

The South Indian Teacher

(The Official Journal of The South India Teachers' Union)

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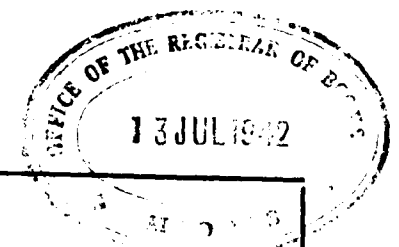
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THE TEACHER—THE HOPE OF THE FUTURE

We, in India, have all a common culture. . . . We are, for better or worse, Indians. We all speak one Indian language or another. Our music is Indian; our food is Indian; most of our manners and customs are Indian. . . . Can we not realize the many points of similarity and unity and minimize such differences as unfortunately do exist? . . . It is to the educationist that the country must look for the eradication of the canker that threatens to destroy the solidarity of the Indian nation. The teacher must himself be free from the cramping influence of narrow communalism; he must think in terms of India and of humanity; he must in his action and words demonstrate his complete impartiality as between creed and creed, sect and sect; he must encourage a nationalistic and humanitarian outlook. The teacher has to show the right path . . . he must uphold the dignity of his vocation by refusing to be made the agent for sectarian propaganda . . . he must decline to be dragged down from his high position as the guide and the mentor who leads the way. . . . He will succeed if he constantly remembers that a loving heart is the beginning of all knowledge, and liberty the mainspring of life. . . . He must be conscious of the great work entrusted to him. He must have faith in the future of his pupils, in the essential nobleness of human nature, and in the oneness of mankind.

(Professor Amaranatha Jha, M.A., F.R.S.L. at the 17th All-India Educational Conference.)

GOVERNMENT, THE TEACHER, AND THE PEOPLE

EDUCATIONAL POLICIES COMMISSION

Control of democratic education should be lodged in no single authority. The conduct of the public school involves the cooperation of government, teacher, and the people, and if this cooperation is to be most effective it must express a general condition of mutual trust and understanding rather than a precarious balance of jealous and rival forces. To each of the parties involved belong appropriate responsibilities and obligations.

The fundamental responsibility of government is to establish and maintain the broad conditions under which education may be carried on. Among its specific responsibilities are the following:

The first responsibility of government is to establish a special authority for the general conduct of the school. The primary object of such a measure is to disassociate education from partisan politics, identify it with the abiding interests of society, protect it from the passions of the moment, and thus give it a unique status among governmental functions. In originally setting up special boards to administer education, the American people revealed a remarkable realism. Education can serve the cause of free men only when guaranteed a large measure of independence and security.

A second responsibility of government is to provide generous and sustained financial support for education. This is required, first of all, by the democratic faith, which declares that the heritage of intellectual and moral development belongs to all men, and not to any privileged order or class. Since the public school is our agency for opening this heritage to the young, it must be made generally and evenly accessible to all. The loyalty of a people to the democratic faith can perhaps be most readily gauged by its effort, in bad times as well as good, to equalize the opportunities of organized education and to assure every child his full birthright as a human being. An equally compelling motive for the support of education is social necessity—to meet the threat of despotism to build the spiritual defenses of democracy. In any age democracy requires appropriate education; in an age like the present education is the price of survival.

The training of the teacher is a third responsibility of government. If organized education is to play even a small part in the battle to preserve the great heritage of human freedom, the selection and preparation of teachers is a matter of the greatest gravity. In addition to technical preparation, the program of teacher-training should equip these young

people to discharge the heavy social obligations of the teacher. It should communicate to them the full scope of their obligations and opportunities as teachers of democracy.

A fourth responsibility of government is to safeguard the integrity of the teacher. Government should guarantee the teacher economic security, reasonable tenure, opportunity for continued study, and protection from the assaults of busybodies and pressure groups which seek to impose on him and on the school their peculiar brands of morals and patriotism. It should guarantee him the right to search without hindrance for the truth and to convey truth as he finds it. It should guarantee him the right to share in shaping educational policies and in setting the conditions of his work. It should guarantee him the right to live the life of a full-fledged citizen, to enjoy all the privileges and discharge all the obligations of a free man. To ensure that these guarantees may be respected, the government should provide special tribunals before which grievances may be adjudicated. It should provide the guarantees here outlined, not in the interest of teachers but in the interest of free education.

A final responsibility of government is to restrain itself. It should of course observe the canons of simple honesty and decency, refusing to prostitute the needs of the school to the granting of special favors, the building of private fortunes, and the creation of political machines. Beyond this, it should resist the tendency—almost universal in the sphere of government—to increase and extend its authority, to prescribe the details of the educational program, to pass on the methods of instruction, and to usurp gradually the responsibilities and functions of the profession. Democratic education cannot live in a straight jacket; it thrives only under conditions of freedom, trust, and confidence. While guarding education from the threats and encroachments of other forces, government must not make the mistake of imposing a host of its own regulations and prescriptions.

The state can establish and maintain the conditions under which the education of free men is possible. It is powerless itself to provide such education. To make the possibility an actuality is the responsibility and the opportunity of the teacher. With freedom go corresponding obligations. Among the responsibilities of the teacher are these:

He must maintain a steadfast loyalty to the democratic process and to the interests of children. He should see that education is not a neutral process and should recognize the social, political, and moral implications and consequences of all that he undertakes. He should exemplify both in his work and in his life, the principles of democracy. He should be among the first to sense violations of democratic principles, to apply these principles to neglected fields, to keep alight the lamps of reason, to champion the underprivileged and the downtrodden, to combat the forces of totalitarianism, whether of foreign or domestic origin—to make democracy

work. In a word, he should take democracy seriously and strive to make it prevail in the world.

His second responsibility is to achieve and maintain a high level of professional competence. Besides mastering the technical aspects of his calling, the teacher should achieve understanding of the nature, history, and present condition of democracy in America and the world. While resisting all efforts on the part of either privileged groups or the general public to exploit him, he should see teaching as an opportunity to achieve moral purpose in his own life, to labor and fight for the great tradition of human freedom, to participate in a vital social undertaking, to serve his people creatively in one of the most critical ages of history.

