to the pupils by the change of teachers in the middle of the term? The experiment under consideration is designed to elicit scientific answers to the questions. It should be noted, once again, that the experiment relates to 'motor' learning, but as vocational training is going to figure prominently in our educational efforts of the near future, we hold that 'card sorting' has a very important lesson to teach us.

The materials required for this experiment are simple in the extreme—(1) a piece of card-board 3 feet square., (2) a pack of playing cards,

Fig. 1 The sorting playcard

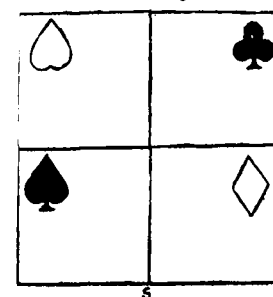
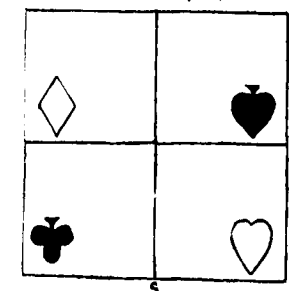


Fig. 2 The playcard after inversion



(3) a stop watch, and (4) the ubiquitous S or the person who willingly consents to be experimented upon—Divide the card board into four equal compartments by drawing lines in the centre. Draw the distinguishing symbols of the four suits of cards in their appropriate colours at the

corners of the four compartments as indicated in Fig I. (Cardboard is very expensive now. An ordinary teapoy may be used with white string serving for the dividing lines. The suit symbols may be drawn on small slips of paper, 4 inches square, and pinned to the corners). The sheet of card board prepared in this manner is known as the 'Sorting Placard'. Now, remove from the pack of playing cards all the kings, queens, and jacks. You will be left with 40 cards. Shuffle the pack well and see to it that the card at the bottom of the pack is of the same suit as the that of the top left compartment of the sorting placard. Place the placard on a suitable table with one of the edges even with the edge of the table. Let your S stand facing the placard in front of the table at a point corresponding to that marked S in Fig I. In this position the 'hearts' and 'clubs' compartments will be away from S, while the 'spades' and 'diamonds' will be adjacent to him. You as E (the experimenter) will now read out slowly and deliberately, the following instructions to your S.

'Hold this pack of cards in your left hand (*right hand* for left-handed persons) face down. When I give you the signal GO, you should start sorting the cards according to the following directions. Note carefully where the compartment for each suit is located. Pick up the top card and throw it face up in the 'hearts' compartment. It does not matter what suit the top card belongs to; it should go into the top left compartment. Now ascertain the suit of this card, and then throw the next card into the compartment of that suit. Now take the next card and throw it into the compartment belonging to the suit of the second card, and so on. Each card is to be thrown into the compartment of the suit of the preceding one. For example: if the first card thrown into the hearts compartment is a 'club', then the second card should go into the 'clubs' compartment. If the second turns up a 'spade', then the third card should go into the 'spades' compartment. If a card is of the same suit as the compartment in which it lies, the next card should be thrown into the same square, and the operation continued till a new card turns up. You are to work as fast as possible, and correct any mistakes you may commit in sorting. Go!'

The experimenter should pay attention to the following instructions:

(1) He should prepare before hand a score sheet for entering the results of 25 trials in tabular form under the headings, 1. No. of trial 2. time taken by S, 3. No. of mistakes committed by S, and 4. remarks (relating to the behaviour of S while he is sorting the cards).

(2) E should time accurately each performance of S.

(3) The attention of S should be called to the mistakes he makes, if S does not notice and correct them himself.

(4) S should rest for 30 seconds between trials while E shuffles the cards for him, and enters up the data of the trial in the score sheet

(5) 20 trials should be gone through, and *at the 21st trial, the placard should be given a half turn*, so that the upper and lower compartments change places as indicated in Fig. II.

(6) Five more trials should be gone through after the placard has been inverted.

(7) The behaviour of S in the 21st trial should be noted very carefully.

(8) S should be invited to state his experience in the 21st trial.

Here is the score sheet of an S who is preparing for the Entrance examination of the Benares Hindu University:

No. of Trial.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Time in Secs.	70	65	45	56	60	45	45	40	40	40	40	40	40	40	40
No. of mistakes.	0	1	0	1	2	1	0	0	1	0	0	0	1	1	1
(score after inverting the placard)															

No. of Trial.	16	17	(In the case of this S the first of set trials was confined to 15, and the second to 2)	
Time in Secs.	65	55		
No. of Mistakes.	0	1		

When one is asked to sort a pack of cards, one will arrange them naturally according to their respective suits. In this experiment, however, an unusual method of sorting is prescribed in order to enable E to study S's process of learning a new skill. Sometimes, old co-ordinations of the eyes, hands and legs have to be broken up, and realigned in order to master a new skill, such as operating a sewing machine with treadle movement. This experiment simplifies the conditions under which such skills are acquired, and enables to study the effect of a very important factor, namely, of 'interference' on the newly acquired skill. The score sheet given above indicates rapid progress. The gain in time in the 15th trial is 57%. But, when a slight interference is introduced, all this gain is lost and S goes back nearly to his original condition. His hand hesitates in sorting the cards in the 16th trial. It goes to the top left compartment (instead of to the bottom right one) whenever a card which ought to go into the 'hearts' compartment is in his hand. He complains of bewilderment. It will be noted that the 'interference' introduced is very slight. The same pack of cards is used, the same principle of sorting is followed, only the top and bottom compartments have changed places. Even so the effect is very striking. There is almost complete loss of efficiency in the new skill. The experiment serves as a warning to those who would interfere light heartedly with the organisation of the time table in the middle of the term. When young minds have got used to a particular way of grasping instruction imparted to them, be it manual instruction or verbal instruction, they should be encouraged to keep on to that particular way. Surprises should not be sprung on them.

