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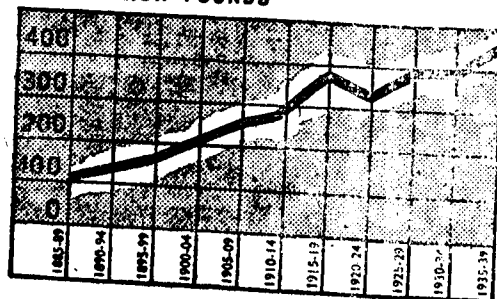
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THE SOUTH INDIAN TEACHER

Vol. XVII

June, 1944

No. 6

THE XXXIV PROVINCIAL EDUCATIONAL CONFERENCE.

OPENING ADDRESS

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BY

M. RUTHNASWAMI, C.I.E., M.A., (CANTAB.), *Bar-at-Law*,
Vice-Chancellor, Annamalai University.

On behalf of the Annamalai University and in the name of the authorities of the University, I have great pleasure in welcoming you most cordially to the University. We offer you all we have—our halls, our hostels, our library, our grounds,—so that your sessions may be efficient and your stay here may be as comfortable as this climate of ours for which we are not responsible, will allow. You are meeting at an important moment in the history of educational endeavour in this country—soon after the publication of the Report on the Reconstitution of Education prepared by the Educational Commissioner with the Government of India and for which the Central Advisory Board of Education has now made itself responsible. That report will, I daresay, be the *Piece De Resistance* of your discussions at this session. I will not anticipate or initiate that discussion here and now. I will now content myself with urging that its importance and the far-reaching extent of its recommendations cannot be denied. To teachers especially, it must be a subject of close concern, for it deals with the whole system of Indian education, from the infant to the University and the Technological stage. It deals with almost all phases of education, the character of the several successive stages of education the speed of educational progress, the organization of education, and, last but not least, the financing of the proposed scheme of education. I am especially glad that there is a gallant attempt made to improve the financial status of teachers, to increase the quantity and the quality of teachers, to make the teaching profession worthy of its vocation and the great tasks to which it is called. To all questions

raised in this important document I am sure you, as a representative body of teachers, will give anxious and sustained consideration. And I am sure you will do this with the sense of responsibility towards education and with the background of experience which you, among those that are called upon to deal with the future of education, possess in full measure and overflowing. But my business now is not to initiate consideration on these topics. Mine is rather the more pleasant duty of welcoming you to the University and to wish you, on its behalf, a successful session. That pleasure for me is considerably enhanced by the fact that in your President, you have one who is an old friend of mine, colleague in two legislatures, distant associate in the public service for nearly a decade. In him you have an experienced public man who, like many a successful statesman, started life as a teacher, a wise guide, and a sound adviser. In him you have an additional guarantee for the success of this session.

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WELCOME ADDRESS*

BY

RAO BAHADUR C. S. SRINIVASACHARIAR, M. A.

Professor of History and Politics, Annamalai University and Chairman Reception Committee.

It gives me very great pleasure to welcome the Delegates of the Thirty-fourth Provincial Educational Conference. On behalf of the Reception Committee, I request your kind forbearance with the arrangements made by us, as we feel that they are inadequate in several particular details so necessary for your convenient accommodation and stay. We can only plead the difficulties of the time and the inadequacy of our own resources as the main causes of our inability to rise up to a higher standard of hospitality. We request that you will take the wish for the deed and accept our earnestness and determination to work for the successful conduct of the Conference, as balancing the deficiencies in our hospitality arrangements.

We are on the eve of great changes taking place in the policy and the organisation of the educational effort of our country. The Post-War Scheme of Educational Reconstruction put forth by Mr. Sargent, is a fruitful, highly instructive and timely publication for our endeavour to revitalise national life. The field of education requires primarily frequent experimenting and enunciation of new ideas, with due regard to variations in circumstances of life and social and economic organisation which are inevitable in a large country like ours.

Side by side with this Government-sponsored plan of educational reform and reconstruction, we have got the scheme embodied in the educational programme of the Bombay Plan of Economic Development put forward in January last, for the regeneration of India to be realised in a period of fifteen years. This plan is less ambitious than that of Mr. Sargent, but equally insistent upon the urgency and value of the fruits of a vigorous campaign of reconstruction. One reason why this plan is less costly is due largely to the fact that it takes previous account of health and housing measures, clothing and food standards being raised simultaneously with the raising of the quantum and level of educational efficiency; and such measures will create a healthier breed of children and will obviate the necessity of costlier medical relief, midday meals and other supplementing sources of health that have been reckoned with as integral parts of educational reconstruction in the Sargent Scheme.

* Extracts from the Welcome Address delivered at the 34th Provl. Educational Conference, Annamalai University.

The almost simultaneous emergence of Mr. R. A. Butler's Bill for Education Reform in Britain that has had such important repercussions on British party politics, is interesting and timely. It can very well be said that it had possibly served as the norm and source of some of the ideas and objectives embodied in the Indian plans. It has been regarded as the most far-reaching scheme of educational development since the famous Foster's Act of 1870. It raises the upper limit of compulsory education from 14 to 15 for the present and to 16 subsequently, as future circumstances should allow. It endeavours to remove the word *Elementary* from use in educational terminology, as every child will go on to the secondary education stage and remain in it until the age of 15 at least and all youths between the ages 15 and 18, even if they should be no longer studying in full-time schools, are to attend, part-time at least, one day a week, at what are to be known as Young Peoples' Colleges. It comprehends a very large extension of nursery schools, particularly in the poorer areas of larger towns to which parents may send, at their discretion, children even from the age of 2. Local education authorities are to provide up-to-date facilities for vocational training in technical, commercial and art subjects. The other notable provisions in the English Bill include care of the nutrition and health of children, facilities for easier access to Universities, betterment of the scope and value of adult education and encouragement of voluntary youth organisation. It is a matter of speculation to gauge the degree of success that will be attending Mr. Butler's device of providing for religious education in all schools, subject, of course, to a conscience clause for individual parents, by which he expects to steer clearly from the dangers inherent in the religious issue.