A third responsibility of the teacher is to participate in the shaping of educational policy. He should be ready at all times to devote time and energy to improving the program of the school and to working for the removal of inequalities in educational opportunity. In the struggle to abolish autocratic procedures in education inherited from the past, he should be prepared not only to enjoy the privileges of freedom but also to assume all necessary responsibilities, however disagreeable. If the organized profession ever degenerates into a defender of its own vested interests, it will insure the bankruptcy of democratic education.

A final responsibility of the teacher is to establish a condition of mutual understanding and trust with the people and with their community leaders and representatives. He should resist every tendency to erect barriers between himself and the community. He should refuse to identify himself with any narrow group or class, to assume a position of social or intellectual superiority, to nourish the pretensions and the snobishness which have sometimes characterized the "educated."

The public constitutes both the basic source and the final judge of the school program. Although they may be misguided and perverse, their can be no appeal from the decision of the people. Accordingly, they too have their obligations.

The first of these is to achieve an adequate understanding of the nature of democratic education. In spite of their long devotion to the public school, the people have never seen this problem clearly and comprehensively. They have been content with practices and outlooks unsuited and even hostile to the education of free men. Today, after a full century of experience, their ideas about education remain defective and inadequate. They do not yet see that democratic education possesses a very peculiar quality which can be attained only under very special conditions. The establishment of those conditions cannot be left with safety to any minority or to the institutions of government.

The second responsibility of the people, having achieved the necessary understanding, is to guard the schools against attacks from

powerful and interested minorities. This means that they must take their obligations in relation to the school much more seriously than they have been wont to in the past. They must inform themselves on the issues; they must be alert to efforts by groups and organizations which seek to pervert the process of tuition to their own special purposes. This is difficult, but it is not enough. Something far more difficult is necessary. They must practice selfcontrol. They themselves must refrain from attempts to run the school. The discharge of this responsibility will be peculiarly difficult. But in the times that lie ahead, the more difficult it becomes, the more essential it will be.

A third responsibility of the people is to establish and maintain a condition of mutual trust and understanding with the teacher. Their obligation here is no less than that of the profession. They should know that in the measure that this bond is broken, in the measure that the teacher is made to feel himself an alien in the community, the school cannot serve as an agency for the education of free men. They should see that personal integrity is an indispensable qualification for anyone who would serve as a guide and counsellor for the young. Particularly they should exercise caution in believing charges of disloyalty sometimes brought by uninformed or malicious persons or groups against members of the profession. Teachers are drawn from all ranks of the population and have been reared under the influence of American life and institutions; they are, accordingly, as thoroughly representative of the American people, and as deeply devoted to the ideals and interests of their country, as any group which might be described. Parents and citizens should, therefore, be quick to give to the teacher the confidence essential to the encouragement of honest and thoughtful instruction. In the relation between school and community, tolerance and charity is required on both sides.

If these were ordinary times, the foregoing exposition of the principles that should govern the control of democratic education would close this paper. But these are not ordinary times. Mankind is passing through one of the most critical periods in all history; human society is being shaken to its foundations, the social and political structure of the world is being transformed, inherited institutions are being altered, new doctrines and philosophies hostile to the idea of individual liberty are sweeping over the earth, the tide of despotism is rising among the nations, everywhere democracy is on the defensive.

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[Reported from Chapter IX, The Education of Free Men in American Democracy. Washington: Educational Policies Commission, 1941. Pp. 103-15.]

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In conformity with the Soviet principles of equality and of the classless society, education is organised on a uniform system.

The Creches

From birth to 3½ years the child comes under the care of the Commissariat of Health, and is cared for in creches, at the desire of his parents. A decree passed in 1936 made it obligatory for all factories and collective farms to provide creches for the children of their workers. In addition blocks of flats have creches for the children of tenants. The educational direction of creches is wielded by the Commissariat of Education, guided by the educational sector of the Central Institute for the Welfare of Mother and Child. The creches are educational institutions with a qualified educationist as Head, assisted by qualified and—temporarily—unqualified staff, a resident doctor, education supervisor who continues the training of the staff, nurse and domestic staff. For the collective farms in the summer there are travelling creches, following the mothers in the fields. There are about 8 million children in creches of various types.

Nursery Infants' Schools

The next stage in the pre-school education, that is education to 7-8 years, is the nursery-infant school. Like the creches, it has to be provided by the factory or collective farm or other economic unit. Where such a unit is too small, the Commissariat of Education, which holds educational control, must make provision. In the nursery-infant school all the teaching staff is qualified. A doctor is a permanent member and is in the school all day. There is a domestic staff to deal with feeding and care of the school. Meals only are paid for, the charge varying with the parents' income. As in the creches, attendance in the nursery-school is voluntary. There is accommodation for about 4½ million children and it is increasing rapidly but keeping the maximum number in the class to 25.

Compulsory Education : 8-15

Compulsory education begins at 8 years. All children then enter the first stage in education called the primary school, where one teacher takes all subjects. At 12 they automatically enter the next stage which is the middle school and stay till 15. In the cities and in new rural schools, all the stages of school education are to be found in one building under one headmaster or headmistress. There is genuine co-education, mixed staffs and complete equality between men and women so that as often as not a woman is head of a school.

Up to 15 years all education is free; beyond that fees are charged for certain education. At 15 years children decide what career they will pursue. Those who go into industry enter industrial training schools where they stay two years at the cost of the State, receiving free clothing in addition. Their training includes general education and the applied sciences on which the industry for which they are being trained is based, as well as the practice in the workshop. Some boys and girls may stay at school till 16 years and take a short six months' course of training in a factory apprentice school before entering industry.

The Specialists

Another section of children may decide to become middle grade specialists. They enter techniciums or professional schools which are provided by the industrial, economic, agricultural or other unit or by the Commissariat of Education in the case of teachers for nursery-infants' school. The length of training varies from three to five years, the first year or two being mostly given up to general education. As always, the educational direction is wielded by the Commissariat of Education. There are techniciums for music, art, law, theatre, the distributive trades, as well as for the various branches of industry. Fees are paid for this training equivalent to about five pounds a year. For boys and girls who obtain excellent in two-thirds of their subjects and good in the rest, there is remission of fees.

