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The South Indian Teacher

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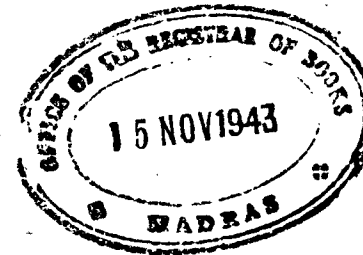
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No. 10

The South Indian Teacher

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



OCTOBER 1943

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THE TEACHER

The Teacher is a prophet.
He lays the foundations of tomorrow.
The Teacher is an artist.
He works with the precious clay of unfolding personality.
The Teacher is a builder.
He works with the higher and finer values of civilization.
The Teacher is a friend.
His heart responds to the faith and devotion of his students.
The Teacher is a citizen.
He is selected and licensed for the improvement of society.
The Teacher is a pioneer.
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—Joy Elmer Morgan.

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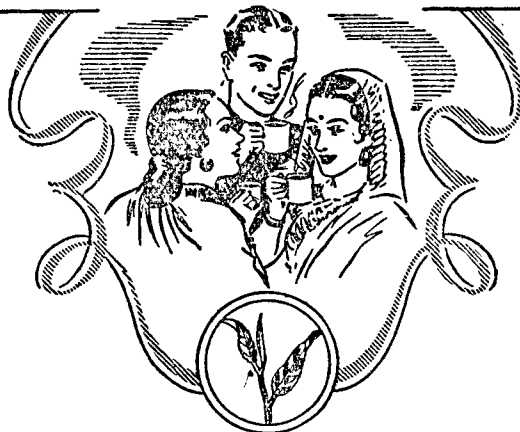
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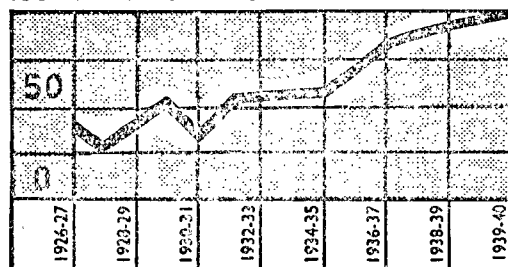
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THE SOUTH INDIAN TEACHER

Vol. XVI

October, 1943
Education Week.

No. 10

EQUAL ACCESS TO EDUCATION FOR ALL IN THE POST-WAR PERIOD

By

K. S. VAKIL, *Department of Educational Studies,
Bharatiya Vidyabhavan, Bombay.*

In its "National Resources Development Report for 1943" submitted by it to President Roosevelt and by him to Congress, the National Resources Planning Board of the U.S.A., with a view to providing equal access to a justifiable minimum education for all in the post-war period has recommended:

- (i) that equal access to elementary and high school education be assured all children and youth;
- (ii) that services for young children, such as Nursery Schools and Kindergartens, be made generally available in urban areas and in so far as possible in those rural areas where the need is greatest;
- (iii) that equal access to general and specialized education be made available to all youth of college and University age, according to their abilities and the needs of society;
- (iv) that adequate provision be made for the part-time education of adults through expansion of services, such as correspondence and class study, forums, educational broadcasting, and libraries and museums;
- (v) that educational provisions for children who for any reason need special types of instruction be greatly expanded;
- (vi) that the quality of education at all levels and for all persons be made adequate to meet the needs of a democratic nation;
- (vii) that men and women demobilised from the armed forces and war industries be given opportunity to secure necessary retraining for civilian activities, or to continue their education where it was interrupted by the war;
- (viii) that camp facilities be made available for all youth above the lower elementary grades, with work experience provided as a part of camp life;

(ix) that meals at school, and supervised work and play projects and other services before and after school hours, be made available to all children who need them;

(x) that an extensive programme of building construction and repair be undertaken to meet the needs of education at all levels;

(xi) that school districts be reorganised to enlarge the local administrative unit and the tax base;

(xii) that dormitories and transportation service for pupils in rural areas be greatly expanded;

(xiii) that the services of the U.S. Office of Education and State departments of education be expanded and developed to provide adequate research facilities and educational leadership to the nation;

(xiv) that adequate funds be made available by the local, state and federal governments to assure the carrying out of the recommendations presented above;

(xv) that inequality of the tax burden for education within and among the states be reduced through the distribution of state and federal funds on the basis of need.

The above provokes the question: Has our Central Advisory Board of Education, New Delhi, framed and submitted to the Government of India for consideration, any recommendations for the reconstruction of education after the war with the view of providing equal educational opportunity for all, and which is now generally accepted in the U.S.A. and England, considered desirable even in this country as one of the goals of post-war planning?

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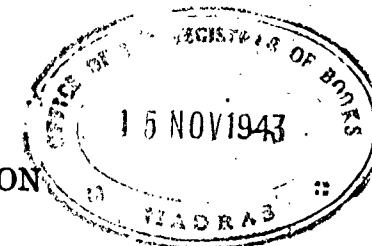
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POST-WAR EDUCATION

BY

M. S. SABHESAN, M.A.



Why?

How far the backwardness of a country in technical education and technical training would handicap it in modern warfare became evident in the early stages of the last world war. The Hadow Report sought to remedy this defect in England and numerous senior or central schools were organised to give technical training to a large number of pupils at 11+... The present war is very aptly termed 'Total world war', and this suggestive appellation is only a shorthand way of expressing the pre-occupation of the entire population of most of the countries of the world, men and women, combatants and non-combatants with war effort. Strict control, vigorous discipline and methodical regimentation are in modern wars found to be as essential in the home front as in the battle field. That such control and regimentation should continue for some years after the cessation of hostilities in the interest of national recovery is also to be expected. One constantly hears of the new world order or new social order and it is taken for granted that men and women may have to abandon the traditional mode of living and thinking and adjust themselves to the complex and exacting conditions in the postwar world. The question is asked whether young men and women should not be trained to understand aright the significance of the several changes and adopt an attitude of give and take. Thinking men naturally look to the reform of the educational system, so as to foster and promote the spirit of tolerance, good will and friendly cooperation. Proposals for the reorganisation of education towards this end are being considered in England and America in all seriousness. What is our duty in India? There has been a good deal of talk in India on the reform of education since the outbreak of the last war and as usual it was not followed by any worthwhile action. India is still where Russia stood educationally in 1913 and her future will depend very much on how postwar education happens to be remodelled. Hence the importance of the question at the present moment.

The Teaching Profession

Many are the problems which the postwar statesmen and administrators of India will have to face. Social, political and economic questions have to be carefully re-examined in the light of modern conditions and their interrelationship with one another as well as with education has to be constantly borne in mind. Men at the helm of affairs have to decide upon a long range programme for the allround regeneration and rehabilitation of the country while at the same time they have to devise suitable temporary measures for urgent and immediate relief wherever and whenever

necessary. The magnitude of the work they may have on hand cannot even be imagined. It is but proper therefore that the teaching profession should take upon itself the responsibility for a comprehensive study of postwar education in India and give them some relief. It will be a serious dereliction on its part if it should let things drift and have no help to give our leaders as regards the formulation of an educational policy. The country expects the teaching profession to take note of the public sentiment in regard to national reconstruction and come forward with an educational scheme for consideration and adoption by the government, with such modifications as may be necessary. The South India Teachers' Union, the provincial organisation of teachers in South India has, I am glad to say, has taken the initiative and begun to enlist the cooperation and sympathy of public men and members of the profession in connection with the study of the postwar education with special reference to South India.

The S.I.T.U. and Post-war Education

The Executive Board of the Union appointed an adhoc committee to consider the several aspects of postwar education in South India. This committee suggested a number of related topics for discussion and study and invited the opinions of teachers, teachers' organisations and public men. On the basis of the views obtained from different quarters a report was prepared and placed before the Provincial Educational Conference held at Vellore in May 1943 with Gurukula Dharmacharya Sri K. Rangaswamy Iyengar in the chair. I should like to invite the attention of teachers, parents, managers and sympathisers to the memorandum of the Board distributed among the delegates at the Conference.

The Conference decided that the memorandum might be taken to represent the view of the cross section of the teaching profession in respect of postwar education and teachers were called upon to acquaint the public with the necessity for reorganisation and to keep in touch with public opinion. It is hoped that the Union will soon be able to incorporate the suggestions of the public and publish the final scheme for consideration at an early date.

I should like to mention the salient features in the memorandum just to give the public an idea of the complex and extensive nature of the problem. The following are the points of interest:—(1) Educational institutions that are concerned with public education should ordinarily be public institutions controlled, managed and administered by the state; (2) the financing of public institutions should be the concern and responsibility of the state, (3) for the uninterrupted and uniform progress of education throughout the country whole-hearted co-operation of the central government, provincial governments and local school administrations or boards is essential and this can be secured through a clearly understood devolution of powers among the three concerned authorities; (4) Every authority should be assisted by a board with well-defined powers and it is

desirable to associate with it public men interested in education; (5) the creation of a properly trained, well equipped teaching personnel should be given special consideration and the conditions of service of teachers should be such as to enable them to discharge their obligations as members of the learned profession; (6) in the consideration of all educational questions such as courses, methods, curriculum, books and examinations, the teaching profession should enjoy the privilege of expressing its opinion through its chosen representatives and serving the cause of the nation.