The teaching profession, assembled in this Conference through their official organisations, should be greatly heartened by the recognition of the necessity of improving their security of tenure and emoluments envisaged in both the Indian plans. Apart from the very large and fundamentally important questions connected with the improvement of the teaching profession with which the Conference will have to greatly concern itself, there is considerable scope for us, representative of every rank and grade of our profession, to further the ideals that should animate us and to see to it that our work, multifarious as it is, gets harmonised together into one single unit of healthy and elevating social and civic effort.

On behalf of the Reception Committee I welcome you to this ancient and hallowed place, well-known in tradition and literature as the *Koil*, *par excellence*, round which have clustered together the Annamalai University and settlement. According to well-accepted traditions, the spiritual and religious affiliations of our town go back to the earliest days of Saiva and Vaishnava revival in South India.

* * *

The numerous, lavish and magnificent additions, besides the renovations of many structures, that have been effected by the family of the

Rajah Saheb of Chettinad through three generations, have restored to the temple a great measure of its pristine grandeur. The Rajah himself renovated the ruined mantapa in front of the Vishnu Shrine, as well as the Shrine itself which he reconsecrated in the summer of 1934. The family of the Rajah have done a great deal for the town of Chidambaram and increased its amenities for cultured life. The Rajah himself has created another town and temple of learning in the shape of the University settlement: and thus the twin towns of Chidambaram and Annamalai Nagar have been growing apace, the one conserving the culture of the past and the other serving as the embodiment of modern higher learning and having as its aim the realisation of the cultural development of the Tamils. Chidambaram had been the meeting place of great scholars and learned assemblies in the past and we hope that Conferences like these will enable it to continue its pristine traditions as a culture-centre.

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A PLEA FOR STRENGTHENING THE REFERENCE LIBRARY OF THE S. I. T. U.

By

Upadhyaya Sangha Karya Praveena
Rao Bahadur S. K. YEGNANARAYANA IYER, M.A.

Everybody talks of Post-war Reconstruction. As in the old fable of Blind Men and the Elephant each one catches hold of some aspect and thinks that it is *the thing*. We are concerned with Educational Reconstruction.

The war has thrown into relief many defects in the existing social system and naturally there is a desire to have the whole machinery overhauled; but even in times of peace there are thinkers who are alive to the grave defects that exist in the social organisation around them, and pointing out these, they suggest certain remedies.

In England in the nineteenth century there were three such social critics, Carlyle, Ruskin and Mathew Arnold. Though superficial observers noted only the growing prosperity of England these saw deep beneath the surface and pointed out the many defects of even the so-called highly civilised English life. We are concerned at present with Arnold only.

He found that there was too much of ignorance and too little love of light. He characterised the English aristocracy as Barbarians and the influential middle classes as Philistines; the masses were steeped in darkness. His panacea for this social evil was culture, the spread of more knowledge and enlightenment amongst all classes.

Arnold was a 'phrase-maker.' He popularised the word 'Culture' in a particular sense which it has kept on to this day. Culture, he said was the knowledge of the best that has been thought and said in the world. He fixed his standard high and was loyal to it throughout his life.

There is need for the revival of the Arnoldian philosophy at the present time. When attempts are made to alter the very habits of society and rebuild it on a better foundation so that future generations may be immune from devastating global wars there is need for correct knowledge of things. That knowledge also has to be the best available in the world.

First, we educationists have to realise the real purpose and scope of education as imparted in schools as a social activity and see its significance as correlated to other social activities having the same common goal. We should steep ourselves in principles of sociology, must know how and why great social changes occur and must also know the solid basis on which reconstruction is to be attempted.

There is profound truth in the saying that "they do not know the Bible who know only the Bible." The Bible must be studied side by side with the Vedas, the Koran and other sacred books and then only its full significance can be understood. So also to understand the Sargent Scheme correctly and to be able to criticise it we must know much more than the scheme itself.

In the first place Mr. Sargent is an Englishman with a life spent in the field of education in England and if he, in the light of his knowledge of the conditions and requirements of our country, were to devise a scheme it is bound to be coloured by his training and experience. A knowledge of the English system of education and of the changes that have been brought about in that system during the recent past (say fifty years) and the sweeping changes that are further contemplated, all this is absolutely necessary before the present scheme can be properly understood.

Moreover we should not confine our vision to England alone. Historically our present system is a slavish imitation of the English system with the University dominating the whole; but we are contemplating a thorough overhaul and not mere tinkering with the system. In reconstructing our system we need not be, nay, should not be swayed by the English model alone. We have to find out what other countries circumstanced more or less like ourselves are doing; Russia for example and China.

In our own country many have felt that everything is not allright with our schools and colleges and from time to time thinkers have given out schemes of national education and some experiments have been performed. Tagore, Arambindo, Besant, Arundale, Lajput Rai and Gandhi have all something to say on the topic.

A great responsibility rests upon the S. I. T. U. as the Central Provincial Organisation of the profession to help thinkers and students amongst us who want to take an intelligent part in the matter of reshaping the system of national education.

How can the S. I. T. U. discharge this responsibility to its members unless it has a good Library of Books on this subject embodying the best that has been thought and said in the world? I therefore plead that the S. I. T. U. set about collecting at least Rs. 500 for the strengthening of its Library.

Meanwhile, a committee may be appointed to gather information on the point and give publicity so that individuals amongst us and institutions that can spare some money for the purchase of educational literature may know what to buy.

ABORIGINAL EDUCATION IN INDIA

BY

MUNTAZIM-I-KHAS BAHADUR A. G. SHARMA

(Continued from page 86 February '44).

9. In any endeavour to teach the aboriginal children of our land, next to make them literate (through their own script if existing, or through the regional script if found convenient for the language of the tribe concerned, or through *Bhasha Lipi*) attention should be paid that the children learn their folk-stories and folk-songs and their own folk-dances, recreations, etc. The advanced classes and the town-bred teachers take the schools and books for granted. Their children are students, without their wondering why and how; whereas, the opening of the books to the aboriginal children and adults, in a correct way, is one of the decisive events in the history of aboriginals and BHARAT VARSHA. It is a turning in the road, enriching the culture of the country of whose citizens they are.