ABORIGINAL EDUCATION IN INDIA

By

MUNTAZIM-I-KHAN BAHADUR A. G. SHARMA,

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The Aborigine of India are the descendants of tribes and peoples who populated this ancient land, before the immigration of the Dravidians and the Aryans. There are more than twenty five million aborigines in India, and they are distributed through-out India. In Assam, we have the Naga tribes, the Garo, Kachari, Khasi, Mikir and Lushai. In Bihar, are the Santals, the Mundas and Oraons, who are also found in Orissa. Chota Nagpur plateau houses also the Hos, the Kharias and a number of smaller tribes, including the very ancient Asur, iron-smelters. Orissa and its states has a large population of aboriginals—the Bhuiyas, the Bhumji, the Khonds, the Saravas, the Gadabas, the Porojas and the, Junags (who still dress themselves in leaves). In the Central Provinces are the Gonds, the Pardhis, the Baigas, the Korkus, and the Hill Marias (in Bastar State). In the Bombay Presidency and in Central Indian and Rajputana States, are the Bhils, the Dhodias, the Thakurs, the Varlis and the Katkaris. In South India, live what has been described as “one of the most primitive kinds of men that it is possible still to find on the earth to-day”. There are found the Todas, the Kurumbos, the Kanikars, the Irulars, the Yenadis and the Koyas

Some of the tribes, who live comparatively aloof from their non-aboriginal neighbours, and for the most part, inhabit the more out of the way highlands, hills and forests of the country, are vigorous, of relatively good physique, independent and happy. In their practical isolation, these tribes have developed, or retained intact, certain natural virtues, such as simplicity, honesty, and a natural cheerfulness. In the course of time, they seem to have economically developed an adaptation to their environment, which, within certain limits, approaches almost perfection.

However, this position of the aborigine changes as soon as they come in contact with persons of a complex and superior culture. In this clash of cultures, the low cultured tribes are in a definite disadvantage. They easily succumb to the forces that make for social disintegration. It must be emphasised that the detrimental effect of a vastly superior culture on the primitive tribes is not a peculiarity of India or of Hinduism. The same has been experienced in North America, as well as in Africa and in the Pacific.

(To be continued)



A NATIONAL SCHEME OF EDUCATION FOR INDIA*

By

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I

General Principles

Before detailing with the several aspects of the scheme, it may be desirable to set out briefly the general principles underlying the scheme. They are:—

(i) Indian children are in no way inferior or different from the children of other countries, and given the opportunity, they will benefit themselves and their country by being brought under a national scheme of education.

(ii) Equality of opportunity for *all* children has to be guaranteed under a national scheme. A certain minimum education for all boys and girls, and higher education of various types for those who have the aptitude for it have to be provided.

(iii) All children have to be compulsorily at school from the age of 6 up to the age 14; this period of education has to be made free and a complete responsibility of the State.

(iv) High School, University, Technical and Vocational Education are to be made available for those who have the aptitude for it though they cannot afford to pay for it. Such students have to be brought under a system of free scholarships and maintenance grants.

(v) A net-work of Employment Bureaus is to be established with the main purpose of enabling leavers in all stages to obtain useful and remunerative employment.

(vi) An efficient School Medical Service is to be brought into operation concurrently with the expansion of education to safeguard the physical fitness of the rising generation.

(vii) The physically and mentally handicapped children ought to be educated in specialist institutions under the care of qualified teachers.

*Extracts from an article in the Delhi University Magazine Vol. 1, No. 2. It sets out briefly the main features contained in the 103 page memorandum of Post-War Educational Development in India prepared by Mr. John Sargent, C.I.E., Educational Adviser to the Government of India. The memorandum was recently placed before the Central Advisory Board of Education at a special meeting at Dehra Dun on the 14th, 15th and 16th of October 1943, for an expression of their opinion. The scheme outlined in it is by no means final and is subject to further modifications in the light of fresh comments and criticism. It may therefore be viewed as an outline for a comprehensive scheme for Post-War Education.

(viii) Illiterate adults between the ages of 14 and 40 ought to be brought under a voluntary system of education and an attempt is to be made to liquidate adult illiteracy within a reasonable period.

(ix) Recreative and Social activities for the adolescents and youths have to be organised for all those who would have left school.

(x) An efficient administrative machinery has to be brought into existence to administer the national scheme with vision, courage and faith.

(xi) A new scheme of training the number of teachers required has to be undertaken with a view to put the above into operation within a stated period of years.

In estimating the cost of the National Scheme of Education for India, the Report of the Sargent Committee on the conditions of service of teachers has been of immense value.* In all forms of education, the salaries and allowances of teachers are the basic factors that largely determine educational costs. In the free compulsory stage of education they may be taken as accounting for 70% of the total expenditure, the balance being distributed as follows:—

Loan charges on buildings and grounds	...	5 per cent.
School Medical Service, provision of meals, special schools etc.	...	10 ..
Administration	...	5 ..
Other Expenditure including books, apparatus, maintenance and repair of buildings etc.	...	10 ..

In the later stages of education these percentages are liable to a good deal of variation, but for purposes of calculation, the same basis has been adopted throughout the scheme.

In estimating the number of children who are to be brought under the national scheme of education, the population figures have been taken from the Public Health Commissioner's Report for 1940 for all areas excepting the Indian States and Baluchistan. The figures for the latter are based on the 1931 Census which are by no means precise.

II

The Training of Teachers

Even if India had all the finances necessary for launching on a nation-wide educational activity, it will not be possible to establish schools all over the country at once. The essential requirement of any comprehensive development is the provision of an adequate establishment of teachers and of the necessary institutions for training them. In 1940-41 there were just over 640 Training Schools in the whole country with about 19,000 pupil-teachers undergoing training in them. The Training Colleges for graduates in the same period numbered 28 and their intake was about 1,300 teachers. It is obvious that the number of training institutes that exist at present are utterly insufficient for the needs of the country.

*This report was published in the S. I. T., Vol. 16, No. 12.

42% of the existing teachers are untrained (Annual Report 1938-39). Further, the type of training available in the existing institutions is open to serious criticism. Many unsuitable persons have found their way into the teaching profession. The present number of teachers under training can do no more than replace the number of those who retire from the profession. Therefore a vast increase in training centres is needed to provide the vast army of teachers required under the national scheme.