The Crux of the Problem

The foregoing recommendations may perhaps strike some persons as revolutionary. Let them try to understand the spirit behind them. During the one hundred and fifty years and more of western education in India, an educational policy has been apparently in force but very few are satisfied with its outcome. The fact cannot be contradicted that India occupies a very low place in the scale of nations in regard to educational and economic progress. It is improper and futile to apportion the blame. Common sense and prudence require that we should pull together and look forward. The Union has been feeling that the state has not plainly admitted its responsibility for public education. We are holding the view that education has not made good progress and moved with the times in our province chiefly because it has not been the concern of anybody in particular. The present war has shown that the educational edifice rests on very slender and insecure foundations. I should not be understood as stating that government has not been helping schools and colleges. As a matter of fact the financial help rendered by the government to the schools in the city was very valuable at a critical moment. Yet those who are conversant with the management of schools and colleges recognise that the present policy is ill-suited to a poor country which is anxious to move forward. The feeling of the Union based on a study of the problem is that no progress can be made if the state hesitates to admit its responsibility for public education with all the implications involved in that admission. The glaring defect of the present situation in the sphere of public education will perhaps be easily perceived if the principle of the existing educational policy be proposed to be applied to another national sphere, say defence. What shall we think of a person who advocates the view that the creation and maintenance of an army of several equipped units needed for defence be left to local private effort aided by the government which may be given the power to appoint the chief officers including the commander-in-chief? Can such a policy ensure the maintenance of adequate number of competent men equipped with up-to-date weapons? The crux of the problem of postwar education is the question of the responsibility for public education. Admission of this responsibility need not and does not mean that the government should not seek the co-operation and support of bodies and individuals that are willing to render financial help to educational schemes. Persons and bodies that are now managing institutions are running them not for any personal end or profit. They

have been giving their time, energy and resources unstintingly to the cause of education in a spirit of sacrifice. The government should not find it difficult to respect their wishes and persuade them by suitable adjustments and recognition to come under a general scheme in the interest of the country.

Today and Tomorrow

While considering postwar education one is to ask oneself what India is today and what India is to be tomorrow. Critics who point to the existing difficulties are likely to be perplexed by the conflict of interests. They may refer to the vastness of the country, its poverty, the appalling illiteracy, the unsatisfactory distribution of schools, the lack of technical schools, the inadequate provision of libraries and so on, and they may have their own doubts about the chances of reconstruction. But the country with its thinking men of all shades of opinion cannot but think of the India of tomorrow and it is definitely looking forward. Leaders are hopeful that India will enjoy dominion status after the war. Dominion status is not a slogan, and every one has to constantly remind one self of his duties and responsibilities. We can hope to reap the fruit if our leaders be free to think carefully and plan properly.

A disquieting feature in the system of today is the growing tendency for the adoption of clumsy shortcuts in the matter of making the educational facilities in Arts and Professional colleges available to all communities. That there is considerable rush for admission to the University classes in general, and to professional colleges in particular, like the Medical and Engineering colleges, is well-known. A continuance of this rush for a number of years in succession should have opened the eyes of the government to the urgency and necessity for increasing substantially the provision for technological education. Far from approaching the problem at the right end and satisfying the aspirations of hundreds of young men of promise eager to qualify themselves in technical lines, the government have been evolving a novel method of educational rationing based on district, language and community considerations. I admit that there may be something to be said in favour of the procedure and it is not my intention to accuse the government. Viewing the question dispassionately I feel that the denial of facilities for technological education to a large number of bright young men on the ground that they belong to an over-represented district or community is undoubtedly a great national loss. The existing procedure for admission is regarded by young men as educational black-out and a feeling of disappointment and discontent is created. In the India of tomorrow education is, and should be, a highway and it should be possible for every boy and girl to get the education for which he or she has the aptitude. Postwar education should emphasize the soundness of the principle of equality of opportunity to every individual and any kind of educational rationing on arbitrary grounds will tend to keep students of different communities apart from one another and prove detrimental to the growth of a spirit of comradeship.

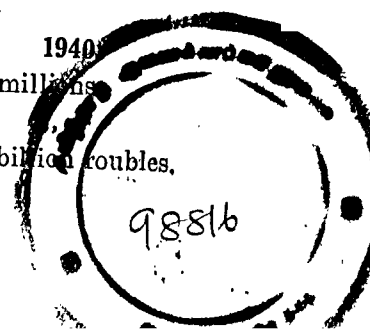
Soviet Example

Persons may agree in a general way with the postwar education scheme as indicated by the Union, but they are not sure as to how the object can be achieved. The matter of fact men among them with experience of administration will have one or two things to say. They will complain in the first place that we expect the government to do everything. Secondly they take care to point out that what is possible for rich countries like England and America will not be possible in India. Such arguments are advanced everytime a reform is proposed with the result that the pigeonholes in the educational secretariat are packed with reports of committees whose main recommendations have yet to be given effect to. Even in England the view is gaining ground that the state should not be content with a wait and see attitude. Fortunately for us we have in Soviet Russia an excellent example of what state initiative can accomplish. Russia of 1913 used to be referred to in no complimentary terms and it was more or less on a level with agricultural India. Today it is recognised as a highly industrialised country and it is fighting single-handed the large well-equipped and scientifically trained German army with scientific weapons. For two years Soviet Russia faced immense losses in territory and resources with courage and determination. The spirit of the nation did not waver even under very trying circumstances. This is in itself a great tribute to the work of Soviet schools which have fostered such a national patriotic outlook in young men. The rapid recovery of the country and the recent victories speak eloquently of the great progress in technology, science, industry, and transport. Soviet Russia is what it is today because of the direct responsibility of the state for education. Vastness of the area, large population, different nationalities, appalling illiteracy, poverty of the masses and numerous languages have not obviously proved to be insurmountable obstacles for the Soviet republic. This is a point which the doubting Thomases will do well to bear in mind. As students of social and economic progress we are not concerned with ideological differences. The progress of Soviet Russia in a period of thirty years shows clearly that arguments advanced in India against thorough overhauling of education are not convincing and that India can without doubt hope to make rapid and satisfactory progress provided that we refuse to be drawn into useless controversy and set about our business with grit and devotion. Here are two pictures of Russia, Russia of 1913 and Russia of 1940 as given in the interesting booklet "U.S.S.R. speaks for itself," and comment is needless.

Growth of U.S.S.R.

	1913	1940
Population ...	139 millions	193 millions
Workers ...	11.2 "	30.4
National income...	21 billion roubles	125 billion roubles.

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Total 20
N42.16.10



Education (in elementary & secondary schools) ...	7.8 millions	...	35 millions.
Higher education...	112 thousands	...	620 thousands.
Books ...	86 millions	...	701 millions.
Hospitals (Beds)...	175 thousands	...	840 thousands.
Coal ...	29 million tons	...	164.6 million tons.
Oil and gas ...	9.2 "	...	34.2 "
Steel ...	42 "	...	184 "
Grain ...	801 million centners	...	1295 million centners.
Budget expenditure	6670 million roubles	...	173,259 million roubles.

SOME PSYCHOLOGICAL BASES OF POST-WAR EDUCATION

Education for Responsibility

By

M. S. SRINIVASA SARMA, M.A.,
National College, Trichinopoly.

The World after the War :

The world is in an unfortunate position today. After centuries of energetic enlightenment and scientific progress we are specialising in slaughtering one another without mercy. Mechanical efficiency and scientific ruthlessness combined with a contemptuous disregard of moral and spiritual values are making the problem of man most threatening. The motor car, the aeroplane, the radio and the cinema which are the potent symbols of modern science are visible in the most backward countries; and the world is becoming outwardly uniform; and is tending to function as one organism. But this outer uniformity has not resulted in an inner unity of mind and spirit. Among the races and nations which live side by side on this small globe, there is not that sense of fellowship necessary for good, happy life. The destructive effect of the present war is immeasurably greater than that of any other war known to History. Aided by science and invention, it is waged with such deadly totality and at such a fearful tempo that it has been truly said that "if we do not end the war, the war will end us!"

Men and women belonging to every school of thought are contemplating the New Order to be established after the War. There are certain problems which call for immediate attention even while the war is going on; and among them is the destination of the color bar. Mahatma Gandhi's pregnant words are worth repeating here: "Both America and Britain lack the moral basis for engaging in this war unless they put their houses in order by making it their fixed determination to withdraw their influence and power both from Africa and Asia and remove the color bar.

They have no right to talk of protecting democracy and protecting civilisation and human freedom until the canker of white superiority is destroyed in its entirety."

The Need for a World Federation :

This war has brought prominently the urgent need for a world-wide federation. A federal system is the logical application of liberal democratic government to the whole world. The world is now a community in the sense that its separate parts are members one of another. This means that the maintenance of civilised life depends upon the complex organisation of a World Federal Union. Science and Industry have so linked us up that no group now dare live unto itself alone; its weal and woes are bound up inextricably with those of others. So long as we continue to cramp our loyalties within the narrow confines of our immediate class or community or even our racial and national groups, the clashes and conflicts and wars which embitter modern life will continue. Hence in a very real sense every person must be a citizen of the world.

The Role of Education :

But then fundamental, political and social changes must be based upon, and preceded by, fundamental educational changes. If our objective is to produce a world which is cosmopolitan and co-operative, then our schools must be societies in which these virtues are embodied. Education and life are of one piece and must be guided by one principle. The teachers who offer themselves to be the guides of the young have the shaping of the future in their hands. Surely then the first thing necessary in the teacher is that he should have a clear knowledge of what life means. To know the meaning of life is to be interested in the whole of mankind, and to develop social interest and love.

The prophets of the New World Order should realise that nothing to the purpose is achieved by laying down a common plan unless we are assured in addition that every individual is capable of playing his part and of playing it in such a way as to support and not to confuse the contributions of his fellow-men. World-planning should be thought of as social orchestration—an attempt to combine in a unitary effect the contributions of a large number of instruments. To bring about this New Order, good advice, argument, exhortation and propaganda are no good. The task of the social planner is exactly similar to that of the drill-sergeant confronted with a group of raw recruits addicted to all sorts of disorderly habits of body and mind. How does he proceed with his appointed task? By instruction or exhortation? No. His mainstay is drill, strenuous, prolonged and repeated drill which transforms a squad of slouching, sprawling hooligans and wastrels into the smart, upstanding, accurately marching men of the army manoeuvres. Similarly the social planners must have drill-book, the methodology of discipline, and be ready to put us under a system of rigorous human discipline. This exactly is the

mission of the teacher. Education must lose no time in furnishing the world federation with the social discipline appropriate to its working.

Mankind—Still in the Making :

All good things must be cultivated. The garden of the soul will bring forth the choicest fruits only by conscientious care. We must apply ourselves to the cultivation of human nature as assiduously as we have applied ourselves to the cultivation of physical nature. The humanitarian motive must be reinforced by the habit of self-subordination, self-control and self-discipline. With these qualities lacking in human material, it is no wonder that the mind of the age confronted with a world class should go to the length of demanding a Dictator to save them from themselves !