10. If the educated and well-placed people in our country believe that the country will be free, without any vigour, vast dreams, energy towards educational and social services (amongst the aboriginals and the depressed-people in our country), and without certain tenacity of purpose on their part, and if they do not realise the significant fact of the awakening going on all over the east, with a view to create a free India, they will not be learning the way to *real freedom* throughout Asia. In the words of SUN-YAT-SEN, the founder of the Chinese Republic, "the rest of mankind is the carving knife and serving dish, while we (in India) are (and will continue to be) the fish and the meat". The educated and the better-placed people (men and women) in our land should therefore devote their time and opportunities to serve our backward and down-trodden fellow-men, *viz.*, aboriginals and Harijans, *with love and respect*, so that the various talents with which our young aboriginals and Harijans are endowed may be developed.

11. Barriers, in our land, have to be broken down, before we all get to know and understand our fellows; friendly excursions, by men and women, interested in the freedom and elevating of India, into the parts of the country occupied by the aboriginal tribes, can do much good, so as to generate mutual sympathy between the aboriginals and the visitors. Mutual sympathy, it is needless to emphasize, is the only sound foundation for *real Indian National feeling*.

12. Such excursions should always be arranged by every college or High School all over the country, during their vacations. I wish there should be contributions to the "South Indian Teacher", after each such

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excursion, by enthusiastic men and women, excursionists, as to how we could serve the tribe concerned, *educationally, spiritually* and *to improve their economic condition*. We do not want, however, an overdose of spirituality amongst the tribes. But, they should know something of their (tribes) surroundings, something of their cult-heroes or leaders, something about the mythical founder of their tribes, how many people there are belonging to the tribe concerned, etc. Their dance and songs, and recreations and riddles should also be encouraged, by the visitors. If this is not done as often as possible, I am afraid, a whole phase of Indian culture, maintained by these ancient inhabitants of our country, is likely to disappear from history gradually.

13. The Cinema and Radio dazzle all our well-to-do young men and women, who find no outlet for their natural urges and ambitions. Could not something be done, by the Colleges and High Schools, to direct much of this human energy into creative channels, for the study of any problem affecting the nearest aboriginal tribe, and to do social work and service among these *most ancient people of our land*?

HAPPY NEW YEAR

The Wheel of Time

Round and round the wheel doth go
Years, months and days will flow,
The wheel won't stop,
The yarn won't break
It spins and spins,
For joys not sins.

Round and round the wheel doth go
The twisting ages' spindles grow,
From the earth to the skies,
One form there lies,
He spins in a trice,
The thread of our lives.

Round and round the wheel doth go
New joys for life, new sorrows grow,
The wars shall stop
The law won't break,
You search your heart,
And play your part.

Round and round the wheel doth go,
Wild Hitlers now, their heads shall bow.
For the might of the right,
For the Allied weight,
You glut your ire,
Full glory aspire.

Round and round the wheel doth go,
Peace and plenty so it will flow,
Good-bye to the care,
A sumptuous fare,
One down at the wheel,
Goes up for the weal.



V. H. MANI.

PROCEEDINGS OF THE XXXIV PROVINCIAL EDUCATIONAL CONFERENCE

Held at Annamalainagar on the 9th, 10th and 11th May 1944.

The 84th session of the Madras Provincial Educational Conference was held this year at Annamalainagar, Chidambaram, on May 9, 10 and 11, under the distinguished presidency of Sir N. Gopalaswamy Iyengar. As many as 450 delegates responded to the invitation of the Reception Committee.

The proceedings commenced with prayer by two girl students of the music college attached to the Annamalalai University.

Mr. M. Ruthnaswamy, Vice-Chancellor of the Annamalalai University, opened the session. Rao Bahadur C. S. Srinivasachariar, Chairman of the Reception Committee then delivered the welcome address (published elsewhere).

On the motion of Mr. M. S. Sabhesan, seconded and supported by Dr. A. Narasinga Rao, Mr. Md. Abdul Kuddus Sahib of Vaniyambadi, Mr. Williams of Chittoor, Mr. P. E. Subramanya Iyer of Annamalalai University, Mr. P. R. Nambiar of North Malabar and Mrs. Saraswathi of Madras, the President-elect, Sir N. Gopalaswamy Iyengar, was duly installed in the chair.

Sir N. Gopalaswamy Iyengar after thanking the Reception Committee for the reception delivered his address (already published).

Dr. A. Chidambaranathan Chettiar read messages received wishing the Conference success. These were, among others, from His Excellency the Governor, Raja Sir Annamalalai Chettiar, Sir C. P. Ramaswamy Iyer, Sir C. R. Reddi, Dr. B. B. Dey, acting Director of Public Instruction, Mr. T. T. Krishnamachari, Mr. M. Ct. Chidambaram Chettiar, and Diwan Bahadur K. S. Ramaswamy Sastri.

After the Presidential Address the Conference adjourned to meet on Wednesday morning for a discussion on the Sargent Report. In the evening the delegates were treated to a garden party given by Raja Sir Annamalalai Chettiar. The subjects committee met in the evening to consider the resolutions to be placed before the conference.

Discussion on the Sargent Scheme

At the second day's session of the Conference in the morning, the discussion on the Sargent Scheme was initiated by Prof. M. S. Sabhesan; Sir N. Gopalaswamy Iyengar, the President, was in the chair.

Mr. M. S. Sabhesan, the President of the S. I. T. U., at the outset explained that the merit of the scheme lay in the fact that it did not recognise poverty as standing in the way of education. The scheme made it definite that every pupil of talent must be helped to prosecute his studies, not merely through scholarships but also through maintenance and other allowances. The South India Teachers' Union considered that such a scheme deserved the consideration of parents and public. The scheme did not discriminate between one community and another. At present they were having a kind of educational rationing, with rules which restricted admission so that the pupil of talent was not given the opportunity to take up such courses as he liked. But in the Sargent scheme the anxiety seemed to be to provide as much scope as possible in this regard. The scheme should be started. The difficulties pointed out in the way of implementing it were not so insuperable or serious as to compel them to throw it out altogether. In conclusion Mr. Sabhesan said that they had been discussing plans of educational reorganisation since the last war; they had come to a second war and they might go through a third war also if they went on simply discussing without taking up any definite scheme.