The last section of children are the strongly academical, with or without the addition of a practical bent, who decide to become specialists. They stay at school till 18 years, fees similar to those of techniciums being charged for these three years. In the last year they decide what profession they will adopt and apply to the appropriate university or institute, to which admission is contingent upon passing an entrance examination. Fees are charged for this stage of education, but are remitted to students who obtain excellent in two-thirds and good in the rest of the entrance examination or the yearly examination. In addition to remission of fees, such students also receive maintenance grants. Orphans or children whose parents are incapacitated and who pass the entrance examination have the same privileges. The university course lasts 4-5 years and in the last two years 40% of the time must be given up to practical work.

University training and qualifications are demanded by the higher branches of all the professions, including music, art, theatre, the film, journalism, etc.

The Workers' Faculties

Another educational avenue is that provided by the Workers' Faculties. This enables any factory worker to attend a three years' course free, which prepares him for entrance to the university. Similar courses are organised in connection with agricultural education units. There are also industrial academies to which workers who have shown great proficiency in their work are sent for a five-year course free, where they receive the theoretical education which enables them to take their place as Heads of industries. There is a vast network of adult education, academic, practical and cultural, for which the Commissariat of Education, with professional and trade unions, and collective farms are responsible, which is also free.

The universities are State run and State administered, while the single-faculty institutes such as the institutes of aero-dynamics, engineering, etc., are the charge and responsibility of the trust which requires the specialists. Institutes for medical workers of all descriptions are the charge of the Commissariat of Health, teachers of the Commissariat of Education. There is a special Commission for Higher Education attached to the Council of People's Commissars which is concerned with the academic side of the work. Arts education is controlled by a Commission for the Arts, and physical education by a Commission for Physical Culture.

Out of School Activities

Out of school education is an integral part of the education system for which final responsibility rests with the Commissariat of Education. This education includes the provision of facilities for leisure occupations of every description; in school through circles of all kinds, in Pioneer Palaces and Pioneer Houses which are children's clubs, in Technical Stations, Natural History Stations and other similar organisations. It also includes the provision of professional theatres, cinemas, concerts, libraries, and children's sections in the parks. The Central Houses for the Arts Education of Children have the task of training supervisors for these activities and of devising the best kind of activities which will permit the free creative self-expression considered essential for every child.

There are special schools for the physically and mentally defective children. In Moscow there is a special institute for research into defectology, as this branch of education is called, and for the training of teachers for defectives. The Herzen Educational Institute in Leningrad has a very fine defectology department, while the Brain Institute has a special department carrying on research into causes of mental backwardness.

At the other end of the scale there are schools for the specially gifted children. Boys and girls who at an early age (7 or 8 years) show marked

ability for music, for art, for dancing, are accepted into the appropriate school where they receive their general education plus the specialised training. To enable children from rural areas to avail themselves of these opportunities, these schools have boarding sections. This, too, is free until 15 years.

Administration

The administration of education is simple. Each Union and Autonomons Republic has its own Commissariat of Education, which is divided up into departments for the different branches. There are departments for pre-school education, primary education (8-12 years), middle education (8-15 years), secondary education (8-18 years), for out of school education, for higher education, teacher-training, and so on. Each Commissariat also administers a number of education research institutes and laboratories. In a descending scale there are regional, county and municipal education authorities, each unit responsible for all the education within its boundaries, except for such institutions as State universities.

Education is financed by the State from the central State budget and from the republic budgets. In addition, trade and professional unions and collective farms make voluntary contributions to the schools which they have adopted. There is a widespread system of mutual adoption between schools and factories, collective farms, Red Army units, and cultural institutions such as museums. This links up school with life, brings the outside world into the school and takes the school into the adult world of work, to the mutual benefit of school and life.

The home, too, is linked up with the school by means of active and effective parents' councils, by the organisation of parents' courses in the school, by consultations with education specialists in the school, and by teachers' visits to the homes.

Flexibility of the System

The system though centralised is characterised by flexibility and variety. It is always possible for a Soviet citizen of whatever age to take a course of training and change his work or profession. The schools vary considerably within the limits of the centralisation, work in rural schools differs from work in urban schools, and two schools in the same city may vary greatly in detail.

This attribute of flexibility has enabled education to discard features as they ceased to serve the needs of the community, to change and adapt itself to the changing needs of a rapidly-developing economy which demands ever higher intellectual standards from its citizens. Soviet education is continuously criticised for its shortcomings in the Soviet Press, both specialised and national; partly because of this it does more or less keep abreast of life, and because of the active interest shown in education by all sections of the community it never lags far behind.

(From the Schoolmaster and Women Teachers' Chronicle.)

A BRIEF SURVEY OF THE CZECHOSLOVAK SCHOOL SYSTEM

We give below some extracts from a statement prepared by Professor V. O. Patzak :—

The Czechoslovak Schools, from the Kindergarten, Elementary School, Higher Elementary School, Grammar School, Vocational School, up to the University, were public and were maintained by the State. During the 20 years of the Czechoslovak Republic, the so-called public "National" School was very firmly established. It was financed by the State, and the staff, who were paid by the State, were more or less under State supervision. Their qualifications were guaranteed by the State.

The chief characteristics of the Czechoslovak School System were as follows :—

1. Principle of Free Education provided by the State.
2. Complete Freedom in Religious Instruction (various confessions had their own teachers, the pupils attending different religious classes according to their own churches).
3. Tolerance to any school of thought in the broadest sense of the word.

The calm and successful development of the Czechoslovak Schools was due, first of all, to the recognition of the right to teach in the native language. Education was given in accordance with modern pedagogical views and with the tendencies expressed in the Czechoslovak constitution and also in accordance with the proposition made by the Czechoslovaks at the Peace Conference in Paris. This decision to give instruction in the Czech language reduced the number of the problems facing the young State, and prevented the school from becoming a battleground of various political and nationalistic interests, enabling it to concentrate on educational ideals and the introduction of some of its proposed reforms.