India will require approximately 22,00,000 teachers for all stages of school education. Of these 12,20,000 will be required for Pre-primary and Primary (Junior Basic) schools, 6,20,000 for the middle (Senior Basic) Schools, and 3,62,000 for the High Schools. It is impossible to find means or persons to train the 22 lakhs of teachers except over a minimum period of 35 years. The rate at which trained teachers can be produced is the factor on which the entire development programme will depend. The first 5 years will have to be devoted to opening training centres, and from the sixth year onwards, a gradual flow of teachers will begin to be available. In the early stages the number of teachers will depend on the number of pupils leaving the existing High Schools and Universities who can be attracted into the teaching profession, and later on, the expanded High Schools may be expected to turn out a larger number of potential teachers. It will be possible to bring under training the required number of 22 lakhs of teachers only in the 39th year of the expansion scheme. Once a national system is fully established the annual wastage among teachers due to retirement or death will be about 88,000 per year. At this stage, any surplus Training School or College accommodation may have to be diverted to other higher educational purposes.

Three types of Training Schools for non-graduate teachers would seem to be required *viz* :—(1) For pre-primary teachers (2) For Junior and Senior Basic School (Primary and Middle) Teachers (3) For non-graduate teachers in High Schools. The Training for Senior Basic teachers should extend for 3 years while the training for others could be completed in 2 years. The graduate-teachers of the High Schools will need only a year's training in Training Colleges or University Departments of Education. The present system of Normal Schools attached to Training institutions ought to be abandoned and all schools in the neighbourhood of a Training College or School ought to be made available for teaching practice.

An economical unit of a Training School will be for 300 trainees, or an annual entry of 150 for a two years' course. If an adequate supply of trainees is to be obtained it will not be practicable to charge any tuition fee. Maintenance charges will amount to Rs. 250 per year per trainee, and it may be assumed that 50% of the trainees will be able to pay this for themselves.

An economical unit for a Training College or a University Department of Education should not exceed 200. Here again, no tuition fee is to

be charged from the trainees, and it is estimated that the cost per head of Training College students will be about Rs. 400 per year.

In an ideal system, the teaching establishment should contain considerably more women than men teachers, since all pre-primary, $\frac{3}{5}$ of the Primary, and $\frac{1}{2}$ of the Middle and High School teachers should be women. To begin with, there will be a dearth of women teachers in this country, and it is hoped that in course of years as the number of girl matriculates increases, women will replace men as teachers of younger children whether boys or girls.

It is impossible to calculate the precise annual cost of the proposals outlined above. The total cost of training 22 lakhs of teachers will be Rs. 160 crores spread over a period of 35 years or an average of Rs. 456 lakhs a year.

III

The School Stage

Pre-Primary

An adequate provision of pre-primary education in the form of Nursery schools and creches is an essential adjunct to any national system of education. The provision of such schools at present is negligible. Where separate nursery schools are not feasible, nursery classes should be attached to Junior Basic (Primary) schools. These schools and classes should invariably be staffed with women teachers who have received special training for this work. Pre-primary Education should in all cases be free, though not compulsory. In areas where housing conditions are not satisfactory or where mothers are accustomed to go out to work, parents ought to be persuaded to avail themselves of the Nursery Schools. If provision is made for 1 million of children of the age group 3-6, the total estimated net cost will work out to Rs. 318.5 lakhs per year.

Junior & Senior Basic (Primary & Middle) Schools:

This stage is meant to be completed by pupils between the ages of 6 and 14. These 8 years at school, (5 in the Junior Basic, and 3 in the Senior Basic) ought to be made universal, compulsory and free for all children. The course of instruction in Basic Schools embodies many of the educational ideas contained in the original Wardha Scheme issued under Mr. Gandhi's auspices. Its main principle of "learning through activity" has been endorsed by educationists all over the world. On leaving school at 14, the pupil should have had an adequate training to take his place as a citizen. The curriculum, besides making a boy or girl completely literate, should also lead up to a basic craft or crafts suited to local conditions. The Senior Basic-School being the finishing school for the great majority of future citizens is of fundamental importance and should be well-staffed and generously equipped.

The cost of this scheme is calculated on the basis of 1 teacher to 30 pupils in the Junior Basic stage, and 1 teacher to 25 pupils in the Senior Basic stage. The total school population between the ages of 6 and 14 in

the Basic schools will be 515 lakhs (360 lakhs in the primary schools, and 155 lakhs in the Middle Schools) and these will need 18.2 lakhs teachers.

By far the largest single item of expenditure in the national scheme will fall under this section. The total estimated cost of the proposals outlined here will amount to Rs. 200 crores annually. The cost per capita of the Junior Basic pupil will be Rs. 31.84 per annum, and of the Senior Basic pupil Rs. 55.31 per annum.

High Schools:

Pupils at the age of 11 plus should on completion of the Junior Basic stage be diverted to High Schools after an impartial test to assess their abilities, aptitudes and general promise. The selective principle by which children should be picked out on completion of the Primary stage is of the greatest importance. High School education is neither free nor compulsory, but if pupils are to be admitted by selection, those without the necessary financial resources will have to be provided with free places and maintenance allowances.

The new High Schools ought to be treated as distinct units differing in outlook and objective from the ordinary middle or Senior Basic Schools in which most children will complete their education. Those children who are not selected at the end of the Junior Basic stage need not be altogether debarred from admission to High Schools. Facilities will have to be provided for the transfer of suitable children from the Senior Basic to the High Schools at some later stage particularly where they show signs of late development. Experience of such selective tests in other countries suggests that one child in every five of the 11-12 age group will be found fit for high school education. The new High School course will cover six years instead of the present five. On the basis of one child in every five going into high schools, of the age group 11-17, 72.5 lakhs pupils will require places in the high schools in British India. At present there are not more than 10 lakhs pupils in all the existing high schools, so that it will be necessary to provide 62.5 lakhs places over and above the numbers for whom provision is available. In order to avoid empty places and consequent waste of public funds, guarantees have to be taken from parents and guardians that pupils will not ordinarily be withdrawn from high schools before they complete their education.

High School education should be a stage complete in itself and not merely a preliminary to University education. The large majority of high school leavers should receive an education that will fit them for direct entry into occupations and professions. The reorganised high schools should be of two main types: (1) Academic (2) Technical. The Academic High Schools will impart instruction in the arts and pure sciences while the Technical High Schools will emphasise applied sciences and industrial and commercial subjects. In both, the course in the junior stage will be very much the same and there will be a common core of the "humanities" throughout. Art and Music should form an integral part

of the curriculum in both, and all girls should take a course in domestic science. The needs of the area will be a dominant factor in deciding what types of schools and what variety of courses should be provided. In rural areas where pupils are likely to take to agriculture on their own farms or elsewhere, an agricultural bias should be given to the curriculum.