Mr. M. S. Sundaram, prefacing his remarks by saying that the document containing the Sargent scheme had been a good seller as an official publication, said that it must be

presumed that the country had received it, even if it were out of curiosity, with "considerable interest." The document he might say, had been redrafted and re-written three times over and in its initial stages it was drafted at least about ten times over, when Mr. Sargent first brought it to the notice of the Central Advisory Board of Education as a memorandum of the Department of Education.

The scheme though it originated from Mr. Sargent himself, Mr. Sundaram continued, was one which, it was not the slightest inclination or intention of Mr. Sargent to force upon this country. He always maintained he was a foreigner and primarily for that reason went about for the first five years studying Indian educational traditions. It had been fixed after considerable thought, investigations and study, not only in this country but all the world over that a child could be expected to attain permanent literacy and also become an efficient citizen if it was kept in school for a minimum period of eight years. These eight years had got to be spent at school not of the existing type but of a new type familiarly known as the Basic School. "Basic" had been used in the sense that it was fundamental, that it gave scope for outflow of the energies and the innate capabilities of a child.

Mr. Sundaram next referred to the schemes of education propounded by Gokhale in 1911 and Gandhiji in 1935; the latter was a type of education being made to pay for itself. The scheme fixed a period of seven years to be spent at Basic Schools, the children at the end of the period to be trained to become efficient workmen. When popular Ministries came into power they accepted the Gandhian suggestion and some provinces which were very loyal to the Congress ideas put this into practice. The Central Provinces, Bihar, United Provinces, Orissa and Bombay took up the scheme in 1937, worked it just for a couple of years when they were in power and left a legacy to the Department of Education to continue the scheme. In the course of these seven years it had been found from experience that the children who had undergone the course had no marketable value; that they could not have a nation of slave children trying to earn money for their own education. The Bihar which was most enthusiastic had accepted defeat. The Central Provinces where the scheme started directly under the auspices of Gandhiji himself, supervised by himself, initiated with able lieutenants, found that the schools could not really bring enough money for the maintenance. A survey of teacher's salaries was a great eye-opener. There were 3,000 single teacher schools in Bihar where the salaries of teachers ranged from Rs. 7 to 8 per month, a rate at which they could not get a domestic servant or a chapparsi. So from the experience gathered by the Congress Ministries it was found that the basic scheme as originated by Gandhiji though deserving a praise and commendation so far as the technique of education was concerned, was not sound so far as the administrative side went.

Turning next to the Junior and Senior basic stage of education outlined in the Sargent scheme, Mr. Sundaram said that the Junior basic stage was really the more difficult to work in as much as they had to find out the aptitudes of the children at this stage, when children would just be of the age of ten. So the junior-most teachers ought to be also very efficient in understanding the capabilities of pupils. The separation of junior basic from senior basic must not be deemed "segregation". The whole was one stage, the eight years was a single unit, only the type of education in the latter three years was different from the former five years. Secondly in a country ridden by age-long prejudices, particularly with regard to women's education, ten-elevenths of India was still backward. And so the idea of having separate girls' schools in an adolescent period from the age of eleven onwards alone would be the just step to win over a large and considerable section of the population both Muslims and Hindus who would not be won over to co-education. It was purely as a measure of expediency and an interim method to overcome initial difficulties that they had suggested the separation according to sex in the senior basic stage.

The heaviest item of expenditure would naturally fall on the free universal compulsory stage. Out of an estimated cost of Rs. 277 crores, Rs. 200 crores would be required for basic education alone. Rs. 200 crores might look like a formidable figure but for a nation of 400 millions it was by no means an idealistic one. The scheme fixed certain

Mr. Sundaram concluded, "When our generals are asked to fight our wars we do not ask them how they would find the money for the war. We find the money and the generals only let you know what it will cost in this or that front. Let me hope that when the generals of peace are put in power and they demand money for establishing permanent peace and happiness and the well-being of the nation, we shall not lack resources or the courage and the faith to help them in that great task."

Mr. M. Ruthnaswami said that he was very glad to hear from Mr. Sundaram that the Sargent report had been a good seller, though a very small proportion of the public have had access to it. The very title of the report offered itself for criticism. Why post-war development he asked. (President, hear, hear). It showed a feeling, if he might say so, of defeatism or inferiority complex, to postpone this very essential educational reform till after the war. *If they thought that the report had good suggestions, then why not try to realise at least a part of them immediately.* (Hear, hear.) The reason given was that all the money was required for war. But that argument would not hold good because the Madras Government in its recent communique on the large balances it held said that they were reserved for the post-war government. That optimism, he was afraid, was rather misplaced, as past history would tell them and the Government would squander the reserve upon the realisation of some more or less fantastic idealogy. He remembered when the Montagu-Chemsford Reforms were inaugurated, that the Madras Government had similar plans and held about Rs. 300 lakhs in reserve, but within a couple of years the "avaricious" Government of India made a raid upon that purse and the reserves vanished.