Maternal Schools (Kindergarten)

In Austria and Hungary the Kindergarten—3-6 years—was left to the initiative of various associations, often religious institutions. Quite often the heads of large concerns would, out of humanitarian motives, establish creches to facilitate the work of the women and mothers they employed. The Czechoslovak Maternal Schools were made public and were established in all the larger communities. A two years' course was arranged for students who wished to take up teaching in these schools (children from 2½-6 years).

National Elementary Schools (from 6-10 years)

The National Schools, as well as their teachers, were quite free from the influence of the church and her supervision. The teacher was paid by the State. He was partly responsible to the Education Committee, of which many parents were members, and partly to the State educational and administrative supervisors. The curriculum of the Elementary Schools was such that it left the teacher freedom and initiative. These schools were established all over the Czechoslovak Republic. A well-organised social service for the welfare of the children was attached to the schools and was helped in its efforts by many voluntary organisations, which, under the auspices of the Council, very often took complete charge of the social side of the school life.

Higher Elementary Schools (Civic Schools, from 10-14 years)

The Elementary School was followed by a Higher Elementary School which used to be divided into three years, but became, in recent years, a four-year course. There was a plan to establish a new Higher Elementary School for each group of smaller communities who had decided to unite for that purpose. In a few years this plan would have been accomplished and so almost every child would have been able to attend school till the age of 15, and so reach a higher standard of education. This attempt was quite a new and daring venture, especially when we remember the difficulties encountered by a similar proposition in England. In Czechoslovakia the school leaving age limit was raised and put into practice in the above-mentioned schools.

Unfortunately all the schools were badly affected by the Nazi occupation of Czechoslovakia. According to the news received from the "Protectorate," the Higher Elementary School is being changed into the so-called "Main School." It has ceased to be accessible to all children. It really means that the Czech ideal of giving every child the chance of higher education up to the age of 15 has been abandoned. And so the Nazi occupation has put education back where it was at the beginning of the 19th century.

The crippling of the Higher Elementary Schools had other bad effects. These schools used to facilitate access to the Commercial Schools (two years' course), to the Agricultural Schools, to the Industrial Schools and to the Training Colleges for Teachers. A clever child, who completed his course at a Higher Elementary School, had also the chance of continuing his education in a Grammar School, after taking an entrance examination. This was of great importance, because it lessened considerably the school expenses for the poorer parents, and, on the other hand, increased the percentage of the children receiving higher education.

The Grammar School

Most Grammar Schools in Czechoslovakia had an eight year course of study with the exception of one type which had a seven years' curriculum. These schools were divided into two sections, the lower and the higher schools. The various types of Grammar Schools gradually amalgamated, and, during the last few years before Munich, a more uniform type emerged which was called Realne' Gymnasium. It united two types, formerly known as the humanistic and the technical type. In this new school the difference was only apparent in the higher forms. The pupils were able to choose the subjects they preferred and their choice was shown in the final examination.

The number of the Grammar Schools was very much increased during the twenty years of the Republic. In 1938 there were one hundred and thirty thousand pupils attending these schools. An interesting feature of the Czechoslovak Grammar Schools was the fact that girls shared most of these schools with boys. Separate girls' schools (Grammar Schools) were very exceptional and found only in the largest towns. The curriculum and the entrance examination to the Grammar School had undergone great changes during the duration of the Republic. Various alterations in the first three forms of the lower Grammar School made a transition from Higher Elementary School far easier.

The Nazi occupation affected the Grammar Schools in two ways. First of all, the number was greatly reduced, many buildings being taken over by the Nazi authorities and others just simply closed down. Secondly the number of pupils was reduced. In Germany the Nazis lowered the number of students to 35 per cent. In Czechoslovakia girls were excluded from entering the Grammar School after the Nazi occupation, and so the number of students was reduced to almost 50 per cent.

The Vocational (Professional) Schools

The Higher Elementary Schools and the lower forms of the Grammar Schools prepared the way for the Vocational Schools, i.e., the Commercial Schools, the Industrial Schools, the Technical Schools, the Agricultural Schools, and the Training Colleges for Teachers.

According to the news from the "Protectorate" the Training Colleges for Teachers suffered a great setback, many of them being in danger of being closed down. There were about six thousand unemployed Elementary School teachers in Czechoslovakia after Munich. This number increased still more after so many of the Higher Elementary Schools were closed down.

The closing of the Universities hit the Vocational Schools as well as the Grammar Schools. There is now no opening for the students after they leave the Grammar School. Neither is there an opening for the students of the Commercial Schools, the Industrial Schools or the Agricultural

Schools. Most of these pupils continued their studies at the Higher Technical School or at the High Agricultural School.

The Continuation Schools

We do not know if the Continuation Schools were in any way affected in their development by the Nazi occupation. The Continuation Schools were a novelty to a certain extent and could have served as an example to other countries. Gradually a rule was introduced by which every apprentice (boy and girl) was obliged to go to a Continuation School for a period of at least two years after elementary education was completed. Boys and girls learning a trade went into the Apprentice Schools, the youth interested in agriculture went to the Agricultural Schools. The disruption of these schools in a country so highly industrialised and, at the same time, on such a high level in agricultural development will surely cause serious economic loss to the country.

Adult Education

There was a large organisation in Czechoslovakia which took charge of Adult Education. It did much to popularise knowledge among a wide public. Teachers from all types of schools took part in it and helped to carry it on throughout the whole of the Republic.

In conclusion, Professor Patzak says: "During the 20 years since the last war, we concentrated on the nearest objective aims, namely, the education of our people. We shall do the same in the first few months after this war. We will have to educate ourselves, firstly to grasp what social equality means, and then learn to understand education in the wider sense of the word, i.e., education which will enable us to co-operate with other people and other states."

(The Scottish Educational Journal.)

S. I. T. U. PROTECTION FUND, LTD.

OBITUARY.

We regret to have to announce the death of the four members noted hereunder. The nominees will be paid the benefit amount on receipt of the claim papers.