What right have we to live at the expense of other people, and to regard other people as a means to an end? We must will peace with our whole heart, our whole mind and our whole soul. This means not only changing our attitudes, but reorganising our emotions. We must begin to think of the world, not in terms of maps and markets but of men and women. The social and political ideal of the world is not a Single Empire with a homogeneous civilisation but a World Federation of free nations differing profoundly in life and mind, habits and institutions, existing side by side in peace and order, harmony and co-operation, and each contributing to the world its own unique and specific best.

Mankind is still in the making. There is only one ideal for man—to make himself profoundly human. So long as our passions of greed and selfishness are unconquered, our outer conquests will only be the material for the exercise of our inner barbarisms. Let us have the primary patriotism which is the love of humanity. Let us prefer to be human. There can certainly be no question of reforming society so long as the individuals who compose it remain unreformed; and a change of the individual must be a change of habit, not of opinion only.

The Modus Operandi :

Militant patriotism is probably the most widespread and the most dangerous of modern vices. It can hardly be doubted that it does vastly more harm than all the ordinary vices put together. It is fast developing into a new religion in the World—the religion of Nationalism. This and the impudent theory of State—Absolutism which maintains that the State can do no wrong and that all its wars are righteous are at the root of the existing world-cataclysm. Why should the rest of the world be reduced to ruin in order that a certain nation which considers itself a superior race may prove its superiority? The security of the world is based **not** on the slavery of some nations but on the freedom of all. National Freedom is, of course, the indispensable pre-requisite of International Cooperation. The genius of each people has a right to recognition; and it must be the aim and endeavour of the whole world to grant to all nations freedom.

But internationalism is not a scientific device like the wireless or the telephone which the world can all on a sudden take to. It is a delicate plant which it takes long to rear. It is a vast undertaking, but not a hopeless one. We must at once inaugurate effectually a new way of living, and insist on a heightened sense of the sanctity of life. We must realise that wars, by accustoming us to violence, rouse in the hearts of the masses bitter passions which civilisation is struggling to subdue.

In this stupendous task of the reconstruction of the world, the teachers have the first and foremost roll to play. From the nursery they must train people to believe in the oneness of humanity. They should investigate ways of promoting cooperative effort in the schools, and should eliminate altogether partisanship. Partisanship is the habit of taking sides. Not only do schools compete with each other in athletics and the like, but not infrequently schools are deliberately divided into artificial sub-divisions based on communal, racial, religious, and caste distinctions. This has the sole object of promoting partisanship. The emotions involved are psychologically equivalent to those involved in adult nationalism. From the point of view of world order and a democratically planned society, schools should develop in the young children the cooperative art of interweaving their interests with those of their fellows and the acquisition of corresponding habits.

History of Teaching :

The chief obstacle to peace is the continued hostility between the peoples and races of the world. In changing the outlook of the next generation, the teaching of history is a powerful factor. History teaching today is mainly an account of the glorious exploits of the military and political heroes of one's own nation which conduces directly to a pugnacious habit of thought with regard to foreigners and an unduly bombastic attitude to one's own compatriots. The correct objective in history teaching ought to be less concerned with military and dynastic events and more with the general progress of the human race in its slow and chequered course from barbarism to civilisation. What children ought to acquire from history is not a sense that they belong to the chosen people, but a sense that they belong to mankind. As physical sciences transformed the material circumstances of mankind, so history should transform the spiritual outlook of mankind. History should be taught with an emphasis upon the contribution which all nations have made to a common store of knowledge and ability which we call civilisation. Knowledge is truly international, and civilisation progresses through intellectual intercourse of men of different nations. Patriotism must be based upon the knowledge of the good one's own country has done to other countries. A man may be justly proud of the services he has rendered to his fellowmen. True patriotism implies a love of one's own country as an instrument of service. It is a patriotism of giving in contrast with the patriotism of

grabbing. It is a patriotism which brings nations together, not the barbaric localism which separates them.

Sacredness of Man :

The highest religion and the highest politics lay special emphasis on the role of the individual. The individual is the final fact of life. Society is judged by its power to improve his kindly disposition and his power of understanding. पुरुषान् न परं किंचित् "Purushan na param Kinchit." There is nothing higher than the person. What the world needs today is a better sense of the sacredness of man. The conception of the sacredness of humanity means the sweetening and humanising of all relations. Human relationships are the main-spring of spiritual life. How to make the world safe for peace and humanity?—is the one problem which is now demanding all our attention and effort. The battle for peace must be fought in the heart of the individual. A new way of life must become the formation of national life as well as of the world order. A new spirit in education, the spirit of responsibility, must permeate every activity and every lesson both at home and at school. We need to stress our social nature and show how every privilege must bring with it an added responsibility. The children who are educated wisely and helped to develop a willing sense of responsibility and a genuine love of service will have a safer background. Unless they are educated for responsibility and made to understand the possibilities of international brotherhood, we have little hope for the future. We must, therefore, think of education as an improved technique of acquiring new habits and developing a personality that is flexible to meet a changing world. Dr. L. P. Jacks declares that "education is the long-sought moral equivalent of man." The strategy, the courage, and the skill which hitherto have found expression in martial exploits are now demanded for a new warfare—the warfare against ignorance and incompetence, the two chief enemies of mankind. He strikes a note of warning against direct attempts to abolish the war-making structure of nations without the provision of an equivalent. The regeneration of man by an education "adapted to his whole nature is the equivalent in question. Like war it must be conducted as the enterprise of the whole community based on a general mobilisation of all available forces—industry, literature, art, philosophy and religion—combining to back the regular army of professional teachers, the glorious old contemptibles of education." (L. P. Jacks) Let us not forget that the final end of all human effort is not to file up goods, but to make good men. The schools must set themselves the task of producing men and women capable of self-direction who will inaugurate that ordered and enlightened humanity which we mean by world-federation. To this end there should be general education on international lines based on international ideals.

POST-WAR EDUCATION

BY

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In an editorial comment in February 1940 the *Times Educational Supplement* reprimanded teachers for daring to air their views on the general policy of education, without confining themselves to method and organisation. May be, there are teachers who are adepts only in the technique of their craft, but whose comprehension of the direction and purpose of Education does little credit to them. But that is no reason why teachers who have in their charge the education of the rising generation should not express their views on Post-War Reconstruction; for it is their prime duty to educate their pupils to an awareness of the momentous changes which they will have to face in life.

Two events of outstanding significance however seem to indicate that the 'New Jerusalem' is to be built in class rooms. The Council of Education for Citizenship in Great Britain recently decided on the formation of the United Nations' Educational Bureau and the appointment of a High Commissioner for Education in Germany as a Post-War policy. The Institute of Educational Reconstruction at New York University received Official encouragement from the State Department to the proposal that the United Nations establish an international education office for dealing with Post-War problems on a world-wide basis. The objectives formulated by this organisation contemplate not only the decontamination of the Axis Educational Systems, the temporary supervision in enemy occupied countries, and policing school systems in War-torn lands, but a positive programme of educational betterment by promoting and implementing in all the countries of the world the democratic ideal of equality of opportunity in education, regardless of race, creed, colour, sex or economic status. The international machinery to be created is expected to encourage adequate financing for elevating the status of teachers by offering decent salaries, establishing tenure of service and safeguarding their intellectual freedom. Hence Post-War education in any country is to become a matter of world concern; and certain principles of educational reconstruction will operate as a common factor in all the countries of the world.

Subject to the operation of the world forces, Post War Education in India will depend on the status that will be assigned to India by Great Britain and that India will assume. The war will have been fought in vain if India is not to attain the Independence of at least the Dominion Status type, if not, Purna Swaraj itself. Whether education will be a concern of the Federal or Provincial Governments is an administrative

detail ; but there can be no doubt that the divided responsibility moving in a vicious circle between the Provincial Governments and the Local Bodies will be a thing of the past and that education of all grades and of all types will become the definite responsibility of popular responsible Indian Governments. Small reforms, a change here and a change there, in the educational structure cannot fulfil the requirements of a people who, instead of as in the past playing the role of subordinates in the administration, will be the rulers of their own country with the initiative and the driving force to formulate and execute policies in all fields of National Progress. Education in India, too, as in all self-governing countries, should, as Prof Julian Huxley defines, aim at the training of the elites, or the leaders of the creative activities of the nation, the training of the specialists in several crafts and professions, and the training of the residual mass. In short, a great revolution is needed in the Post War Educational Programme of our country. Even the conservative-spirited England has decided to effect a tremendous revolution in her system of National Education, as is evident from the scheme of Reforms adumbrated by the British Cabinet.

It is worthwhile to review the trend of Educational thought in Great Britain in recent years. The declining birth rate in England and Wales even in the prewar years has been causing anxiety; and Prof. Hogben states that "Nothing short of immortality can safeguard us against extinction unless fertility is raised by considerably more than 15%." Further, Cattall's finding on the future intellectual capacity of the English is still more alarming. He observes that the average mental capacity of the population has been declining through the substitution of dull for able children, at the rate of about 1 point on the Intelligence quotient scale in every ten years, and that if the same process continues, in 300 years half the population of the country will consist of mental defectives in great or less degree. It is not surprising, therefore, that the best brains in Great Britain have been bestirring themselves to the ideal lay-out of education in the post war world. Ramsbotham, Ex-President of the Board of Education in England said only recently, "We are looking ahead to secure for our nation not a beasting, bullying herds of ill-educated hooligans, but a community of self-disciplined, intelligent, kindly, good-tempered citizens furnished with moral strength, general knowledge, technical skill and physical stamina which will be needed to the last ounce not only in winning this war, but in solving the very difficult problems peace will bring." Mr. Butler, the present President of the Board of Education, was therefore able to announce on July 16, 1943, the Government's plan for educational reform costing £67 million yearly, and providing for nursery schools for all children, the school age to be at least 15 and to be raised to 16 later.