Another general criticism about the report which was brought out by Sir V. T. Krishnamachari at the Baroda session of the Central Advisory Board of Education was that there was no great ideal of education formulated as an incentive and stimulus of all these educational schemes. Sir Krishnamachari had urged that some comprehensive, constructive national ideal of education should be formulated. Of course in the course of the Report, the ideal was adumbrated that they should work for a nation of efficient workers and efficient citizens. Even that was such a materialistic ideal of education that they could not expect it to stimulate activity and especially the work that was necessary for the attainment of the objectives of the report. An initial point of criticism was that raised by the President, about the present system of education. What were they going to do with it? Were they going to scrap it altogether or were they going to build upon it? From the reading of the report one would gather that this was absolutely a new scheme although informal discussion with Mr. Sargent admitted that the present scheme would be continued. Thus for instance the question was raised: "What will you do with the present denominational school, with the private aided school?" Mr. Sargent, in conversation at least, admitted that these private aided schools, and denominational schools, ought to be allowed to go on because for some time at least the State educational activity would not be enough to solve the problem. And then there were such schools as schools for Anglo-Indians, and Europeans. Very little or nothing had been said about the places which have to be filled by these schools. Were these also going to be brought within the general scheme of universal compulsory state education? Another criticism which presented itself to him was the place of religion in education. A very small paragraph was devoted to it, whereas he would think a whole chapter was necessary to deal with the problem because he was one of those—they might call him old-fashioned or reactionary—who believed that religion was absolutely necessary and must be provided for in any scheme of education. He would grant that there were numerous difficulties in a country like ours but the way out was not to escape from them. The method of "escapism" was getting fashionable. He did not want to quote the false analogy of the ostrich, because he was told by a naturalist that the ostrich "does not do any such silly thing as to bury its head in sand when it is attacked by an enemy; it was not so foolish as the inventors of the story."

The chief educational merit in the Report, Mr. Ruthnaswami said, was that it provided for education through activities, through a special manual activity. He did not

agree that education ought to be made to pay, that children ought to pay their way through their education, because he thought that it was neither fair to the children nor to those who were asked to buy up the articles made by them.

With regard to the "selective principle" he did not think that either the principle or the whole scheme found a place for the person who, next to the pupil, ought to be the most important, namely, the parent of the pupil. In the whole report there was little or nothing said about the rights of the parents as to what kind of education he would require for his pupil. If a parent could afford it and was willing to pay for it why should not the pupil be allowed to go to the highest classes of the high school? And then there were also the rights of communities to be considered. Mr. Sundaram had said that it would be open even to the backward communities to send their children to the higher classes but then it depended much upon who the selectors were. There was the temptation for them to give preference to pupils belonging to the higher classes or to the more intellectual classes. That was why, as he had stated in his minute of dissent, great care should be taken to see that the selective principle if applied should be surrounded with safeguard so that the rights of and opportunities of higher education to, the backward communities should not be denied. They should not go too far upon the hereditary principles that the higher classes should go on being educated in the higher stages of education and the lower and backward classes should go on persisting in the lower and backward stages of education, because some of these children belonging to the backward classes begin to mature at a very later stage, so that especial care should be taken to see that higher education was not denied to those communities that had been kept down for so many years.

Then again, not enough account was taken in the report of obstacles to the introduction of the free, compulsory and universal education while the report simply spoke of the apathy and inertia which prevailed among the people. Now what had happened he asked, to change this apathy and inertia into activity and alertness and the desire for education upon which the Report built all its hopes.

In conclusion Mr. Ruthnaswami said that the great merit of the scheme,—in fact the chief merit of the scheme—was not so much its educational suggestions as that it provided a financial scheme for educational reconstruction. They could not agree with the figures. There were some experts who said that some of the figures were not up-to-date: but whatever might be the difficulties of the calculations they had a calculation of what the country must be prepared for if it was to have a complete system of education. Or if it wanted only certain parts of it, then the cost also had been calculated. He was speaking of the Report not as a hostile critic or hostile witness but as a sympathetic critic when he said that the Report was not a panacea for all the evils from which Indian education was suffering. There was a story from Lisbon early in the 19th century; soon after an earthquake there a man was heard in the streets crying out "a remedy for earthquakes." People began to be curious, went up to him and asked him what the remedy was and he showed them a box of pills. The people asked him how he could prevent earthquakes or cure or remedy earthquakes with that box of pills. He turned round and said: "If there is any other remedy, let me know." (Laughter). The makers of the Sargent Report were not presenting it in the spirit of that quack doctor. They did not present it as a panacea for all educational ills. But they had prescribed it as one best calculated to realise the ideal of a rapid solution of the educational problems of India. He was for trying to realise the scheme as early as possible but there was the question of finding equipment, especially the human equipment which would take time. They could not produce teachers in half a dozen years. On the whole while he had been critical in regard to certain portions of the Report, he welcomed it as a first substantial attempt to solve the problem of education and whether they agreed or not they would at least make the Report a basis for further plans for the construction of the educational edifice of India.

Dr. A. Narasinga Rao (Annamalai University) said that the feeling about the scheme among the members of the teaching profession was one of gratitude that after so

many years they have had a report which faced the issue squarely, which recognised that the education of all citizens was primarily the duty of the State, which briefly stated gave them a comprehensive scheme to act. The scheme recognised the need for technological education, as industrialisation would remove the pressure of the population on land. While on the subject of technical education he wished to say that whatever technical training they might provide for their children it must be based on sound general education. Specialisation at too early a stage did not make for specialists but only specialists of a poor type. It seemed to him necessary that the teacher should be given rest at the end of every five years, and given one year of study leave within which he would bring his methods up-to-date.

Mr. A. C. Subramaniam (Annamalai University) said that there was sufficient evidence to show that the various measures of University reform were meant to prepare the way for certain political and social changes in the country; and if they measured the type of change that was envisaged by the previous committees and the measures of University reform and the measures now put forward by the Central Advisory Board they would find that there was a great advance. From the idea of Universities conducting examinations and granting degrees there had come a change of Universities undertaking to teach and to mould character, to prepare the citizens to become loyal and able administrators; the next step was to see that the industrial and agricultural resources of the country were properly utilised. This change of attitude towards University education came on along with popular response for education. The Sargent scheme appeared to be in the nature of a Bill of Rights for the public and a charter of good wages and fair treatment for the teaching profession and must be welcomed by all teachers.

Mr. Govindarajan (Annamalai University) said that the Sargent Report impressed him most as it embodied in itself a charter of rights for the Indian teacher of tomorrow. Translated into actual practice the recommendations might well secure for the teachers in all grades a status which though long overdue had nevertheless been denied them.