Name & Address.	Date of Death.	Age at Death.	No. of Units.	Benefit Amount	Remarks.
1. Mr. K. S. Krishnaswamy Iyengar, Hindu High School, Triplicane	18-3-42	57	2	Rs. 652/8	Paid on 9-4-42
2. Mr. K. S. Ramamurthi, Municipal High School, Villupuram	8-5-42	36	2	572/-	
3. Mr. T. R. Sundararaghavachariar, Sri M. Ct. M. High School, Madras	13-5-42	46	2	583/14	
4. Sri U. N. Ramswami Naidu, Clerk, Board High School, Udumalpet	20-5-42	50	2	642/8	
Villupuram, 19-5-42.					

V. SRINIVASAN,
Honorary Secretary.

GLEANINGS

The Good Citizenship.

Under the heading "The Present Confusion and the Way Out" Dr. G. S. Arundale writes in *Conscience* of the 18th May: "There is something more important than any policy to which the various political movements in India adhere and propagate—It is to promote in all possible ways good citizenship in every son and daughter of the motherland—a good citizenship which stirs in every Indian all that is best in him or her to live a contented life and to love the common motherland—Let us try to enumerate the essential ingredients of good citizenship—partly the individual concern of every citizen, and partly the concern of the community generally and of the state." These are enumerated to be:

1. Physical well-being in all its aspects.
2. Some kind of craftsmanship.
3. Reverence for and an obedience to Law and Order.

(There can be no true patriotism nor freedom without disciplined living).

4. A regular training in the defence of the motherland.
5. Preparation for and training in civic service.
6. Such acquaintance as is possible with India's greatness in all its aspects, with the nature of her past with the problems of her present and with the expectations of her future.
7. Chivalry—which may be interpreted as the eagerness to protect the weak and the helpless and to fight ardently all wrongs and injustice.

Why do Students Cheat?

"Why do students cheat" is the title of an interesting article by Charles A. Drake, Director of the Bureau of Educational Research, West Virginia University. It is based on an investigation. The author concludes:

"It is evident that cheating grows out of the competitive system under which college credits are awarded. It occurs where the honour system exists as well as where students are under surveillance. It is impossible for teachers to detect most cheaters who are, however, well known to the students themselves. Students in general have no strong sentiments against cheating and will not co-operate to control it.

If degrees were awarded to all students as soon as they entered the freshman class, most of the potential cheaters would be eliminated at once. The remainder would belong to two groups: those who wish to enjoy college life devoid of stress and strain, and those who really want an education. The others would drop out, making the competitive struggle unnecessary. Since this academic utopia is perhaps a visionary one, some less radical remedy must be sought. But the crux of the situation is the competition for marks, and the remedy must reduce the temperature of this competition.

The control of cheating is only a means to an end. Schools are supposed to be developers of character. They hardly serve this end when they set up and adhere to procedures that encourage dishonesty. Our hope rests on the tentative conclusion that the dishonesty so learned is specific and does not carry over to other activities.

Teachers' Don't use School Broadcasts.

Why Teachers Don't Use School Broadcasts is the title of an article based on an investigation by Seerley Reid—Research Associate in the Bureau of Educational Research at Ohio State University. The article appears in the Ohio School, XIX, December 1941. The following conclusions of the author are well-worth considering:

"Several conclusions seem in order. In the first place, if school broadcasts are to be used more widely, the schools, parent groups and other educational organizations must make an effort to supply the schools with radios. It is hard to believe that in 1941 nearly half the schools in Ohio had no radio whatever.

Second, teachers need instruction in the use of the radio in the classroom. School schedules are not an insurmountable difficulty if teachers and principals feel that the radio can be used effectively. Finally, there is need for more careful planning of school broadcasts. Far too often these broadcasts give too little attention to the curricular requirements of the schools, the maturity of the potential listeners, and to the realities of listening in the average classroom.

EDUCATIONAL NEWS**Ceylon:**

The Director of Education, Ceylon, has circulated the managers of assisted schools within the Municipal limits of Colombo, and Galle, the Urban Council areas of Dehiwela, Mount Lavinia, Kotte and Kollonnawa, the Air Raid Precautions areas of Trincomallee, the areas falling within a radius of one mile from the area of aerodromes and of assisted schools commandeered by Government. In the course of the circular, the following decisions of the State Department regarding teachers in affected areas are set forth:

(A) In special cases where the increase of average attendance of a school during the course of the school year is directly or indirectly due to evacuation of families or closure of other schools, the Director may pay grant, in respect of staff on the average attendance of the previous month. In such cases the requirements as regards accommodation may be relaxed.

(B) If a teacher who loses his employment, either through a fall in attendance owing to evacuation of pupils or through the closing of school, obtains a post on the eligible staff of a school which is on a lower scale of salary, he shall be entitled to receive his former scale.

If the salary of the teacher is above the maximum of his grade in the new school, he shall be placed on this maximum and the difference between this maximum salary and his previous salary shall be met by the Department. The Manager's contribution to his salary shall be that already adopted by the school. Teachers who obtain employment in schools which have higher scales of salary will continue to be paid on their last scale. Teachers dealt with in this manner shall be considered as seconded.

(D) Until those teachers who were on the eligible staffs of schools prior to March 1, 1942, have been offered employment and have refused to accept employment no other teacher may be appointed.

(E) Schools will be permitted to open temporary branch schools in other areas.

(G) Teachers of Assisted Schools situated in declared areas who become superfluous by reason of a decrease in attendance of the schools concerned, shall be dealt with as follows:

(a) Teachers may be absorbed into schools by mutual agreement between Managers.

(b) Teachers may be seconded by the Director, after consultation with the Managers of schools, for service in schools where there is need for more teachers.

(c) The Director of Education will as far as possible make arrangements to provide men teachers who cannot be so absorbed, with work in Emergency schools, A. R. P., first aid or other emergency work on their present salaries.

(d) The Director of Education will as far as possible make arrangements to provide women teachers who cannot be so absorbed, with work in Emergency Schools, first-aid, nursing or other similar work on their present salaries.

(e) Teachers who cannot be found work in registered or Emergency Schools will be permitted to serve in schools which have already been certified or recognised.

(f) In the event of work not being available under any of the above heads, teachers will be paid their full salaries.