An approximate estimate of the gross cost of a recognised system of High Schools is worked out on the basis of the teachers' salaries and the total number of teachers required. On the basis of 1 teacher to every 20 pupils in high schools, British India will need 3.6 lakhs teachers. Half of these will be graduates and the other half will be non-graduates. The total bill of salaries of all high school teachers including Head-teachers will amount to Rs. 55.17 crores. This represents 70% of the total cost, and the total gross expenditure will amount to Rs. 78.81 crores. The cost per pupil per annum will be Rs. 109. If half the total number of pupils pay a fee of Rs. 6 per mensem, the total revenue from fees will amount to Rs. 23.11 crores. This represents 30% of the total cost, and if another 5% were to be expected from endowments, the State will have to find the balance of 65% of the gross cost on high schools. This amounts to Rs. 50 crores so far as British India is concerned. This is the second largest item in the educational scheme outlined here.

IV

Universities

University Education in India has grown rapidly in the last eighty years but none of the Universities could be said to have attained the aims and aspirations of higher education. Indian Universities have failed to relate their activities sufficiently closely to the practical needs of the community as a whole. Attention has been drawn by many high authorities to the alarming extent of unemployment among University graduates. Over-emphasis on examinations, the lack of a properly organised tutorial system, the absence of personal contacts between teachers and students, and the non-existence of loyalty to the *alma mater* combined with the inadequate standards of scholarship and discipline in most Universities have all come in for a good deal of comment and criticism. The main cause for these and other defects lies in the fact that neither private benefactions nor grants from public funds have yet been on such a scale as to place Universities in a position of financial stability, with the result that Universities have remained largely dependent on students and examination fees, and have put no restrictions on admissions as would enable high standards to be maintained. There has been a general lack of planning in University education and both Central and Provincial Governments have yielded to popular pressure in bringing Universities into existence without enabling them to function on sound lines. There is no proper selection of students for higher education beyond what is provided by an admittedly easy matriculation examination, and there is no system of maintenance grants by which students of ability who cannot afford to pay for higher education may be enabled to participate fully in University life.

Nowhere among the Universities of the world is there so large a proportion of failures in examinations as in Indian Universities. The waste of time, money and energy involved in this system is a grievous loss to the country. The high proportion of students in Indian Universities as compared with the school-going population indicates that in India the superstructure of the educational system has been allowed to develop before the main building has been erected on broad and sound foundations.

The anomalous position of the intermediate classes in many Universities has brought down university standards considerably. The Intermediate course is no more than an extension of the school-course, and the two year degree course which normally follows it offers inadequate time or scope for giving a sound and complete training in the subjects which the students select for specialisation. The recommendation of the Sadler Commission to abolish this stage, and add one year to the school, and the other to the degree course may be regarded as an essential and urgent reform. The minimum length of a University course should be three years.

Under a national system of Education, there will be 33 lakhs of pupils in the high schools of whom 11 lakhs will be leaving school every year. If standards for entrance to universities are raised, it is reasonable to expect at least one in fifteen of the school-leavers to reach a level of attainment required for university education. On the basis of 1 to 15, universities will be called upon to admit annually 74,000 matriculates; and with a normal 3 years course besides post-graduate and research departments, universities will have to find 2,40,000 places. At present there are only half this number in all universities in India. Thus under the reorganisation, it is proposed to double the number of University places.

In 1940-41, the total expenditure of all Universities in India amounted to Rs. 463.8 lakhs. Of this 39.4% was met from public funds, 47.7 from fees and 12.9% from endowments. Under the reorganisation the average cost of a University student is estimated at Rs. 400/- per annum (excluding maintenance). This is approximately 40% above the present average cost and makes provision for improvement in lecturers' salaries, reduction in size of classes, an efficient Tutorial system etc. For 2,40,000 places, the total cost will be Rs. 960 lakhs per annum. It is expected that 50% of the students will pay fees at a rate higher than at present, say Rs. 240/- per annum. The revenue from fees will therefore amount to Rs. 288 lakhs. This amounts to 30% of the total expenditure. Of the balance, 10% may be expected from endowments, leaving the State to contribute 60%. If however 10% of the total cost were to be set apart for maintenance grants to needy students, the State will have to provide 70% of the total expenditure which is Rs. 672 lakhs.

The universities must play a part of supreme importance in any national system of education. In the interests of economy and efficiency, their activities should be carefully co-ordinated in order to eliminate over-

lapping or dispersion of effort. A central directing authority is needed to organise University Education for the country as a whole. This authority should be created on the lines of the University Grants Committee in Great Britain, a body which has operated successfully without friction in a country where Universities are no less jealous of their autonomy than Indian Universities. The proposed Indian University Commission might consist of a few eminent men not directly connected either with Government or with any particular University. The Commission should refrain from interference with the ordinary administration of individual Universities. Its main functions should be (1) to assess and distribute grants from public funds to all universities; (2) to encourage private benefactions; (3) to co-ordinate university activities with a view to avoid overlapping and to adjusting so far as possible the output of the universities to the economic needs of the country; (4) to exercise and advise upon all schemes of major developments; (5) to prevent undesirable competition between universities and to remove all inter-provincial barriers; (6) to arrange for the inspection of universities periodically with a view to ensuring the maintenance of standards; and (7) to establish cultural contacts and to arrange for the exchange of teachers and students with foreign universities.

V

Technical, Commercial and Art Education

Messrs. Wood and Abbott in their report on technical education have dealt with the duration, scope and content of most of the courses that should be provided in Technical Institutions. Since then as a result of the present war, there has been an enormous expansion in industry, and it is reasonable to assume that there will be an urgent need for a considerable expansion in this branch of education in the post-war period. Technical instruction regarded as a means of general education as well as a preparation for certain types of employment is acquiring a place of ever-increasing importance in the educational system. Since its function is primarily educative, its direction should be in the hands of those responsible for education as a whole. As Mr. Abbott points out, "In nearly every great industrial country technical education and general education are administered by the same department of State i. e., the Ministry of Education." The closest contact must of course be established and maintained between Industry and Commerce, and since they will increasingly depend on the products of technical institutions, it is to their interest to become willing co-operators as well as constructive critics of the instruction given in technical institutions.