Mr. Bhaskaran (Annamalai University) said that there were a number of assumptions underlying the report and the discussions on the report which were capable of scrutiny. In this connection he welcomed the idea put forward by the President that the South India Teachers' Union might well set up a committee and have the matter examined.

Mr. M. L. Sitaraman (Annamalai University) believed that the scheme had come in at an opportune moment. The expenditure of Rs. 277 crores visualised in the scheme was not too much for a nation with a population such as ours.

The discussion on the report not having been over, the President took the sense of the meeting to have it continued after the tea interval.

(To be continued)

JOURNAL OF EDUCATION AND PSYCHOLOGY

Editor: T. K. N. MENON

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THE FOLLOWING RESOLUTIONS WERE PASSED AT THE CONFERENCE

1. The conference places on record its deep sense of sorrow at the passing away of Srimathi Kasturibai Gandhi, Begum Azad, Dr. C. V. Achariar, Sri A. Nagaraja Ayyar, and Sri A. K. Krishnaswami Ayyar.

2. This conference rejoices over the release of Mahatma Gandhi and prays for his speedy restoration to normal health in the cause of the country.

3. The conference urges on the Government the extreme urgency of their taking decisions on the proposals made in the Sargent Report so as to enable the necessary legislation being undertaken by competent authorities without loss of time.

3a. This conference authorises the working committee of the S.I.T.U. to appoint a Standing Committee of the Union to go into the Report of the Central Advisory Board on Post War Educational Development in India and formulate the recommendations of the Union thereon.

4. Without prejudice to the recommendations that the S. I. T. U. may make after a full examination of the Sargent Report, this conference urges on the Government that immediate effect be given to the modifications suggested by the S.I.T.U. regarding service register and contract.

5. In the interest of sound education this conference urges on the Government the view that teachers employed in non-Government institutions with a specified period of approved service be eligible for appointment to the Inspectorate and that a definite proportion of vacancies arising each year be filled up from such eligible candidates.

6. The conference has reason to believe that the panel system for appointment of headmasters of High Schools under local bodies has not given entire satisfaction and therefore it is time the Government made an enquiry into the working of this system so as to remove any defects therein.

7. This conference urges on the Government that the Secondary Grade trained graduate teachers be allowed to appear for the L. T. Examination and Higher Elementary grade trained teachers for the Secondary Grade examination without the production of any attendance certificate.

8. This conference views with grave concern the reports from Elementary School teachers in North Malabar about the great difficulty in the procuring of food grains and other essential articles and appeals to the Government to take necessary steps towards relieving their distress.

THE SOUTH INDIA TEACHERS' UNION

Annual General Body Meeting

The Annual Meeting of the General Body of the South India Teachers' Union was held on Wednesday the 10th May 1944, at the Srinivasa Sastri Hall, Annamalai Nagar, with Mr. M. S. Sabhesan, M.A., President, in the chair. 150 delegates were present.

The chairman at the outset called on Mr. T. P. Srinivasavaradan, Secretary, to read the minutes of the previous meeting and said he would with the permission of the General Body ask Mr. G. Kurian at the end to make his appeal to the General Body on behalf of the N. Subramaniam Memorial Fund.

Mr. T. P. Srinivasavaradan read and presented the minutes of the previous meeting which were carried. He then presented the annual report for the year 1943-44. He explained that the delay in bringing out the report earlier was insuperable owing to non-availability of paper required for printing it.

Upadhyaya Sangha Karya Praveena S.K. Yegnanarayana Iyer moved that the report be adopted. He was sorry to notice the Secretary mentioning in the report that the same difficulty regarding the publication of the Union's journals continued during the year as existed in the previous year. He thought that members ought to feel it a duty to see that the journal and those in charge were placed above all difficulties. They had been working the journal for the last sixteen years now. He would on the occasion

publicly acknowledge the debt the S. I. T. U. owed to Mr. S. Natarajan for running the journals all these years. If eight members joined together and contributed half a rupee a year—and this was not too much even for the poorest among them—they could subscribe for a copy. He appealed to the delegates to increase the circulation of the journal in their institutions. He would ask members to remember to give their support similarly to the other publication, "Balar Kalvi."

The second point he wished to mention was about elementary school teachers' unions seeking affiliation to the S.I.T.U. Some years back there was some trouble brewing in Malabar. He was glad to say that the advice given them was taken by the elementary teachers there and the Malabar Guild got to it affiliated all the elementary teachers' associations of the various taluks in the district. The example of Malabar teachers formed a part of the profession and if they were organised it would be strengthening them and the profession as a whole. He hoped therefore that every district guild would attend to this work in the coming years.

He was glad to see that district guilds were more active now than formerly; but they could be a little more so. All the same he knew the difficulties they experienced in convening meetings. This difficulty, however, he felt, ought to be got over by electing representatives to attend these gatherings enabling them to meet the required expense instead of expecting the conference authorities to foot the bills. In this matter of holding conferences they had to take a good lesson from their sister institutions. The All-India Women's Association where they held Provincial and District Conferences also periodically to propagate the resolutions passed by the All-India body. Lastly he would express to them a feeling he had, namely, that they must have a very good Central Library of reference at the headquarters.

Mr. C. Ranganatha Iyengar asked when the Reception Committee of the previous Conference was going to publish its report of that year's Conference.

The Secretary explained that the matter had been referred to the Reception Committee and it was up to the Committee to do the needful.

Mr. Srinivasa Iyer of Chengam said that he drew the attention of the Executive last year to the necessity of placing the annual report in the hands of members at least a week before the meeting. The Executive then gave the assurance that the report would be placed in the hands of members a day earlier to the meeting. Yet he found that this was not happening. Again year after year the report stated there would be a propaganda drive. But it was only a pious wish and had not been carried out.

Mr. A. Sundaresa Iyer of Tuticorin and Mr. Abdul-Khuddus of Vaniyambadi also spoke.

Sri G. Sundaram Iyer moved that the sentence, 'It will be found that the proposals of the Central Advisory Board of Education and ours, in the essentials are more or less identical' be deleted. It was duly seconded and carried by a majority. The report as amended was then adopted.