(g) If any teacher is not prepared to accept the work offered he or she will be placed on no pay leave.

The Indian Educator MADURA

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Bengal :

It is reported that the Government of Bengal are contemplating a scheme for the evacuation of 60,000 poor children from dangerous areas to places of safety and that the co-operation of the All India Congress is being sought.

The government of Bengal have prepared a New Secondary Education Bill called the Secondary Education Bill 1942. It was published in an extra-ordinary issue of the Calcutta Gazettee and after only two days discussions in the Assembly has been referred to a Select Committee. Dr. Harendra Coomar Mukerjee, President of the All Bengal Teachers' Association is a member of the Sub-Committee.

Bombay :

The rate of stipends paid to local authority teachers under training in the institutions for men in Bombay Province has been raised temporarily from Rs. 10 to Rs. 12 per month.

The Government of Bombay has decided to start a pre-cadet school in Poona to give military training.

The Bombay Primary Education Act 1923 has been amended to provide for nominations to school Boards when they are considered absolutely necessary.

Delhi :

The Delhi University authorities are further implementing the recommendations made in 1939 by the Hon. Sir Maurice Gwyer, Vice-Chancellor of the Delhi University. The main features of his scheme are :

The introduction of a three year degree course involving a complete re-organisation of the High school system in Delhi, the transfer of the constituent colleges to the University area and the improvement of the conditions applying to the teaching staffs of the colleges.

Mysore :

The Government of Mysore, it is understood have passed orders appointing a committee of 16 persons with the Director of Public Instruction, Mysore, as Convener to formulate a scheme for the re-organisation of Womens' education in the state.

Hyderabad :

It is reported that H.E.H. the Nizam's Government have sanctioned the appointment of a separate inspector of schools for Harijans.

Central Provinces :

The All India Village Industries Association has been conducting courses of instruction at Wardha with the object of training young men and women for Village work and particularly village industries. The next session will be from 1st July 1942 to 30th April 1943. Any one of the following two groups may be chosen. (1) Oil pressing, (2) Paper making. Bee keeping and soap making for both the groups.

America :

In the stress of war, American administration has realised the need to create a war time machinery to hasten an adjustment in the Education system so necessary for making the nation's efforts to win the war successfully. A new Department in the Office of the U.S. Commissioner of Education has been created. It is called the Office of Education, War-time Commission. It consists of 32 members. Many problems have been brought before the Commission and some of them are :

Should schools and colleges hasten graduation by lengthening the school week or shortening vacations or reducing curricular content ?

What proposals can be made to the War and Navy Departments for the utilization of colleges and universities for training various types of Army and Navy personnel ?

What are the most practicable plans for removing educational handicaps for men rejected in the draft ?

Should nursery schools be established in anticipation of widespread employment of mothers in war industries ?

How can health education be improved ?

How can youth under military age be given an opportunity to be of service ?

What can be done about the growing shortage of teachers ?

What shall be said to college students eager to serve their nation in time of need ?

How shall education plan for post-war readjustments ?

South Kanara District Teachers' Guild.

Proceedings of a meeting of the Teachers' Council held on 14-4-1942 at 9-30 a.m. in the Board High School, Moolky.

Present Sri Roque Fernandez (President) and 6 others

1. Report and accounts for 1941-42 were adopted.
2. Read the D.P.I.'s Proceedings R.C. No. 1541 B/41 dated 17-12-41 making the payment of at least half a rupee by every member of an elementary teachers' Association and also the letter of the Secretary, Mangalore Taluk Aided Elementary School Teachers' Union.

Resolved that the compulsory levy of a subscription by the department on members of the Elementary Teachers' Association which are the creation of the department itself and whose membership is obligatory on all teachers with penalties for non-attendance at meetings seems to be wrong in principle and will surely work as a great hardship on the teachers. Further it will be detrimental to the formation of voluntary unions contemplated in G.O. No. 416 of 24-2-1939. The Teachers' Council therefore requests the D.P.I. to be pleased to reconsider his decision and make the subscription to Associations purely voluntary.

Proceedings of the Annual General Body meeting of the South Kanara District Teachers' Guild held on 13-3-42 at 10-30 a.m. in the Board High School, Moolky with Sri R. Fernandez (President) in the Chair.

1. Read the report for 1941-42, adopted by the Teachers' Council and unanimously adopted the same.
2. Read the statement of accounts for 1941-42 and unanimously adopted the same.

3. The following office bearers for 1942-43 were unanimously elected.

President : Sri Roque Fernandez, Headmaster, Board High School, Udipi.

Vice-Presidents : Sri M. S. Ekambara Rau, B.A., L.T., Headmaster Ganapathi High School, Mangalore and Sri O. Govinda Rao, Headmaster, Court Hill H.E. School, Mangalore.

General Secretary : Sri U. Srinivasa Kini, Kanara High School, Mangalore.

Secretary for Sec. Edn. : Sri H. Deva Rau, B.A., L.T., Board High School, Karkala.

Secretary for Elementary Education : Sri S. R. Furtado B.E.M. Ele. School, Gudde.

Representative on the S.I.T.U. : Sri S. Mukunda Rao, M.A., L.T.; Canara High School, Mangalore.

4. Resolved that the General Secretary be authorised to receive and forward the names of the intending delegates from the Guild to the Provincial Educational Conference this year.

Summary of report and accounts

11 Associations of teachers in Secondary Schools and 4 of Elementary Schools are affiliated to the Guild. There are in addition 8 individual members. Some important activities were the conduct of a common selection examination in December 1941, publication of a Kannada translation of the new syllabus in Geography and a Kannada translation of the Notes for teachers in Elementary Schools. An education Sub-Committee was set up in October. Representations were made to the authorities regarding

1. The results in Hindi in the S.S.L.C. Public Examination.
2. The need for dearness allowance to teachers.
3. The need for allowing a higher rate of interest on T.P.F.
4. Retrenchment in Board Elementary Schools.
5. The medium of instruction in High Schools.