The seer of Wardha was not far wrong, but very realistic in proposing in his scheme of basic education for India primary and secondary education up to 14, correlated to the basic craft of a cottage industry.

Gandhiji's scheme of combined primary and Secondary education is in consonance with the latest educational doctrine that all Post-Primary Education should be treated as Secondary Education in fact as well as in theory and that secondary education should not be a privilege reserved for the elite, but a stage the child should enter at the age ripe for it. How far are we at present from this ideal? As, Mr. N. R. Sarcar, Ex-Education Member with the Government of India, stated, "We have our Masses without even the most elementary form of literacy; we have large numbers of men to whom literacy is much like cast-off clothing. *Mass education has never appealed to the Government as a practical proposition.*" So then the first and foremost problem which our National Leaders in the Independent India have to set their tasks upon is to make the establishment of at least free and universal elementary education for every boy and girl in India a practicable proposition and an accomplished fact, the aim of elementary education being not merely production of literates, but, 'the development of cultured people fit and efficient citizens of a federal democratic state.'

The second great problem before our educational statesmen is the introduction of diversified courses in the field of secondary education to suit the aptitude of varying grades of students. Among other objectives secondary education must lay the foundation for providing schemes of industrialisation. As Jawaharlal Nehru lucidly remarks, in the article on "Planning for free India" "Go ahead industrially we must or we perish. India cannot dispense with either the big industry or the cottage industry, but will have to co-ordinate both." The distribution of the best brains in the country among all the principle spheres of National Life is an economical as well as an educational problem. Secondary education will have to provide leaders of cottage industries and educated workers for the large scale and the medium scale industries. It is therefore incumbent on all teachers all over India to solve the production of a wider variety of curricula which would cater to the industrial prosperity and at the same time all-round educational development. In England the grammar schools have been enjoined in the *Spens Report* to make use of the "Utility" phase in the development of pupils' interests. About half a million pounds have been spent in providing technical schools during the last ten years; and a new type of School called the Technical High School is to come into being. The problem of harmonising the vocational and the cultured values in secondary and technical schools is occupying the attention of educationists in England who are anxious to see that "No individual shall be obliged to choose between an education without a vocation and a vocation without an education." In India the problem of preserving the balance of cultural and technical values will arise when we re-model our secondary school curriculum and start a number of technical including agricultural, schools in our country. As a result of the war we shall be able to utilise the war equipment and the skilled war technicians for building new peace industries and starting more technical schools.

The curricula and functions of the secondary and technical schools should be so framed as to enable them to play their full part in the industrialisation scheme of our national advance. The important phase of Post-War educational reform should engage the earnest attention of educationists and industrialists alike even from now.

Again, post war education demands more fundamental changes than merely in the structure and in the organisation. The world has now lost faith in Humanity, in Ideals and in the Finer values of life. It ought not to be what it has been. We shall have weeded out the thistles that have grown now, thistles of despair, of opportunism, sheer glorification of egotism, and of the right of might. The world will no longer consist of self sufficing independent nations; but inter-dependence will be the creed of the new political gospel. Reconstruction will imply restoration and reorientation of human values. Education must recreate faith in them. Prof. Reinhold Schairer, in the Year Book of Education for 1940 prophesies that over and above the military strategy, the strategy of statesmanship and diplomacy, the *strategy of the educator* is going to tell on the ordering of the world affairs. Speaking at an All-India Educational Conference, Pandit Jawharlal Nehru spoke in a similar strain, "All systems of education must have a definite social outlook and must train youth for the kind of society they wish to have. Can an individual truly advance, except in the rarest cases, if the environment that surrounds him is pulling him back all the time? This environment consists of inherited ideas, prejudices and superstition which restrict the mind and prevent growth and change in a changing world." Education should, according to Pandit Jawhar, train the rising generation to change the environment, and as Mr. H. G. Stead emphasises, "make possible a planned, intelligent world wherein human values are recognised and where the motive power is service in and for the community." Schools must inspire faith in human values in the new world order. Education, if the world is to be insured against a recurrence of the pernicious doctrines and practices of the totalitarian states should recognise the integrated personality of the child and be "in full association with the complete life of man, economic, intellectual, aesthetic, social and spiritual".—an educational ideal enunciated by Dr. Rabindranath Tagore three decades ago but now discovered and emphasised by the British and the American educationists.

Thus the recent trend of educational thought explains the decision of the British Government to amend the present law to emphasise religious instruction as an essential part of education. The conscience clause, or the Cowper-Temple clause, in the Education Act of 1870 is to be rescinded. The Tories have now discovered religion, its necessity, and its virtues! Education, more than anything else, must set the feet of youth on the path to Truth, Beauty, and Goodness. The Consultative Committee on Secondary Education in 1939 urged that "No boy or girl can be counted as properly educated unless he or she has been made aware of the facts of the existence of a religious interpretation of life." Significant are the following

observations made by the *London Times*. "The system of National Education in England allows citizens of the future to have purely heathen upbringing. Religion must form the very basis of any education worth the name. Education with religion omitted is not really education at all." The Churches of different Christian denominations have arrived at an agreed syllabus of Scripture teaching in all Schools which will be permitted any time within school hours and be inspected in respect of its methods by His Majesty's Inspectors. In all schools, the time table should be so arranged as to provide for an act of worship on the part of the whole school at the beginning of the school day. The problem of religious instruction in India, a land of many religions, is a complicated one. However, in whatever manner it may be solved in the future, the recent change of front in England reminds us of the experiments initiated three decades ago by the late Dr. Annie Besant in the Central Hindu College, Benares, the religious atmosphere inspired by Dr. Rabindranath Tagore in his Shantiniketan and of the morning prayer assemblies in the several schools and colleges in our country which have imbibed the spirit and traditions laid down by Besant and Tagore of revered memory.

India's gifted leaders have in the past studied the educational needs of our country and made valuable contributions on the fundamental requirements of Indian Education. We have had an Arabindo, Lokamanya Tilak, a Pandit Malaviya, a Lala Lajpat Rai, and host of others whose pronouncements on Indian National Education are of inestimable value even to-day and of precious guidance for the future. The study of the various schools of educational philosophies of the West, *viz.*, the naturalism of Rousseau, Froebel, and Montessori, the idealism of Plato, and pragmatism of American philosophers of Education like Prof. Dewey, leads to the conclusion that no one school of thought by itself would lead us to the true goal and that Post-War Education in its aims, methods, and ideologies, will be of an eclectic character. As regards India, if her Post-War Education is inspired by the synthetic, and the eclectic spirit of the idealism of Dr. Rabindranath Tagore, the realism of Mahatma Gandhi, and the Progressivism of Pandit Jawaharlal Nehru, Indian National Education will pave the way for the establishment of Sane, Healthy, and Efficient Democracy and win for our beloved Motherland an honoured place in the community of Nations in the Post-War International World Order.



BASIC IN POST-WAR EDUCATION

By

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It is not necessary to bring home to people in general and to educationists in particular the need for post-war planning; this is already very much in the air: but it is necessary to make them realise the need to fit themselves into a new world-order, which, whether accelerated by deliberate planning and drastic action or retarded by chaos and reaction, must inexorably sooner or later set in, as the human race runs its historical and logical course. However, being specially interested in education and in methods of teaching necessary and suitable to the schools of our own country, we shall confine our attention to the post-war problem of Secondary School education.

Three questions naturally arise: WHAT shall we teach? WHY should we teach it? And HOW shall we teach it? The questions are obviously interconnected and so cannot be considered apart; though the last, being a practical one, may be dealt with more by itself. If a General knows the object of a move or operation, he will execute his part more efficiently. So also it is with the teacher. We are not here concerned with the whole of the post-war curriculum. We shall only confine ourselves to English.

In my first article I shall consider English in the post-war scheme of education, the reasons for including it in any scheme, and the nature of the requirements in that language.

In my next I shall explain what Basic English is. In the third I shall go on to the Basic Way to English.

1. English in the Post-War World

Before going on to English in the Post-war World it is advisable to see what position this language held in the Pre-war period, how much it was used, how much studied by foreigners, and with what ends in view; what peculiar tendencies are to be seen in this language in its evolution and uses; its aptitude for being an international means of communication; and its fitness to play a part in that moral unification of peoples which we all hope will be the fruit of that great suffering now being undergone by the human race.

The essence of History, the key to all historical movements, is "unification." Movements apparently contradictory are all resolvable to this one. When a large whole is disintegrating then the tendency to strengthen the unification within a part asserts itself; and on the other hand if such smaller unifications are carried on without coordination it is at the expense of the whole. The factors of unification are several: satisfaction, safety, security of the future, coordinated interests, a common standard of life, common ways of thinking on general or social questions,

common sources of knowledge, a universal mode of communication, and a common inspiration to brotherhood.

A common mode of giving and getting knowledge and of expressing our wants and desires, is certainly a bond of sympathy by which a greater and greater unification may be achieved. Nobody will say that it is sufficient in itself; but all are agreed that it does play a great part. When, however, the common language helps to develop common ideals and common aspirations, to make available common sources of inspiration, to bring into view varieties of opinion freely expressed, to contribute to the raising and the keeping uniform of the standard of life, to elicit widespread discussion and thought on topics of general interest, to guide all along the same path of development, to urge them to progress and to love of one another, then indeed the common language becomes the most powerful source of unity of the people.

The need for a universal language was felt in the West long ago. In the middle ages, Latin was the language of international communication and every educated man was acquainted with it. It was the natural legacy of the Roman Empire and the demand for it was not only for its political utility but also for its economic and cultural values. After the fall of the Empire, Latin remained the language of culture and international diplomacy, but its use gradually declined as nationalistic and disruptive tendencies gained strength. French almost became an international language, but only for diplomacy and as a mark of a "cultured" education. But it could not hold the position in spite of the fact that the Government pushed on the claims of the language. No British Government or minister evinced the slightest interest in English as a World Language until our own times.