The following main types of Technical and Industrial institutions are suggested in the reorganised national scheme:—

- (a) Junior Technical or Industrial or Trade Schools.
- (b) Technical High Schools.
- (c) Senior Technical Institutions.

(a) and (b) will normally provide full-time instruction preparatory to employment while (c) will also provide part-time instruction for those already in employment. Pupils on leaving Senior Basic (Middle) Schools at 14 years of age, will go to (a) for a two-year full-time course. The Technical High Schools will offer a six-year full-time course for those who have completed the Junior Basic at about 11 years of age, and the Senior Technical Institutions will offer a three-year full-time diploma course to which students will be admitted after passing the Technical High School Examination and a further two-year full-time advanced Diploma course for those who have passed the first diploma examination. The Senior Technical Institutions will also offer part-time instruction for those already in employment.

It is proposed to provide 2 lakhs of places in Junior Technical, Industrial and Trade Schools which will be for about 4% of the boys leaving Senior Basic schools. The cost per capita is estimated at Rs. 150 per annum. A similar provision for 4% of the Technical School leavers is provided in the Senior Technical Institutes. These will cater for an intake of 25,000 places every year or 75,000 places during three years. The cost per place is estimated at Rs. 500 a year. The total expenditure on these two items will amount to Rs. 675 lakhs. To this must be added another Rs. 300 lakhs for part-time technical instruction for those already in employment. As against this estimated expenditure of Rs. 975 lakhs we may expect an income of approximately Rs. 175 lakhs by way of fees and other sources as trade tests, and expert advice for firms. The estimated annual cost of the proposals contained in this section will be approximately Rs. 10 crores and the net cost Rs. 8 crores.

The uncertainty as to the extent of the development in Technical Education in India after the war is the main difficulty at arriving at any firm estimate in this branch of education. As the bulk of those undergoing full-time instruction in Trade and Technical Schools will not ordinarily belong to the richer classes, a liberal provision for free instruction and maintenance allowances has to be made under this section.

In view of the difficulties in the way of organising technical education on a provincial basis, it should be controlled by an all-India body called the National Council for Technical Education. The whole cost of Technical Education should be borne by the Central Government except that relating to Technical High Schools and Junior Technical Schools which form part of the normal Provincial high school education, and of the Technological Departments of Universities which will come under the special arrangement proposed for the control of University Education.

VI

Adult Education

Approximately 85% of India's population is illiterate. Liquidation of illiteracy is only a compensatory measure in that it is an attempt to

give adults a belated opportunity to make up for the loss of education during their youth. Adult Education should be so designed as not only to make adults more useful members of society but also in some measure to improve their economic position. Only in this way will the average illiterate acquire respect for education and a desire for the education of his children.

The normal age-range of adults that could be educated may be fixed at 10-40. It is presumed that no useful purpose will be served by attempting to educate persons over 40 years of age. The total population of India within this age-range is 1486 lakhs according to the Public Health Commissioner's Report for 1940. Of these 14.6 % are considered literate. The number of adults to be made literate therefore will be approximately 1270 lakhs. It is proposed to make literate all these numbers within a period of 25 years, of which the first 5 years will have to be devoted to recruiting and training suitable teachers. During the period of 25 years a number of persons will inevitably pass out of the 10-40 age range, and the anticipated decrease will be about 365 lakhs. This leaves 905 lakhs of persons to be made literate. Assuming that one teacher can make 25 pupils literate in a course of instruction lasting for 100 hours, the total number of teachers required will be 36.2 lakhs. It is proposed to pay Re. 1 per hour per teacher, and the total expenditure on teachers' salaries will amount to Rs. 36.2 crores. To this must be added 12% to cover the expenditure on books, equipment, administration, etc. The total expenditure will therefore amount to Rs. 41.6 crores spread over 25 years. This is the cost of a well-organised literacy drive, and 10% of this should be added towards adult education. Thus the total on both literacy and education will amount to Rs. 59.7 crores. In the process of working out this scheme, liquidation of illiteracy will be so telescoped with the real adult education scheme, that as funds are released from the literacy campaign, they will be available for educational work till such time when all the funds budgetted for the purpose will be wholly spent on providing education for those who are already literate. The estimated total annual cost will be approximately Rs. 3 crores.

VII

Conclusion

The annual cost of the various branches of a national system of education may now be outlined as follows :—

(Figures in Lakhs of Rs.)

	Gross Expenditure.	Income from sources other than Public.	Net Expenditure to be met from Public Funds.
Universal Compulsory and Free Education from 6-14.	200.00	Nil.	200.00

	Gross expenditure	Income from sources other than Public.	Net Expenditure to be met from Public Funds.
Pre-Primary Education ...	3.18	Nil.	3.18
High School Education ...	79.00	29.00	50.00
Universities ...	9.60	2.88	6.72
Technical Education ...	10.00	2.00	8.00
Adult Education ...	3.00	Nil.	3.00
Training of Teachers ...	6.23	1.68	4.55
Recreational & Social activities	1.00	Nil.	1.00
Employment Bureaus ...	66	Nil.	66
Total ...	312.67	35.56	277.11

Thus the annual net cost of the scheme in full working order will amount to Rs. 277 crores, and public funds will have to provide this amount. In 1940-41, out of a total expenditure of 30 crores on all types of education 17½ crores came from public funds. From the practical point of view, it may be advisable to reckon the present amount spent on education as a reserve towards the cost of providing for the increase in population which may be expected to occur during the period which must elapse before a national scheme is in full operation.

Even if all the funds required for the full operation of this scheme were available at once, it will not be possible to give effect to the proposals outlined here within a period of less than 43 years. While nation-builders may be impatient for a speedier operation of the scheme, financiers will despair of ever being able to meet the cost within the stipulated period. While the sum of Rs. 277 crores may appear a colossal amount at first sight, it is to be borne in mind that this amount will have to be found by a progressive increase of 5 to 7 crores every year or by 35 crores every five years. The carrying-out of the scheme will have to be divided into 7 five-year programmes during which an area roughly equivalent to one seventh of each province should be tackled fully. It must be realised that once a beginning is made there can be no stop until the end is reached.