Mr. G. Kurian reminded members of the N. Subramaniam Memorial Fund; it was a great pity, he said, that a person of the eminence of the late N. Subramaniam, who had been associated with the S. I. T. U. for well nearly a quarter of a century should be forgotten by them. He would appeal to the members of the Union to make the Fund the success it should be. The meeting at this stage was adjourned to meet at 11 A. M.

Reassembling a couple of hours later for the election of office-bearers the general body elected the following office-bearers for the year 1944-45.

President: Sri M. S. Sabhesa Iyer.

Secretary: T. P. Srinivasavaradan.

Joint Secretary: Sri C. A. Samuel.

Treasurer: Sri S. D. Purushothaman.

The following were elected to constitute the Vigilance Committee:—

Janab Abdul Khuddus Sahib Bahadur.

Mr. K. Hanumantha Rao.

Mr. N. Kuppuswamy Iyengar.

Mr. E. N. Subrahmanyam, and

Mr. S. T. Ramanuja Iyengar (Convener).

Sri T. P. S. Varadan then moved a resolution of thanks to the retiring office-bearers. The resolution was carried. With a vote of thanks to the Chair and to the delegates, the meeting came to a close.

HOW BASIC IS BASIC ENGLISH?

Rudolf Flesch.

If I were Mr. Churchill, I would not like being reduced to calling Hitler *a very bad man*, or a bomber *an air plane sending down hollow balls full of a substance with a tendency to go off with a loud noise*. But may be Mister Churchill did not quite realize these implications when he endorsed Basic English in his Harvard speech last September.

"Here you have," he said, "a deftly wrought plan for an international language capable of very wide transactions of practical business and of interchange of ideas.....It would certainly be a grand convenience for us all to be able to move freely about the world and to find everywhere a medium, albeit primitive, of intercourse and understanding."

The next day newspapers ransacked their morgue for material on Basic English, feature articles appeared and called forth letters to the editor, and a fourteen-year-old controversy came to life again. Once more the public read about that amazing 850-word vocabulary serving all practical purposes, about Basic's eighteen verbs to end all verbs, about Basic texts and translations for foreigners studying English and for Englishmen and Americans studying simplification. Enthusiasts were answered in due course by critics who talked about "linguistic imperialism"; and finally those who should have been asked first, the scientific linguists, had their say. Their reply was cold. "Basic English," one of them wrote in the *Saturday Review of Literature*, "does not stand to-day in high favour with scientific linguists.....It is kind of quack based on a faulty analysis of the language process."

To those familiar with Basic English and the record of its inventor, C. K. Ogden, such an attitude is not surprising. Ogden is no run-of-the-mill philologist. He is a Cambridge University philosopher of world fame, co-author (with I. A. Richards) of that Bible of semantics, *The Meaning of Meaning*, editor of the *International Library of Psychology, Philosophy, and Scientific Method*—in short, one of the most brilliant intellectual leaders of our time. Such a mind treats the drab, pains-taking methods of modern linguistics with impatience and scorn. "Word-counters and text-graders" Ogden calls, in his *System of Basic English*, the compilers of vocabulary statistics, laughing at their "parrot-mentality." For him, the philosophical approach to language is as natural as the exact observation of linguistic facts is for the research scientist.

To the outsider all this looks like one more example of the familiar conflict between the professional expert and the amateur genius. The outsider usually puts his money on the amateur genius, and usually he is right. But before we jump to conclusions in this case, let us look a little closer at the facts.

II

The Basic English controversy is, actually, not one controversy but a tangled web of five different problems. Let us consider them one by one.

First, there is the question whether an international language is desirable at all. This is very much like asking whether peace is desirable.

* March-Harper's Magazine.

or good-will or friendliness. It is a question only in the sense that every human effort has to conquer a corresponding amount of human inertia.

Second, if an international language is to be chosen, shall it be English? This claim is usually countered by the cry of imperialism; but as long as hundreds of millions eagerly try to acquire English as their second language, the counter-argument seems absurd. It certainly did not deter such masters of the English language as M. Chiang Kai-shek, Jawaharlal Nehru, or Jan Masaryk. As matters stand now, English has a long head start as the coming international language, and it looks as if it would win the race.

Third, is Basic English the shortest route to English? This, of course, is purely a question of language pedagogy. Basic enthusiasts swear by their method; other teachers prefer their own. Right now our army teaches successfully dozens of exotic languages, using methods not at all similar to that of Basic English. We may leave the final choice to the teachers.

Fourth, how about Basic itself as an international language? But how could it possibly compete with English? How could anyone expect an intelligent Russian, Dane, or Thailander to stop at the 850-word limit, instead of going on to the language of Hollywood and the short-waves? With all respect for Mr. Churchill, the idea of Basic as a world language is absurd. If adopted, it would always remain a mere bridge to English.

Fifth, is Basic a successful simplification of English? Here, underneath the four other layers, is the heart of the problem. If it is a reliable tool for making things plain, then indeed Basic English fills a great need. If everything can be made simple by using this limited idiom, why, then, don't we put everything into Basic that has to be read and understood by foreigners, by children, by the uneducated? Why don't we forthwith translate into Basic our laws, our text-books, our technical manuals, our philosophy, and our science? Why don't we give Basic English the central function it should have in our civilization? Why don't we adopt it officially as simplified English?

The adherents of Basic say, of course, that this is just a matter of time and spreading the gospel. Possibly—but only if the premise is true that Basic is simpler than English.

But, then, what do we mean by simplicity in language?

III

In a recent radio discussion, a Chinese scholar, Dr. Lin Mousheng, said rather casually that Chinese would be a good choice for a simple world language. This was amusing news to *Time* magazine, but it could not possibly be news to any scientific linguist. Chinese is by far the simplest of all the great languages. It has almost no grammar, no complex sentences, no tenses, moods, or inflections, no separation between verbs, nouns, and adjectives. A system of one syllable words, the forms of which are never changed, it expresses meaning solely by word order skilfully manipulating a thousand or two of his little syllables, a Chinese can talk about everything under the sun. No wonder he considers his language superior to all others. It is.