Jeremy Bentham, engineer, sociologist, philosopher and founder of Utilitarianism and of the slogan "the greatest happiness of the greatest number," wrote his *Theory of Fictions* as long ago as 1814. In it he studied the nature of language, the correspondence of words with ideas, definitions or meanings, extensions of meanings, and fictions. He noted tendencies to simplicity by breaking down very noticeable in English.

He analysed the meanings of verbs and discovered that by this means the evils of "word-magic" could be eliminated. "What if," he asks "in this way and by these means the import of all words, especially of all words belonging to the field of Ethics including the field of Political Religion, should one day become fixed? What a source of perplexity, of error, of discord, and even of bloodshed, would be dried up!" If Bentham had been able to foresee the great demand that would arise for English, he would certainly have advocated English as the international language. This he could have done following his utilitarian philosophy, but with more justification from the nature of the language itself, which he had so carefully studied. But remember his book appeared before Waterloo, after which only the power of England was firmly established and rapidly increased until it reached its zenith at the beginning of this

century. Another great English-speaking country had arrived at maturity in the meanwhile.

The next great war of destruction, when England's position again became very shaky, began exactly a hundred years after, in 1914. England and the U.S.A. emerged stronger than before. The demand for English increased still further. Now again while we are in the throes of a bloody struggle greater than any that the world has ever experienced, and on the eve of Allied Victory, one can imagine what the demand for English will soon be.

Apart from India let us consider why foreigners wanted to learn English. A few years ago, English had a prominent place in the educational systems of all progressive countries. Countries typified by Argentine, Siam, Germany, Lithuania, Sweden, Turkey and Japan, placed English in the curriculum. In international conferences also English took a prominent place. Why? Certainly not out of love for the people or their language, but because it was their best instrument of communication with the millions of people on whom they were themselves so dependent. Briefly, English was more international *in fact* than any other living language and a knowledge of it was rapidly becoming not only a measure of a foreigner's business efficiency but also of his culture. For it was not only in the commercial field that it was useful, but also in the scientific field. As Science advances the world gets smaller. With the Talkie and the Radio the world has shrunk down to the room of the individual. The importance of English becomes self-evident to him. When Victory spells the doom of the totalitarian nations and their sycophants, how pressing this demand will be can readily be imagined.

What then will the foreigner wish to pick up, and how? He will want a short cut to English; an easily acquired, easily retained English for use as a complete medium of expression, at least in speaking and writing, as a basis on which he may build up, if necessary, a deeper and wider knowledge of the language to serve him for cultural or other purposes.

Many international languages were invented, *e.g.*, Esperanto; but such artificial hybrid contraptions only turned out to be new dialects of no little difficulty and commanding absolutely no demand whatever. But English itself, although one of the most difficult languages for a foreigner to acquire by its richness and variety and its analytical tendency to simplification, which has, both in England and the U.S.A., ever been continually gaining momentum, provides, such a medium within itself as would delight the learner. And that is Basic English.

English has always tended to simplification. Latin and Norman-French were each in turn dominant in England; but they only turned out to be grafts on to Anglo-Saxon. They were fitted on to the Anglo-Saxon structure and could not themselves provide the frame-work. This is a practical demonstration if any be required, of the fact that the mass of the people, however poor and oppressed they may be, form the backbone

of a nation; so also Anglo-Saxon is the backbone of a language which has taken freely words from almost every other spoken language and made them its own. We cannot do without this framework, though we have a wonderful choice of words to fit on to it.

Looking at the development of English in England itself, we find a tendency to split up a complex idea into simpler ones and to put the simpler words expressing the simpler ideas synthetically together for use in preference to the complex word. This is particularly true of the spoken language. No one, except the snob, uses the word "assert" in conversation; or "perambulate" or "interrogate". In writing also we note the same tendency, though not to the same extent. But all scientists and philosophers cry out for fixed definitions, for concise and precise expressions; and even literary men acknowledge the beauty of straightforward simple language and its superiority over bombast. In fact, just as we admire the artist who with a few simple tools turns out a product as good as that of another who has used very delicate complicated instruments; so also the man who can make simple words and word-usages do efficiently the same work as the most flowery speech, justly deserves our admiration for his power and skill in the art of expression. Mr. Churchill is noteworthy among statesmen for the simplicity and power of his diction. A comparison with Fox, Sheridan, Burke, Pitt or others who lived at a time when English oratory was at its highest and eloquence at a premium, will easily show what we mean.

In the United States the reactionary conservative tendency is less strong. A greater freedom is to be found, even in the use of words. The reasons are well known, but even in that people of different origins, united together by democratic ideals common interests and a common language, the innovations are all in the direction of simplicity and back to the Anglo-Saxon basis. It is noteworthy that Americanisms are not impositions of French or Italian or Polish or of some other language of a section of the people, but simple English expressions. To the ear of a purist they sound queer and crude, but so would our present-day English have been considered if it were spoken two hundred years ago. Innovations in the right direction, *i.e.*, in accordance with the natural evolutive trend, insinuate themselves inevitably into social life. Americanisms are as English itself, in their origins, and will become as permanent as English usages. Moreover, the influence of the U.S.A. in trade, industry, science and literature is not to be belittled. Indeed, after the War that influence will be so widespread in and out of the British Commonwealth that the English Language as a whole will be profoundly affected—but affected in the natural direction—by it. Turkish, Russian, Siamese and even Chinese have undergone simplification, but the movements were hastened by Government intervention.

If, therefore, English had a place in the curriculum of pre-war education, that place will certainly be a more important one in the post-war scheme. In India we have advantages not enjoyed by alien

countries—the flow of English literature, the talkies and radio-broadcasts, besides actual close contact with English speakers and the obvious need for a common language in this vast land itself of many tongues. The English course of the High School must be such that in the nine years allotted to the subject a high standard will be attained. If, therefore, a rapid overtaking of the mind-age of the pupil by his English-word-age be achieved in the shortest possible time, say three years, then there will be enough time left over to build up on the fundamentals acquired in this period, so that the High School lad on leaving school will be really abreast of his English brother in the latter's own language.

What is required, therefore, is a course in a set of words and usages carefully chosen with the following points in view. They must be few, simple, easily acquired, easily retained, easily mastered for use, most useful in the expression of ideas, and the most inclusive in meaning. They must form a complete set, *i.e.*, provide a complete medium of expression. They must furnish a solid basis of fundamental ideas on which to build up the grand structure of a great language.

The method of teaching a language is of course dependent on the matter. If, therefore, the matter is adapted to sane methods of teaching, so much the better. Rational methods insist on “one thing at a time” or the separation of difficulties, progress “from the simple to the complex” and from the “known to the unknown.” They demand the use of all the pupil's feelings, his attention, interest, pride in achievement etc. They assert the importance of coordinating the education given with the life of the pupil. They call for plenty of practice and application; the direct association of the thought with the word without the intermediate stage of translation. That is, the teaching of English must follow the Direct Method as far as possible, especially in the initial stages; and further advance must be Concentric, not jutting out here and there into dangerous “salients” or having weak “pockets”, and there must be easy access to the main base. With the rapid mastery of a small complete system and the quick equalisation of the word-age with the mind-age of the pupil, there will be plenty of time in an extended course for a backward pupil or a late-comer to pull up, and so the English course must be adjustable to the Grade System. Again if the preliminary course is such as to ensure correct pronunciation, so much the better. If, moreover, it is a basis for a mental discipline and makes the pupil weigh his own words and critically examine the value of the sayings of others, then he will be equipped with an armour impregnable to fictions, false emphasis subversive propaganda; in short, to “word-magic”. If, finally, it gives him a command over the simple usages of the language it will profoundly affect not only his own utterances but also his own thoughts, and he will say exactly what he means and mean what he says. Teaching must be “utilitarian”, taking the word in its widest and noblest sense. The basic Way to English is the solution.

MEDICAL INSPECTION OF SCHOOL CHILDREN IN THE TRAVANCORE STATE

By

‘A MEDICO’

Medical inspection of school children is being conducted since the year 1111 M.E. (1935 A.D.). It is confined only to boys and girls of primary schools. The scheme of inspection envisaged also free medical treatment to remedy the defects found in the children. The staff employed for this purpose consisted of 8 Sub-Assistant Surgeons, one for each taluk—and 2 Assistant Surgeons, to supervise and regulate the inspection. When the work in a group of Taluqs was completed the inspection staff shifted to a similar area. A sum of twelve to thirteen thousand rupees is being spent annually during the last eight years for carrying out medical inspection according to the scheme, which has been in force until now. Roughly over a lakh of rupees has been expended on this account.

Every year, the Director of Education obtained sanction for the necessary grant under this head. This amount was placed at the disposal of the Public Health Department. The Director of Public Health had no power to recruit the required staff of medical officers for the school medical inspection. He, therefore, had to apply to the Surgeon-General for the required staff. The officers selected by the Surgeon-General from the Medical Department were placed temporarily under the Director of Public Health, who employed them as school medical officers. The medical officers thus recruited were mostly unwilling hands, who did not care for this kind of work. As they were anxious to revert to the Medical Department as quickly as possible, they evinced no interest in the work entrusted to them.

Though the school medical officers were instructed to treat in the Government hospitals the children, whose defects were noted by them, they were unable to do so to any appreciable extent, because according to their complaint, they were not given any freedom to carry out any professional service, owing to the impression created that the school medical doctors were unwelcome intruders in the routine work of the hospitals concerned. The medical officers in charge of the hospitals and dispensaries were not directly responsible for the treatment of children. There were also complaints that the medicines supplied by the Education Department, especially Cod Liver Oil, were not given to the school children for which they were intended.

In the working out of the present scheme of school medical inspection, it was observed that many of the children, who required attention, did not care to attend the hospitals for treatment. The Director of Education pointed out the necessity of supplying medicines for the

treatment of at least the common ailments to schools medical officer, so that the children may be treated in the school itself thereby avoiding the necessity of sending them to the hospitals, which may not be situated nearby. Difficulties also arose over the question of the treatment of school children by the specialists of the Medical Department attached to the General Hospital, Trivandrum, and other District main hospitals. It has been pointed out by the Director of Education that such and similar difficulties cannot be effectively solved, until a school medical service, with school clinics, is established.