THE XIX ALL INDIA EDUCATIONAL CONFERENCE

Jaipur—December, 1943.

By

S. NATARAJAN, B.A., L.T.

The 19th All-India Educational Conference held during Christmas at Jaipur under the Presidency of Sir Maurice Gwyer, was a very successful Conference. Over 500 delegates from all parts of India attended the Conference. Many Universities, Departments of Education of British Provinces and Native States had sent their delegates to the Conference. Ministers of Education and Directors of Public Instruction of many Native States were present. Despite the difficulties of travel owing to war condition, a large number of representatives of the affiliated teachers' associations were present at the Conference.

His Highness the Maharajah of Jaipur opened the Conference in the gaily decorated Town Hall, and later was At Home to all the delegates at his beautiful Town Palace.

The Conference coming as it did close upon the publication of Mr. Sargent's memorandum, considered various aspects of Educational Reconstruction. Sir Maurice Gwyer, in his presidential address dwelt at length on the essential features of Mr. Sargent's memorandum, and on what should be done to implement the scheme as outlined therein. At the general session of the Conference Sir Mirza Ismail in a thought-provoking address initiated a symposium on Education and the New Social Order. Many delegates took part in the symposium. Mr. John Sargent who attended the Conference was able to give valuable information on the details of educational reconstruction formulated in his memorandum. The Hon'ble Mr. Jogendra Singh, Education Member of the Viceroy's Executive Council, described the reconstruction proposals as India's Educational Charter and assured the Conference that before the end of 1944, a first five-year plan will be inaugurated. The Conference appointed a Committee with Mr. K. S. Vakil as the convener to consider the proposals of educational reconstruction of the Central Advisory Board of Education, of the South India Teachers' Union and other proposals and recommend modifications to the scheme of National Education prepared by the All-India Federation of Educational Associations.

The fifteen sections of the Federation had their sessions. These were well arranged so that it was possible for delegates to attend them all. All the sections were well attended.

From South India, myself, Messrs. C. Ranganatha Iyengar of Gooty, N. Kuppuswamy Iyengar of Srirangam, M. S. Kotiswaran, Principal, Mahabub College, Secunderabad, K. Narasimhachariar, Secunderabad, Krishna Rao, Headmaster, Board High School, Bhadrachalam, and Miss J. M. Gerrard, Principal, Lady Willingdon Training College, Madras, and Miss Myers, Principal, Queen Mary's College, Madras, attended the Conference.

The Reception Committee had made excellent arrangements for the comfortable stay of the delegates.

The Educational Exhibition was very attractive, though on a modest scale. It brought out the special features of Jaipur art and how in schools the young pupils are trained in arts and crafts.

One cannot conclude without paying a special tribute to Pandit Amarnath Jha, President of the Federation, for the very excellent manner in which he guided the deliberations, nor can we forget Mr. D. P. Khattri, the Secretary, for an efficient organisation of the programme.

ALL-INDIA EDUCATIONAL CONFERENCE, JAIPUR

Moral and Religious Education Section

The meeting was held in the Room of the Maharaja's College, Jaipur on the 28th December, 1943, at 2 P.M. and concluded in one session at 4-30 P.M. It was quite largely attended.

Mr. C. Ranganatha Aiyangar presided. In his address he referred to the need for providing for opportunities for moral education and the right kind of religious education. He said that the atmosphere of the school and the teacher's way of life largely influenced the pupils in these two directions.

The following subjects for symposia were thrown open for discussion:—

1. Development of public spirit among students.
2. Cultivation of respect for all religions.

Messrs S. Mathai, Kewal Motwani, M. S. Kotiswaran, S. K. Ojha, Ashtaputre and Richardson participated in the discussion.

Mr. Mathai traced the historical reasons for the general indifference of Indians for voluntary public service and wanted that teachers should teach the students to respect the rights of others and to realise that one's ways of living affect another under modern conditions.

Mr. Kotiswaran pleaded for religious instruction in schools and instanced the relative recommendation in the white paper in England as an outcome of the realities of the war.

Mr. Kewal Motwani emphasised that religion should be lived and that the teacher should set the example.

Mr. S. K. Ojha appealed for the brotherhood of man according to Lord Krishna's Gospel and said that humility is the symbol of learning.

Mr. Ashtaputre argued that religious training leads to balanced life.

Mr. Richardson would like to have fundamentals of religion taught, as all religions are only different ways of approach to the same goal.

Four papers were read at the session:—

1. Need for and content of religious education in schools; by Lala Jawahar Lal Jain, M.A. of Nawalgarh.
2. Education of the future citizens for peace; by Mr. S. P. Tejpal, M.A. of Jaipur.
3. The kind of religious education to be imparted in schools; by Mr. R. G. Sarien, M.A. of Nawalgarh.
4. Scheme of Religious Education in schools; by Mr. N. P. Gupta of Charkhari.

The following resolutions were passed:—

1. Resolved that in view of the great force which religion exercises on the minds of the people and in order that a spirit of reverence for different religions may be created that may lead to tolerance and sympathy among men of different faiths, well known persons of different religions be requested to address students' gatherings in the school or college halls as often as possible, on themes selected from the respective religious scriptures.

2. Resolved that the Members of Committee of Courses and Text-books be requested to eschew such matter from the books prescribed for the use of students, as may be calculated to incite the religious feelings of any community.

There was an animated discussion on the following resolution:—

Resolution—Resolved that religious instruction be included in the school curricula of studies as an essential part of a course of instruction to be provided in the school timetable.

Miss Murch of Vidyabhawan of Udaipur, Prof. Satyandra, Mr. Maity and Mr. M. P. Gupta joined in the debate on the Resolution which has ultimately to be adjourned to the next conference.

C. RANGANATHA AIYENGAR,
President,

P. S. MATHUR,
Secretary.

Jaipur, Dated 28th December, 1943.

FROM OUR ASSOCIATIONS

The Tanjore District Teachers' Guild.

A meeting of the guild in connection with the Education Week was held at the Findlay High School, Mannargudi on the 11th December:—

Sri K. M. Sundaram Ayyar, B.A., L.T., Headmaster, Kalyanasundaram High School, Tanjore and Vice-President of the Guild took the chair.

Rev. W. M. Bewick, B.A., Principal, Findlay High School, Mannargudi, welcomed the delegates of the Guild.