Accounts

1. Opening balance ...	70 6 0	1. Expenses ordinary ...	70 5 0
2. Receipts—Ordinary ...	83 0 0	2. Publica-	
3. „ Publica-		tions ...	204 14 0
„ tions ...	362 1 6	3. „ Selection	
4. „ Selection		Exam. ...	117 11 3
Exam. ...	121 0 0	4. Balance c/o ...	240 9 3
	636 7 6		636 7 6

THE TEACHERS' BOOK-SHELF

DEAR SIR: A Book on business Letter writing by K. D. Aga, B. co., New Book Co., Bombay. Price Rs. 1-4-0.

This is a useful publication giving very valuable help in commercial correspondence. For various reasons business correspondence is full of certain hackneyisms which are meaningless. The intelligent businessman ought to know that it pays well to be precise and direct. Mr. Aga's book will be very helpful to such discerning correspondents, as it will give them many useful hints.

The author has adopted a racy style which enables him both to point out the common errors forcibly and to impress the right form. We recommend this as a useful guide to all employees and employers. "Have a heart boss" is indeed a well written chapter.

A Dictionary of English Usage—By H. Martin M.A., O.B.E., Publishers Messrs. K. & J. Cooper, Bombay. Price Re. 1.

A very useful book of reference to our High School pupils. Every secondary school library will do well to have a number of copies of this book. The High school students must be encouraged to use this book as often as possible so as to enable them to learn the correct usage of words.



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| No. 53. <i>The Arsenal of Democracy</i> by A. M. J. Brown | „ „ 4. |
| No. 54. <i>China</i> by P. M. Roxby | „ „ 4. |
| No. 55. <i>Japan and the Modern World</i> by Sir John Pratt | „ „ 4. |
| No. 58. <i>Belgium and the War</i> by S. N. Clark | „ „ 4. |

Tamil Translations of

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|---------------------------------------|--------|
| No. 20. <i>Who is Hitler</i> | „ „ 3. |
| No. 22. <i>An Atlas of the War</i> | „ „ 4. |
| No. 30. <i>Labour under Nazi rule</i> | „ „ 3. |

The Oxford Pamphlets have become quite popular. They give interesting information regarding current world affairs and furnish data which are reliable and accurate. *Britain's Food in War time* is designed to answer such important questions as, "How does the position in regard to food in this war compare with that in the last? How far has England been able to increase its supply of home grown food? In what direction is the greatest effort needed?" *The Arsenal of Democracy* deals with the economic contribution of the United States towards the defeat of the Axis powers. The problem of transferring a peace time economy to a war footing is indeed very complex and it is interesting to read how the U.S.A. has set about the business. *China* is a very interesting pamphlet giving in brief an account of the growth of modern China out of the oldest civilization. A vast country with widely varying geographical environment, China had innumerable social problems to solve. How these were solved will be read with interest by us in India. *Japan and the Modern World* is an illuminating pamphlet on Japan's ambitions, written with an intimate knowledge obtained by the author in his long career in the consular service in China. 'The Japanese are bad Psychologists. They cannot conceive of any other point but their own. This is largely responsible for Japan now being in the Axis camp, fighting against Great Britain, and U.S.A.' *Belgium and the War* describes the economy and politics of Belgium before the German invasion and the course of Belgian foreign policy in recent years.

Pamphlets Nos. 20, 22 and 33 have been rendered into Tamil. The rendering is in simple readable Tamil. All these pamphlets would form a valuable addition to the school library and it will be good if our High school pupils are advised and encouraged to read them so that they may have correct ideas of current world affairs.

EDITORIAL NOTES.

The New Academic Year:

The new academic year is about to begin and it is a matter for joy that government are taking steps to make all the school buildings requisitioned by them during the Summer holidays, available to the school authorities for the re-opening of schools. In the *Communique* issued a few days ago, government have expressed their desire that all schools should re-open on the due dates. We are glad to note that government have thought of the pupils who would still stay on in the evacuated areas. Nor do they seem to have forgotten the needs of the pupils that have left for safer areas. We are told in the communique that arrangements are being made for providing additional educational facilities in such areas. What these facilities are is not clear from the communique. We hope it will mean opening up of additional sections in the existing schools, provision of additional equipment and where necessary addition to the school buildings. We trust that additional facilities will not mean either permission to admit more than 40 pupils in a class or the granting of a series of exemptions which, while being temporary make-shifts, are likely to cause great harm.

There is also the possibility of many children from coastal areas having moved to such rural parts as have no school in the neighbourhood. Provision will have to be made for the education of such children too. This can be done by the opening up of emergency schools particularly for the very young boys of the elementary stage.

We need hardly impress that in Education lies the first line of defence. If children of school-going age are left out in the streets, the present *morale* of the public will be lowered and the nation will be losing its potential strength in the defence of the land. It is in times of an emergency like the present that increasing attention should be paid to Education. We are glad to note that this year, government have been able to set apart nearly three crores of rupees for education—an increase of 40 lakhs of rupees over the provision made last year. We understand this increase represents the cost of increased educational facilities—like the opening up of additional secondary schools for girls, a step long overdue. A programme of expansion of girls' education was drawn up so early as 1928. But the government, while recognising the importance of women's education in the presidency, in view of their 'limited resources' and of the 'innumerable demands on the same,' were not then in a position to guarantee that they would be able to finance the entire scheme in the next few years. But it is a matter for congratulation that Mr. R. M. Statham, with his characteristic drive and with his strong faith in women's education should have succeeded in persuading government to provide funds for the opening up of additional girls schools at a time when the demands on government resources must be very heavy and pressing.

Teachers' and Defence:

Teachers in the province ought to be really grateful to the authorities for the step they have taken to ensure the continuity of education in evacuated areas and the security of tenure of teachers in aided schools in those areas. At the present moment teachers have a duty to perform. What teachers may do to help the country to defend itself is clearly set forth in an article "Teachers and defence" by Mr. Paul Trilling, Vice-President of the New Jersey State Federation of Teachers, appearing in the *New Jersey Teacher*. The educational policies and defence Committee of the Federation has outlined the following broad program of teacher activity to help to win the war as quickly as possible.

"We suggest the calling of conferences in each community involving teachers, students, administrators, board of education, defence council, and civic groups, to plan the part of the schools in the war. General problems of curriculum adjustment would constitute the framework of such conferences. "Curriculum-as-usual" will not do today.