In a joint note submitted to Government sometime ago by the Director of Education, the Surgeon General and the Director of Public Health, a recommendation was made that the course of studies in Elementary Science for the E.S.L.C. Examination should be modified to include a sufficient knowledge of Physiology, Sanitation, Hygiene and principles of public health, and that part-time medical officers should be appointed in every high school not only for imparting instruction on the above subjects, but to ensure permanent and continuous attention being paid to the health of the school children, and to their habits being regulated with a view to improve the health and morale of the locality concerned. The present Director of Education, Mr. A. Gopala Menon, has long held the view that a comprehensive and useful scheme of medical inspection for pupils in schools can be fully effective, only if teachers qualified in medicine are appointed on the staff of every high school.

The subject of school medical inspection was referred to the Medical Committee appointed recently by Government, of which Rao Bahadur Dr. T. S. Tirumurti is the Honorary Chairman. He conferred with the Director of Education and the Director of Public Health, and found that both of them were desirous of effecting a radical change in the existing scheme of school medical inspection. The present method of medical inspection is more in the nature of a survey of physical defects in the school children. The results of the survey are practically the same year after year in the various taluks, in which the work has been conducted so far. The Director of Public Health stated that there was no enthusiasm on the part of the school medical officers to do this kind of work, as they were not given any extra allowance in lieu of loss of private practice, and that they desired to revert to the Medical Department as quickly as possible. As they were only temporarily placed under him, frequent changes in the personnel had to be effected and this did not conduce to efficiency. There was no continuity of work. Cases of children with defects could not be followed up, until complete cure, wherever possible, was effected. The scheme, as was worked, was imperfect, as the inspection was confined only to the children of primary classes and, even over such a restricted population of school children, the medical inspection was incapable of conferring substantial benefits to the children, who need medical advice and supervision for a longer period.

A large number of persons representing various interests were co-opted to the Medical Committee. They discussed the whole matter and came to the conclusion that the present scheme of school medical inspection was wholly unsatisfactory, and recommended that the present scheme should be discontinued, and that a new scheme proposed by the Medical Committee should be approved and put into operation from the beginning of the new financial year.

According to the new scheme, a qualified medical man will be appointed as a member of the teaching staff in every high school, whether Government or grant-in-aid. Lady doctors shall be appointed in the high schools for girls. This medical teacher shall undertake the medical inspection not only of the boys in the high school, but also of the children in the middle schools and primary schools, which are feeder institutions to the high schools. The Director of Education will define the educational institutions—primary, secondary, etc.—which shall be included within the area of medical inspection prescribed for each medical teacher. The medical teacher shall possess a qualification not below that of Licentiate in Medicine. He may be allowed private practice, if the school authorities permit it. To the medical teacher will be entrusted the teaching of Hygiene and other science subjects, as directed by the school authorities. The medical teacher will be in charge of the school clinic.

He will be the medical officer of the hostel or boarding house in places, where these are provided. He shall, interest himself in health propaganda work in co-operation with the Public Health authorities of the locality. He should report instances of epidemic diseases among the school children to the Headmaster and to the local Public Health authority. He shall also examine the students, who are unable to participate in the school games activities.

He shall conduct the medical inspection of school children in the manner prescribed by the Director of Public Health, and keep proper records, and follow up the inspection in such a manner that every student shall receive proper and sufficient attention throughout the period of his studies in the school. Such treatment, as cannot be carried out in the school clinic, should be undertaken in the local or main Government hospitals, where a separate record shall be kept of such referred cases.

The medical teacher shall also supervise the cooking and distribution of food, when arrangements are made for providing noon-meals to the children.

The Director of education shall arrange for the distribution of the existing equipment for medical inspection among the high schools and for supply of additional equipment, which is necessary for others.

In future, the appointment of a medical teacher shall be one of the conditions of recognition in the case of privately managed high schools. The appointment of a medical teacher will be effected by making use of available vacancies in the provincial staff of graduate teachers in the

Department. Recruitment will be done by advertisement stating the double function the medical teacher has to serve.

The medical teacher shall be allowed private practice, if the school authorities shall have no objection, on the analogy of the non-medical teachers, who are permitted to undertake private tuition without prejudice to their school duties.

The Committee has recommended that the available funds each year might be ear-marked for the purchase of equipment, provision of noon-day meal, supply of milk and for such other additional help, which the students may require.

The appointment of a graduate in medicine in place of an ordinary science graduate would be quite a feasible proposition, as graduate teachers are now paid upto Rs. 70—100 in high schools. As the proposal is that the appointment of a medical teacher as a member of the teaching staff shall ordinarily be by substitution, no additional cost will be involved.

In addition to the medical examination of the pupils in the particular high school to which he is attached, he can also examine the pupils of the English and Malayalam Middle Schools, which act as feeders to the main institution.

The medical teacher's influence, both in the school and in the playground, would be invaluable, and the teachers and pupils will become health-conscious by their daily contact with him.

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BASIC STEPS IN VOCATIONAL AND TECHNICAL INSTRUCTION

Now that vocational and technical instruction is being introduced in several places in institutions of High School grade, it appears to be desirable to indicate to vocational and technical instructors some general lines on which they might base their instruction. The following are recommended as "BASIC STEPS" in Vocational and Technical Instruction:—

1. Prepare the students for work. Put them at ease. Give them correct posture. Find out what they already know and can do. Get them interested.

2. Present the new operation to be performed. "TELL", "SHOW", "ILLUSTRATE", "ASK". Take one step at a time—clearly and patiently. Stress key points. Do not attempt too much at a time.

3. Get the students to perform the new operation. Watch them as they proceed in their work. Guide it, check it and get it corrected by them where correction appears necessary; but do not interfere unnecessarily.

4. Tell the students to repeat the operation without any help. Check their performance, Judge it and mark it accordingly as "P" (Pass), or "F" (Fail) or "G" Good or "B" (Bad).

"TELLING", "SHOWING", "ILLUSTRATING" and "ASKING" or "QUESTIONING" are good devices of instruction.

"TELLING" alone, however, is not very useful, when the objective of instruction is to develop new manual skills. It may be used with advantage when the objective is to impart information, provided the information can be interpreted easily by the students in terms of their past knowledge and experience. When "TELLING" method is used, it is necessary for the instructor to follow the "TELLING" by checking the students' understanding of what was told.

"SHOWING" alone is better than "TELLING" alone as an instructional method when new skills are to be developed; but it is of the greatest value when it is used in combination with "TELLING" and "ASKING" methods. "SHOWING" is useful, particularly in the "PRESENTATION" step when students are being taught to do something which they could not do before.

"ILLUSTRATING" is another method of "SHOWING". "ILLUSTRATING" requires the use of charts, pictures, diagrams and sketches on a black-board or a cement wall or floor. While using them, the instructor should make sure that the students correctly and clearly

understand them and are able to translate them into actual working conditions.

"ASKING" or "QUESTIONING" is a very useful help in instruction, provided it is employed properly. It can be employed in combination with "TELLING" and "SHOWING" in preparing the students for instruction, in checking their grasp of the instruction given and in helping them to THINK through the logical steps of instruction. In using this method, the instructor should take particular care to frame questions in such a way that "YES" or "NO" answers cannot be given to them. Questions which begin with such words as "WHAT", "WHO" "WHEN," "HOW" and "WHY" cannot be answered in this manner. Well-framed and well-selected questions keep the students alert and active and concentrate their attention on what is taught; they heighten their interest in instruction and inspire them with confidence by affording them opportunities to show their own knowledge; and they evoke active response from them and help in fixing the matter of instruction firmly in their mind.

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THE MOTHER TONGUE IN EDUCATION AND LIFE

By

RT. REV. A. M. HOLLIS, M.A., B.D. (OXON)

Lord Bishop of Madras

We need to be at home in the universe. But our mind begins in the language of our home. There the foundation is laid. Unless what we learn in school and college is built into that foundation, there will remain schism in our life and our thinking. It is depressing to hear a well-educated man making an address on the value of reading rooms in English at the opening of such an institution, when there was no one present who did not understand Tamil, and a number who did not know English. But the trouble was that that part of his mind functioned only in English. He had not got the words to express his thought in his own mother-tongue. And so his excellent advice was largely wasted. The normal High School Prize-Giving is to me a depressing function. Many of those present do not really understand English at all. Small boys and girls recite often valueless English compositions, without life or understanding. Why can we not be proud of our own language? Why not determine that it shall be made adequate to meet all our needs, to express all our knowledge?

If one part of the world has made advances in knowledge that have not for a long time been shared with some other part of the world, then there must be a time during which a number of persons must study in the language where the new knowledge is available. Neither is there literature in their own language which express the new discoveries nor can there be. The language has not grown to be adequate. It is atrophied in that department. There needs to be a transfusion of thought which will give new life to the language. But the true object of study in a foreign language must always be the enrichment of our own language and, through that, the education of the whole of our people through the influence of the few who have first studied in the foreign language and mastered the new ideas. *When I read the opinion of certain heads of Colleges in this country that it was impossible to examine students in their own vernaculars because the teaching had been in English and they would not be able to express themselves in any other tongue, I thought that I had never read a more devastating condemnation of a so-called educational system.* Who needs the new knowledge, the English or the Indian, that we set up a vast system of schools and colleges in India? If they cannot express what they have learnt in the only language which the mass of their countrymen can understand, there is something seriously wrong with the system, and doubts arise how far they themselves have really mastered what they are supposed to have learnt. There is no better test of the reality of our understanding than the task of expressing it in another language. Vague phrases may cover up real ignorance, but to

[Extract from an address delivered on the occasion of the 61st Birthday of Sri. T. V. Kalyanasundara Mudaliar.]

make an accurate translation, it is essential first to know exactly what you mean. Till our medicine and our agriculture and our economics and our history can be talked about with and by the workman at the factory gate, the villager back from the fields, the man in the shop and on the bus, we must be discontented. And to talk with the man is not enough. The women of our country need to know the world in which we live, in which they, above all other influences, prepare their children to live. Mass education means vernacular education. And, if it is to be worth the name and not an insult to those to whom we give it, it must be the best education and that means that it must express the best knowledge that is available in the world today. But that knowledge cannot be expressed for them except in the only language that they know, their mother-tongue.