After the Chairman's introductory remarks, Rev. Bewick, addressed the house on "Religious instruction in Schools."

The origin of such instruction was traced as obtaining in England and the need for the introduction of religious instruction in Schools was explained. The appalling condition of the world has created a necessity for such basic instruction in schools. Treaties being torn up, and general callousness to life as evidenced by this horrible total war has shown the immediate need for a proper kind of religious instruction. The question is engaging the attention of the Cabinets of Governments in England and America, and a postwar scheme is being adumbrated. In India the need is greater. It is a matter of great pity and regret that even most grown up men have no sense of religion within and feel no need for the expression of a duty or worship to God. In some cases, a contempt for God has grown considerably. This most unhappy feature is certainly the outcome of the defective system of education we are having. Education as it is has no unifying effect, and does not lay stress on the inter-relations of life which constitute religion. The finger of God combining life into unison, and the need for ability to appreciate the unifying force of God must at once be implanted in our system of education.

Such religious education can be achieved in schools if teachers also cultivate a right attitude in the matter and exercise a constructive and positive influence in this direction. They should have the inclination and the driving capacity to guide their pupils along right lines. Sympathy, not fright or hindrance, must be the guiding factor.

A scheme of religious instruction should enable our pupils to remove all practical difficulties of life, and pupils must go from schools with the ability to face life, and education must be made purposive of the good of the self, and the good of society at large.

Sri K. M. Sundaram Ayyar, then gave an address on "Post-war education." After pointing out the defects of the present system of education in all its aspects Elementary, Secondary, University, Adult, Technical etc., he suggested re-organisation on various lines.

Sri N. Panchapagesa Ayyar, B.A., L.T., of the National High School, Mannargudi, spoke on some disabilities of the Teacher and pointed out that the Guild should seek to remove them. The disabilities dealt with were security of tenure, scale of salary of teachers, leave rules, age limit of retiring teachers, bar from appearing for higher grade training examination and judging work by results.

The House adjourned for lunch at 3 P.M. and met again at 3.30 P.M. to discuss and adopt resolutions.

The following are some of the resolutions that were adopted:—

This meeting of the Guild requests the Government to enhance the Government contribution to the Teachers' Provident Fund from one-third to one-half of the amount standing in the name of the subscriber at the time of closure.

This meeting of the Guild reiterates its resolution No. 5 passed at its meeting held on 13-2-43 at Mayavaram and requests the managements of schools to give free education to the children of teachers.

This meeting of the Guild reiterates its resolution No. 10 passed at its meeting held on 13-2-43 at Mayavaram and requests the President, District Board, Tanjore, to be pleased to restore the cut of 50% on the personal pay of certain teachers at an early date.

The Secretary thanked the Teachers' Association of the National High School and the Findlay High School, Mannargudi for inviting the Guild to their headquarters and making all arrangements for the Guild meeting there.

The South Arcot District Teachers' Guild

A meeting of the Chidambaram members of the South Arcot District Teachers' Guild was held at 4 P.M. on 29-1-1944 in the Pachiyappa's High School with Sri Rao Bahadur C. S. Srinivasachariar in the chair. Mr. S. Ramachandra Aiyar, Headmaster of Pachaiyappa's High School welcomed the President and members of the Guild.

Rao Bahadur C. S. Srinivasachariar spoke on the Sargent's Scheme of Educational Reconstruction. He explained its basic ideas.

Mr. R. Bhaskaran and Dr. A. Chidambaranathan Chettiar took part in the discussion.

The members considered the ways and means of running the ensuing Conference efficiently and successfully.

The following resolutions were adopted at the meeting:—

(1) Prof. Rao Bahadur C. S. Srinivasachariar, Dr. A. Narasinga Rao, Dr. R. N. Poduval, Mr. N. Viswanatha Aiyar, Mr. R. Bhaskaran, Mr. T. Govindarajan, Dr. A. Chidambaranathan Chettiar, Mr. S. Panchanatham Pillai, Mr. V. Jayarama Aiyar, Mr. S. Ramachandra Aiyar, and Mr. C. S. Ranganatha Aiyangar will form a Committee with power to coopt to formulate opinion on the Sargent's Scheme of Post War Reconstruction, with Mr. T. Govindarajan as the convener of the Committee

(2) That the Executive Committee of the Educational Conference be authorised to collect funds for the Conference coopting such members as may be necessary in the local areas which will be visited by the Committee.

Propaganda Talks by Mr. V. Srinivasan, Secretary, S.I.T.U. Protection Fund, Ltd.

19-1-1944 Lecture on "S.I.T.U. and S.I.T.U. Protection Fund" under the auspices of the St. Peter's High School Masters' Association, Nellore.

28-1-1944 Lecture on "Teachers in post-war world" under the auspices of the Sir P. T. Chettiar Secondary School, Washermanpet. Teachers from Two Elementary Schools were also present.

The Salem District Teachers' Guild

Audit Report for the year 1943.

I have audited the accounts of the Salem District Teachers' Guild for the year 1943 and I herewith present my report of the same with a statement of receipts and charges. At the beginning of the current year there were fourteen associations attached to Secondary schools and nine Elementary School Teachers' Unions. There was also one individual member. One more Union joined the guild during the year. All arrears of subscription for 1942 have been paid up by the several Associations and unions and the individual member. However the arrears of subscription for 1942 due from one of the unions had to be written off by the General Body at its meeting held at Attur on 4-12-43. The membership of the Guild at the end of the year is 14 Associations 10 Unions and one Individual member.

Only one of the Associations has yet to pay a part of the current years' subscription. This year a sum of Rs. 3-6-0 was realised as interest on a fixed deposit of Rs. 100 made during the year in the Krishnagiri Taluk Teachers' Co-operative Society, Kaveripatnam.

The accounts are found to have been well maintained. All items of expenditure have been duly sanctioned and are supported by vouchers. The guild owns a Teak-wood Almirah.

Statement of Receipts and Charges for the Year 1943.