We envisage the construction of units in Social studies, English, Art, Practical Arts, Mathematics, and Science to meet present-day needs. On both elementary and secondary levels students can contribute to morale by saving waste paper, tinfoil, stamps, and by engaging in campaigns for Allied War Relief. They can become junior air-raid and fire wardens, first aid assistants. But there is much more that they can do: put on plays, dances and poster displays for defence purposes. In the elementary schools there is serious need for more than a mechanical type of activity. Assembly programs, for instance, utilizing such things as OPM films, can aid the youngsters to acquire an appreciation of what the war is all about.

"Each community must consider the size of its classes, for overloaded classes constitute a hazard during air raids, and make it difficult to give our pupils the full measure of attention requisite for democratic citizenship.

The school library can become a centre for defence information in its locality, with bibliographies, displays, meetings. An adequate school lunch program becomes now a matter of urgent community concern. With the sacrifices that war imposes, the health of our future citizens must be carefully nurtured and protected. Hot lunches and penny milk become a front line of home defence.

While this is being done on an increasing scale, the tempo must be stepped up and the objectives broadened. Health, home defence, and a better education for democracy must be envisaged. "Gym" facilities should be made available to keep the public fit for every stress and strain that war brings. The public should learn how it can help to improve public health through a general series of courses on nutrition, sound buying, safety, and the proper use of furnaces, fabrics, lighting, tools, and machinery, as well as the customary Red Cross first aid courses."

This war is more of a war of morale and civilian defence than any previous war in world history. The role of the teachers at the present moment is unusually important, for they can effectively provide the needed morale. It is our duty to give the best possible education to our Children. We should strive to maintain and improve the quality of the service rendered. There is much talk that India will be granted freedom at the close of the

war. If that freedom is to be worth anything, if it is to be lasting, we have to prepare the younger generation. We have to inculcate in them the right ideal of democracy and train them to live the democratic way.

Adam's Reports on Education.

The Calcutta University deserves to be congratulated on publishing this valuable document—a veritable store-house of information about the intellectual and cultural conditions of the people of India in the thirties of the 19th century. The original reports have long gone out of print but they have not on that account lost their importance. The problem of rural education has still to be solved and to those who desire to solve it in the interests of the nation the reports will offer very valuable help. The reports are based on a scientific investigation, conducted 'with infinite pain, labour, and patience' and have rightly been called "one of the ablest reports ever written in India." It is a tragedy of Modern Indian Education that these reports did not receive at the hands of the then officials the consideration they deserved. Adam's recommendations were then considered impracticable as the authorities were of the opinion that knowledge should be imparted through the medium of English. They were also of the view that education was to be at first confined to the upper and middle classes and then gradually percolate down to the masses.

The result of this official view led to the gradual disappearance of the many thousands of indigenous schools which were at that time in existence. Of them Adam says "The estimate of 100,000 such schools in Bengal and Behar is confirmed by a consideration of the number of villages in these two provinces . . . It will still appear that the system of village schools is extensively prevalent, that the desire to give education to their male children must be deeply seated in the minds of the parents and of the humblest classes; and that these are the institutions, closely interwoven as they are with the habits of the people and the customs of the country through which primarily, although not exclusively, we may hope to improve the morals and intellect of the native population." In his second report Adam deals with the defects of instruction in the indigenous schools. He says, the system is bad because it is greatly imperfect. What is taught should on the whole continue to be taught but something else should be added to it in order to constitute it a system of salutary popular instruction. . . What is wanted is something to awaken and expand the mind, to unshackle it from the trammels of mere usage and to teach to employ its own powers."

The view of the authorities then was that the English language should be the medium of instruction. In section XII of the third report Adam gives his views on this question in very plain terms. . . "It is difficult to believe that it should have been proposed to communicate to this mass of human beings through the medium of a foreign tongue all the

knowledge that is necessary for their higher civilization, their intellectual improvement, their moral guidance, and their physical comfort."

Criticising the filtration theory advocated by Macaulay, Adam writes, "The primary objection to this plan is that it overlooks either systems of native educational institutions. Hindu and Muhammadan, which existed long before our rule, and which continue to exist under our rule, independent of us and of our projects forming and moulding the native character in successive generations. In the face of this palpable fact, the plan assumes that the country is to be indebted to us for schools, teachers, books—everything necessary to its moral and intellectual improvement, and that in the prosecution of our views we are to reject all the aids which the ancient institutions of the country and the actual attainments of the people afford towards their advancement". Adam further says, "children should not go to colleges to learn the alphabet. To make the superstructure lofty and firm, the foundation should be broad and deep, and thus building from the foundation all classes of institutions and every grade of instruction may be combined with harmonious and salutary effect." Adam thus suggests the plan—"the simplest, the safest, the most popular, the most economical and the most effectual plan" *viz.*, using the existing native institutions from the highest to the lowest of all kinds and classes and gradually moulding them into a regular system of instruction. But this was turned down as impracticable. The result is what we all see. Crores of rupees have been spent. The indigenous schools have gone out of existence. The number of schools of all types, in all India today is only 230,546. The literacy per cent for all India is 12% and all these after nearly 120 years of Macaulay's system!

Mr. Anathnath Basu who has edited these reports has done a great service to Education by the masterly way in which he has compiled the reports. We offer him our congratulations. This is a book which should be read by all interested in Indian Education.

Kulapathy V. V. Parameswara Iyer :

Our readers will learn with regret that Kulapathy Sri V. V. Parameswara Iyer of Palghat breathed his last on Friday the 15th May at the ripe age of 78. He was a pioneer in secondary education, being the founder of the Native High School Palghat nearly 50 years ago. He was its Headmaster for well over 45 years and retired from which Office only two years ago, being Compelled to do so by the new rules of the education department. His valuable services to the cause of education were recognised by the South India Teachers Union by the Conferment of the Title of Kulapathy. In his death the Native High School Palghat has undoubtedly suffered an irreparable loss. We offer our most sincere condolences to his sons & numerous relatives & friends.

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