The difficulties are real, but other peoples have overcome them and so can we. But we must get rid of this false shame that still lingers, by which people are too proud to talk their own language. It should be the true mark of an educated man not that he talks English but, first of all that he talks good Tamil, or whatever his own language may be. I am not speaking against the learning of a second language or of as many more as possible. But the first thing is to master our own speech and to be able to express in it all that we know.

There the trouble comes, until the effort has been made and agreement been reached. New ideas cannot be expressed in old language. Words have to be given new meanings or new words found. There must be a time of experiment. Here the influence of a great thinker and writer may be decisive. But it is only an extreme example of what is always happening in any living language. The railway, the internal combustion engine, the wireless and the aeroplane have changed the English language. A living language meets the new needs as they arise. At first there may be argument about what words we will use, but very soon things settle down. The one thing that is necessary is that the people who are using the new discoveries and thinking the new thoughts, should be at the same time expressing them in their own language. The difficulty in India is that the scholars and inventors have so seldom even tried to express what they have to say in any language except English, and therefore the languages have not grown as they ought to have done.

And literature too suffers from this divorce. The healthy literature is one that is not the concern of a literary clique but is constantly being refreshed by the idiom of the ordinary people, racy and vigorous, expressing the whole of life's interests. How, if educated husbands and wives write to each other in English, will you have great literature that breathes the thoughts of today and not of the past?

I have spoken of the need for an educated nation and have said that this means that we must give the best education that we have. The key to the true education is the scholar. In India's past the scholar held a place no less honoured than his brother in China. But is it not true, at least to some extent, that we have left the scholar out of our modern

educational system here? Our Schools and colleges seem to fix the minds of the students rather upon the passing of examinations and the attainment of jobs rather than upon learning as the supreme end, the service of truth. The scholar still holds his old place of honour among those who cling to the old ways, but it appears sometimes that we need the scholar who knows not only the old ways and the old traditions but equally the scholar who is at home in the new knowledge, who can guide us in those fields which new discovery has opened up to us. Once we have that set right, we shall begin again to produce books rather than text-books, books written to set forth truth rather than to enable students to pass examinations and to get accepted by the text-book committees, so that the writer may augment his income. The utilitarian aim of the educational system in India may have been natural enough at first when a need had arisen for clerks in Government offices and business houses, but it is fatal to a real system of national education. Let us go out from this hall determined to examine again what true education is, and to do all that lies in our power to spread it. It is no narrow nationalism that demands the use for our own language for our own people. It is, rightly understood, the conviction that only so can we make to the world that contribution in thought and life which we can make and which the future of the world demands that we should make.

If I may end with practical suggestions, I would say that we ought not to rest content until every child is taught by teachers adequately trained in their own languages to teach in that language until the B.A. degree at least. We should set ourselves to write books of real value in our own languages on all the subjects that concern an educated man or woman. We should free ourselves from the false pride that pretends that it would rather study a subject in English than in our own language and that makes us shirk the difficulty of thinking and expressing our thoughts in our own language. We should reverence our own past and know that the truest honour that we can pay to the scholars of the past is to pursue new truth with the same single-minded devotion that they showed in the search for truth in their own day. And those of us who have the intellectual capacity should recognise their obligation to be the channels of a double movement, whereby both the best learning of other lands will be made available for India, through the study of the work of foreign scholars by the learning of such languages as English and German, and no less the best learning of India shall be shared with other lands. There is much in the world today that divides. Let truth unite and let us strive to bring to all men everywhere that real education without which true freedom and the well-being of all nations and of the ordinary folk of all nations is impossible. And in that endeavour may we all be inspired by the example and encouragement of him whom we now honour, and may he long continue to inspire his friends to emulate and surpass what he has done for his own people.

OUR ASSOCIATIONS

The North Arcot District Teachers' Guild

The 19th Annual Conference of the North Arcot District Teachers' Guild was held at Arkonam under the auspices of the Teachers' Association, C. S. M. High School Arkonam. 51 delegates from all places in the district attended the conference.

After prayer, Rev. Silver, Manager, C.S.M. High School, Arkonam welcomed the delegates.

Then Sri D. Sambasivam Pillai, B.A., L.T., the District Educational Officer, North Arcot, declared the conference open. He paid a tribute to our district and said that it ranks second in the Presidency in its war efforts. Referring to war bonds he advised teachers to use their influence in popularising them. The war is coming to an end very soon and in the post-war reconstruction teachers will enjoy a better status.

Sri S. Devanesan, B.A., L.T., President of the Guild then delivered his presidential address in the course of which he said :

"I would like to give in my address as much prominence as possible to the announcement of the Executive of the S.I.T.U. to observe the 13th South Indian Education Week this year between October 18th, and 23rd. The central theme round which the programme is to be drawn is POST-WAR EDUCATION. The Provincial Conference at Vellore has outlined the policy and broad plans to be adopted in the education of our country after the war. It is the desire of our parent association. I would request you to take it as your imperative duty—that we should inform the parents in our places of these broad outlines."

"All the nations of the world are seriously discussing reforms in education to put an end to war permanently. An educational Chinese Commission is in our country. The Viceroy-Designate remembers us in his speech which he delivered very recently and bids us hope of a bright future. The Vice-Chancellor of the University of Punjab is convinced that our salaries should be such as to permit us to maintain a reasonable standard not only of physical comforts and of intellectual efficiency for ourselves but should enable us to make suitable provision for our families or as an alternative such facilities should be provided to ensure necessary amenities of life and security for our family such as free housing, free medical attendance, free education for our children and free life-insurance. Dealing with the present condition of teachers Sir Mervel Statham, Director of Public Instruction of our presidency said that it was far from satisfactory and the teachers deserved a National Charter of rights and a reasonable minimum salary for which he was fighting and would continue to fight."

Then the Secretary-Treasurer presented the annual report and the statements of receipts and charges for 1942-43 which were adopted. The budget for 1943-44 was also passed.

Sri Vilva Roy, B.A., L.T., Personal Assistant to the District Educational Officer, North Arcot, spoke on "War and Teacher." The law of the jungle is once again rampant. The harmonious development of the world which alone can establish lasting peace, can be brought about only by the teacher. The primary cause of the present war is caste-superiority or racial-superiority, which must not find a place in future. He requested the teachers to take energetic steps to help the Government in its war efforts and thus establish their claim for better recognition, status, and respect from the Government and the public in the new era that is to come.

Then Mr. Kuruvilla Jacob, M.A., Headmaster, Christian College High School, Madras, opened the discussion on "The Reform of the Examination System." In the course of his lecture he said as follows :—

Examinations are necessary at least as a test of the achievement of the pupil and for predicting his aptitude and capacity. But the greatest evil of the present type of examination is that it dominates the curricula and puts too much load on memory and practical abilities are neglected. Moreover valuations are subjective and not objective. Then he mentioned the various experiments that are made in the continent to overcome these defects. The new type of examination remedies most of the evils and can be intelligently copied by our country.

After tea the discussion was resumed. Mr. S. Thiruvengadam of Vaniyambadi said that much importance need not be given to examinations in the lower forms. He would even give useful suggestions to the pupil whenever he (the pupil) is perplexed in an examination.

Mr. S. Subramanyam, B.A., L.T., of Ambur said that the objective type of questions will help students as the answers will be exact and valuation objective.

Mr. S. Srinivasa Aiyar of Chengam asked whether the present type of questions could be abolished at all, what should be the substitute and what will be the consequences? He quoted Mr. Sadler, the Vice-Chancellor of the Leeds University in condemning the present system of examination and suggested that intelligence tests could not only supplement but supplant the present system of examination. He had found a substitute for the present examinations from his own ripe experience and experiments he conducted in his class. The teacher should teach for half an hour, test the boys with objective type of questions and tabulate the results. Promotions should be based on the progress of the boy throughout the year.

Mr. Lakshminarayana, M.A., L.T., of Tirupattur said that examinations were necessary as there was no other way of helping the boy's progress.

Mr. David Draviyam, B.A., L.T., of Sholingur and Mr. Thiruvengadam asked whether the teacher could help a boy in the examination hall and what he would do if all the boys asked for help at the same time.

Mr. Arunachalam, B.A., L.T., of Chengam asked whether the subjects in which the boys are not examined are to be taught or not in as much as the students do not pay any attention to them.

Mr. Kuruvilla Jacob in replying to the points raised said that the new type of examination was the only remedy at present and that the setting up of questions should be entrusted only to a few who are experts. He recommended the formation of a Board of Examiners which shall remain permanent.

Then the following office-bearers were elected for the year 1943-44 :—

1. *President*—Sri S. J. Savarirayan, M.A., Principal, Voorhese College, Vellore.
2. *Vice-President*—Sri P. Lakshminarayana, M.A., L.T., Headmaster, Municipal High School, Tirupattur.
3. *Secretary-Treasurer*—Sri M. Rungachari, Assistant, S. M. D. H. High School, Vellore.
4. *Joint-Secretaries*—(1) Sri S. Srinivasa Aiyar, Assistant, Board High School, Chengam. (2) Sri N. Neelakantan, Headmaster, Victoria Higher Elementary School, Tiruvannamalai.
5. *Representative on the S.I.T.U.*—Sri S. Subramanya Aiyar, B.A., L.T., 1st Assistant, Concordia High School, Ambur.

The newly elected president being absent Sri Lakshminarayana, Vice-President, took the chair.

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

1. This conference places on record its deep sense of sorrow at the demise of Mr. H. C. Buck, Adviser to the Government of Madras on Physical Education and Principal, Y.M.C.A. College of Physical Education.

Mr. E. W. Legh, i.c.s. who worked for the cause of education and Dewan Bahadur M. C. Rajah, M.L.A. who was a teacher in the Voorhese College High School, Primary Department, Vellore.