Receipts.			Charges.		
	Rs.	A. P.		Rs.	A. P.
Opening Balance	164	5 11	F. D. Deposited	100	0 0
Subscription 1942	32	8 0	S. I. T. U. Subsn.	45	4 0
Do. 1943 Sec. Schools	167	0 0	Cost of seal and pad	2	8 0
Do. 1943 Unions	30	0 0	Journal Subsn.	2	0 0
Do. 1942 Individual	2	0 0	Donation to N. S. Memorial	10	0 0
Do. 1943 Do.	2	0 0	Travelling expenses	64	8 0
District Guild share of the conference delegate fees	10	8 0	Typing and Printing etc.	14	14 0
F. D. Interest	3	6 0	Postal expenses	33	2 3
F. D. Withdrawn	100	0 0	Closing Balance	239	7 8
	511	11 11		511	11 11

R. KRISHNAN,

Secretary, 20--1--44.

(Sd.) J. L. CLEMENT,

Auditor, 10--1--44.

The Madras Teachers' Guild

Under the auspices of the Fine Arts Section of the Madras Teachers' Guild, the members of the Masters' Association, the Hindu Theological High School, put on Board "BHOJA" in Tamil at the Victoria Public Hall, on Friday the 17th December 1943, in the immediate presence of Sri T. T. Krishnamachariar, B.A., M.L.A., (Central). The performance was well appreciated and the entire proceeds of nearly Rs. 2,900 by sale of tickets was made over to the Teachers' Guild Building Fund. The following donations to the Building Fund were announced on the occasion :

	Rs.	A. P.
Sri Ramanath Goenka, Editor, 'Indian Express'	500	0 0
The Proprietors, 'The Hindu'	300	0 0
Sri S. S. Vasan, Editor, 'Ananda Vikatan'	250	0 0
Messrs. B. G. Paul & Co.,	200	0 0
" P. Varadachari & Co.	201	0 0
Sri G. Srinivasachariar of The G. S. Press	200	0 0
" M. M. Parameswara Iyer	200	0 0
" G. Srinivasulu Chetty	116	0 0
" Gulabdas Narayandas	125	0 0
" Nathala Sampathu Chetty	101	0 0
" Hiralal Veecumsee	101	0 0
" Vummidiar	116	0 0
A 'Sympathiser'	25	0 0
Sri I. K. Lakshmana Aiyar	100	0 0
" N. S. Krishnan	50	0 0
Messrs. Uberoi, Limited	350	0 0
" National Publishing Co. (Promised)	200	0 0
	3,135	0 0

On the 20th January, 1944, the Council of the Madras Teachers' Guild was "AT HOME" to the members of the Masters' Association of the Hindu Theological High School, when members of the Council expressed their sense of thankfulness to the members of that Association, to their President, Gurukula Dharma Acharya Sri K. Rangaswami Aiyangar and to the various other helpers, patrons and Donors.

LETTERS TO THE EDITOR

The Government in a recent G.O. has directed that managements of Secondary Schools may, at their option, grant a time-scale pay of Rs. 30-2/2-50 to Hindustani Pandits instead of the fixed pay they are now given. But they have almost nullified their recommendation by laying down impossible conditions for such grant. The order says that the time-scale should be allowed only to those Pandits having Hindustani work for 20 periods per week and that the expenditure consequent on the grant of time-scale will not be recognised for grant-in-aid. In most of the schools the work of Hindustani Pandits will be less than 20 periods, but in such schools they are usually given some other work. So the order, by insisting upon 20 periods, does not improve the situation. May we request the Government to make the grant of time-scale incumbent on the managements without insisting upon conditions other than those relating to qualification?

CHENGAM, }
9-2-44. }

S. SRINIVASAN,

Joint Secretary, N. Arcot Dt. Teacher's Guild.

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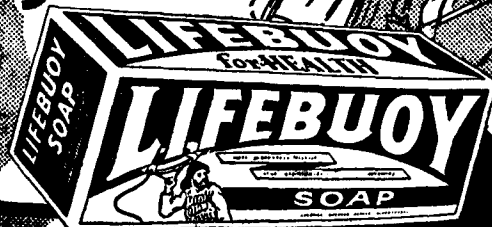


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EDITORIAL

The Sargent Scheme :

Our readers may be aware that the problem of post-war education has been engaging the attention of the South India Teachers' Union for over twelve months. At the Provincial Educational Conference held last May at Vellore the chief aspects of the problem requiring detailed consideration by teachers, managers and public men were indicated. It is a fortunate coincidence that the Sargent Scheme of Educational Reconstruction should be available to us just now. For the first time in the history of Indian Education a comprehensive country-wide scheme of education has emanated from the Central Advisory Board of Education. The scheme differs from the customary official report in one or two respects. It takes note of the post-war needs of India and while making the recommendations, the post-war status of India is kept in mind. The recommendations themselves are made in no halting or narrow spirit. Nor do we note any attempt to harp unduly upon the existing difficulties and suggest makeshifts of no value. Education has been in the hands of our leaders for a pretty long time and the reports of the Commissioner for Education had to comment on their disinclination to take action. We are familiar with the meaningless statements made by ministers in regard to educational questions. The present scheme is a challenge to them since the point is underlined several times that "*anything less than all* means that India accepts a position of permanent inferiority." The public are now in a position to realise the unsoundness of the view that leaders usually held that changes can be made gradually.

The official scheme touches all aspects of education, such as, universal compulsory free elementary education, a diversified scheme of secondary education, sound university education on the arts as well as the technological side, health education, adult education, physical education, school medical service and employment bureaux. There are several good features in the scheme and it is not therefore surprising that it has been well received. We have read with some concern of the observation reported to have been made by His Excellency the Viceroy that during the emergency, education and public health though important cannot naturally be given priority. Other countries are well ahead of us and the gap between India and those countries was wide enough before the war. They have been planning for a far-reaching reform of education and anything like an educational holiday in India will be undoubtedly detrimental to the progress of the country. Those who used to make sneering remarks on educational expenditure will complain that the poor country cannot hope to meet the expenditure of several crores on educational reconstruction. They will do well to read the report with care and it is a good thing that the committee was not deterred by the estimated cost. In their view the problem seems to be not whether the country can afford but whether you can delay any longer. There were critics of the Wardha scheme who made much of the self-supporting idea. May we expect them to come forward and tell the people what the scheme means for the country? The people should be made to realise that their uplift lies only in well planned education and that any delay in giving effect to the scheme will be a denial of opportunities to rise to their full stature.

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