2. This Guild requests the Syndicate of the Madras University to allow the L.T.'s working in the Middle and Incomplete Secondary Schools to appear for the M.A. degree examination in those subjects which do not require practical training without the production of attendance certificates in the same manner as the L.T.'s of High Schools are allowed to do.

3. Resolved that the present Government order No. 1010 dated 30th June 1941 concerning the pandits' scale of pay be altered so that all Oriental Title holders employed in the high schools be treated alike in status and emoluments.

4. Resolved that the present scale of pay sanctioned by Government to Oriental Title holders as per G.O. No. 3395 dated 20-8-35 be altered as 45-3/2-75 instead of 45-2/2-75.

5. Resolved that Hindi pandits working in Secondary Schools under Local Boards and Municipalities should be given a time-scale of pay instead of the present fixed pay without any time-scale.

6. Resolved that the Government be requested to permit the Higher Grade trained teachers to sit for the Secondary grade training examination and qualify themselves as Secondary grade trained teachers after appearing for the S.S.L.C. examination and without undergoing the two-years course in the training institution.

7. This conference recommends to the Director of Public Instruction, Madras, that the pay of Elementary Lower Grade teachers who pass subsequently Higher Grade Examination may be fixed at a higher pay than that received by them at the time of passing the examination in the scale of pay fixed for such Higher Grade teachers.

8. Resolved to recommend to the Municipal Council, Vellore that the prayers of the Municipal Elementary School Teachers' Union regarding the grant of Government scale as in G.O. 5096 L & M dated 7-2-1933 be given due consideration.

9. This conference places on record the valuable services rendered by the outgoing office-bearers.

Then with a vote of thanks the meeting came to a close.

South India Teachers' Union Propaganda

Sri K. N. Pasupathi, Secretary, Kurnool District Teachers' Guild and Member, Executive Board of the South India Teachers' Union, addressed a public meeting at Nandyal on 28-8-'43 under the joint auspices of the S. P. G. High School and the Municipal High School teachers' associations. Sri Deshpande Subba Rao, advocate, presided.

Earlier, Sri K. N. Pasupathi addressed the teachers of the Municipal Muhammadan Secondary School, Nandyal, appealing to them to join the District Teachers' Guild and enrol themselves as members of the South India Teachers' Union Protection Fund.

Kurnool District Teachers' Guild

Rev. F. H. Brown, M.A. (Oxon), Secretary, Bellary District Teachers' Guild, visited Kurnool. He delivered a lecture, under the auspices of the Kurnool District Teachers' Guild, on 18-9-43, in the Coles High School, on "Education in England." Rev. W. D. Sutton presided.

After being introduced to the audience by Mr. K. N. Pasupathi, the lecturer dealt at length with the Public School system in England. The lecturer also outlined the working of the National Union of Teachers in England, which is a great force in the shaping of educational policy and courses.

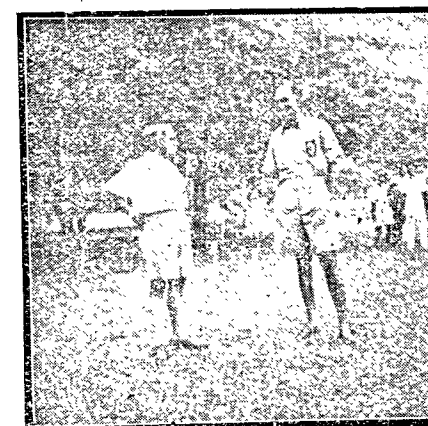
The gist of the lecture was given in Telugu by Sri S. Vaidyanatha Aiyar.

The President observed that, in America, education is broadbased and so imparted as to train the pupils for effective citizenship. In the fast-changing world to-day, he said that education must be re-orientated and adapted to the growing and changing needs of the times.

Sri N. Sundaresa Iyer, Joint Secretary of the Guild, proposed a vote of thanks.

The Madras Teachers' Guild

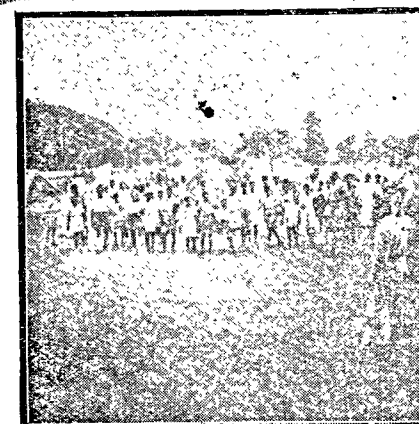
The Madras Teachers' Guild has drawn up a programme of seasonal and week-end camps for students and teachers. The first week-end camp for students came off on Friday the 3rd September when Rao Sahib Dr. B. V. Narayanaswami Naidu, Principal, Pachaiappa's College inaugurated the camp at the Pachaiappa's College Grounds. 42 students from 15 different schools of the city and 12 teachers participated in the camp. The campers had a very enjoyable time under ideal camp conditions. Sri T. P. Santhanakrishna Naidu, B.A. L.T., District Educational Officer, Madras was the camp chief and the success of the camp was due not a little to his able guidance. Sri S. Kannan and Sri T. V. Neelakantham Pillay addressed the campers. The camp programme included camp



The Camp Chief Sri T. P. Santhanakrishna Naidu (Left) and the Deputy Camp Chief Sri K. K. Jacob.

crafts and field studies. The camp ended with an address to the campers by Sri Gurukula Dbarmacharya K. Rangaswami Iyengar, President of the Guild.

A teacher camp has been organised. It will be inaugurated at Ponneri on the 1st October by Sri T. P. Santhanakrishna Naidu, B.A. L.T., District Educational Officer, Madras. 135 teachers from 19 different Secondary Schools have enrolled themselves to the camp. The camp will last for 3 days.



The Student-Campers as they prepare to leave the camp.

Safety First in Madras

The first School Safety Squad was inaugurated on the 14th September at the St. Gabriel's High School by Mr. B. W. Lane, Deputy Commissioner of Police, when 400 students of the school took the Safety First pledge. Rev. Fr. Mariotta, S.C. Headmaster of the school gave a demonstration of Safety First games. Mr. Lane who congratulated the safety cadets wished that the Safety First Movement inaugurated that day at St. Gabriel's would become popular in all the schools in the city and even in the province.

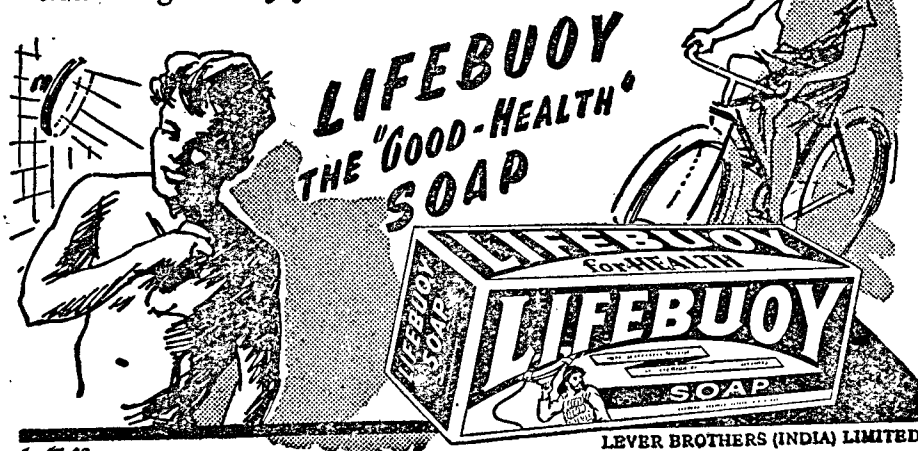


The officials of the Camp.



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EDITORIAL

Social Service in Schools :

Training in Social Service must be considered an important aim of our schools. It helps to prepare the children for a creative role in life. Social Service is a vital instinctive urge of adolescence and its fulfilment is essential to the growth of the child. It is therefore happy to note that many schools are already providing for training in some form of Social Service. The September issue of *Teaching* (published by the Oxford University Press) is devoted to the subject of Social Service in Schools. It contains interesting accounts of Social Service work done by the pupils in several Schools in India. Training Students in Social Service are beset with many difficulties. As a contributor to this special Number of *Teaching* remarks, "we have no large scale social endowments and social welfare schemes to offer decent opening to able and ambitious youth. Social Service in India carries no status and even less remuneration. Besides, our teachers get no training in Social Service whatsoever, either in their University education or at the Training Colleges. But, the crying need now is Social Service, and in the post-war period, the need will be greater still. It is therefore necessary for teachers to enable their students to learn to look upon Social Service not in the spirit of charity but in that of Social Justice, not as a matter of painful experience, but as a joyous venture flowing out of the fulness of their life." The accounts of Social Service training presented in this special number would, we hope, stimulate similar activities in other institutions. It is gratifying to note that the Social Service work done at the Sarvajana High School, Peelamedu has found a place in this number.

A Good Lead :

We are glad to learn that the authorities of the P. S. High School, Mylapore have recently revised the scales of salaries of the teachers employed in that school. The P. S. High School, Mylapore together with such institutions as the Ramakrishna Mission High School, Mambalam, The Hindu High School, Triplicane and The Pachiappa's High School, George Town is generally looked upon as a model for aided institutions both in the city and in the province, in the matter of salary scales and conditions of service. But unfortunately, the scales of salary obtaining in the P. S. High School till recently were not as good as they ought to be. It is therefore gratifying to learn that these have been revised in a more equitable manner. We hope that other institutions in this province will appreciate the spirit of the action and explore the possibility of improving the salaries of their teachers. While we are not unaware of the difficulties of managements we cannot help remarking that with a little more effort on the part of the managements of aided institutions, a greater appreciation of the work done by their teachers and a sufficient realisation of the abnormal cost of living, it may not be impossible for them to pay fair salaries to their teachers. The salaries paid to teachers in most aided institutions have been admitted to be poor even under peace-time conditions. How much more inadequate they should be now under war conditions may better be imagined than described. We consider it therefore a duty of all managements of aided institutions to come to the help of their teachers and liberalise the salary scales.