Let us look at an example. A well known Chinese fairy tale begins with these words:

There was a young man who was a simpleton. His father

and mother were sorry that he was stupid, gave him money, and told him to leave home in order to learn manners.

The original Chinese version reads somewhat like this.

Have one year-few man be stupid. He father mother sorrow he stupid, give he silver tell he out-go learn manner.

Such amazing simplicity of structure is matched by a wealth of picturesque expressions and idioms. Lin Yu-tang quotes the Chinese translation of: "How could I know what is going on in his mind?" It is: "Am I a tapeworm in his belly?"

Why, then, is Chinese not used as a model for other languages? Why don't we adopt, for instance, the principles of Chinese grammar and expression for English? The answer is, of course, that this is being done every day by those millions in the South Seas and Eastern Asia who use Pidgin English. Recently, with the campaign in the Pacific, Pidgin English has broken into the news. One writer found that its "most important rule is to keep all sentences short and simple, and never to try to make a sentence express more than one thought." And he dug up the following charming version of the Commandments in Pidgin;

Keep Sunday. Fear for papa and mamma. No kill. No make bad. No thief. No lie. No want other man his Mary.

But we don't have to go to the South Seas to find simple sentences filled with short concrete words. Every skilled writer of simple English prose naturally tends towards this "Chinese" mode of expression. Here is, for instance, a recent head line:

Nazis stiffen in Italy but Allies gain
Berlin claims capture of Isle of Kos
Frankfort bombed 2nd time in a day

or the next day:

U. S. Navy and planes pound Wake
5th army crosses the Volturno
Germans reported sacking Rome.

Or let us look for a moment at the simple style of *True Story* magazine:

The first time our eyes met I felt lost. I had never met a man like him before. We was bluff and hearty, brimming over with good humor. We was good looking, with black hair and dark eyes. When he smiled you felt the force of his personality.

Or, finally let us see how a great writer tells a story for children. This is the beginning of Hans Christian Anderson's "The Ugly Duckling":

It was glorious out in the country. It was summer and the cornfields were yellow, and the oats were green; the hay had been put up in stacks in the green meadows, and the stork went about on his long red legs and chattered Egyptian, for this was the language he had learned from his good mother.

What all these simple passages have in common is, mainly, the short simple sentences, the large number of verbs, the reliance on word order rather than word forms, the concreteness, the vivid imagery, and the human touch. It is perfectly feasible to define statistically these and other characteristics of simple language. Much of this has been done already by those word-counters and text-graders who drew the contempt of Basic English's inventor. Simplicity, it appears, is mainly a question of

sentence structure and concreteness of expression. It can be achieved by following these five rules of thumb ;

- Use sentences rather than clauses.
- Use word order rather than word forms.
- Use verbs rather than nouns.
- Use nouns rather than adjectives.
- Use words about people rather than things.

Let us keep these rules in mind for our appraisal of Basic English.

IV

Actually, Basic English has very little to do with the known facts about simple language. Ogden deliberately avoided the scientific approach, and he was not lucky enough to find the key to simplicity by accident. In fact, his two main principles make it literally impossible to be simple in Basic.

The pride and centerpiece of Basic is the elimination of verbs, with the exception of eighteen "operators". To be sure, most grammatical complications are related to the use of verbs. But to do away with them in order to save all that trouble is like throwing the motor out of a car because that's where all the nuisance comes from. Verbs, as we have seen, make for simplicity ; if they are eliminated, substitutes have to be found, and the linguistic structure becomes more difficult instead of easier. That is one of the things that happen continually in Basic English. In endless repetition, one has to be, get, give, take, have, and put. The Basic speaker cannot sleep, awake, kick, jump, laugh, or act,—he has to be sleeping, get awake, give a kick, take a jump, have a laugh, and put an act.

The second main element of Basic is even more absurd : I mean its limited vocabulary of 850 words, the famous list that goes on a single printed page. Such a listing may be possible for the machinery of language, the tissue which makes an understandable whole out of a heap of words—like *the, which, an, able, out of* in this sentence. But to select 200 "picturable words" for the countless picturable things mankind has cared to name seems an incredible folly. Here are a few concrete examples :

In the Basic Noah's Ark, there are *cows, goats, sheep, pigs, horses, cats, and dogs* ; but there are no lions, foxes, and wolves not to speak of giraffes, kangaroos, or baby pandas.

The Basic diet consists of milk, eggs, bread, and butter (for breakfast), soup, meat or fish, potatoes, rice, and cake (for dinner), supplemented by such extra snacks as an occasional *apple or orange, cheese, jelly, berries, and nuts*. All this is wholesome food, to be sure, but no dietitian would fail to point out the lack of essential vitamin sources like tomatoes, cabbage, spinach, carrots, broccoli, or liver.

The Basic home is furnished with a *bed, a table, a chest of drawers, and a dresser*. But it lacks such homely items as a chair, a lamp, a rug, or a bookcase and it is not equipped with closets, a bathtub, or a kitchen sink.

And Basic England, oddly enough, would have an *army* but no navy.

Possibly, such a tool may be used to simplify very difficult English prose to some extent ; but if applied to everyday colloquial English it will produce a maze of bizarre circumlocutions.

Meet my cousin Mary becomes Come across Mary, my father's sister's daughter.

and a sentence like—We ate an old-fashioned holiday dinner with turkey and pumpkinpie—changes into—we took as food a chief meal of a day of rest from work, not in the taste of the present day, with a great bird and a great round yellow fruit with hard skin and a great number of seeds, covered with paste and cooked in the oven.

The simple statement—I have a steady job as file clerk with a stockbroker—appears in Basic as—I have well fixed regular work as an office worker on boxes for keeping papers in order, with a man whose business is trading in equal parts of the money with which a company's business was started and which give the owner right to a part in the company's profits.

One would think that such obvious shortcomings of Basic would have been noted long ago by its brilliant inventor. But G. K. Ogden seems to suffer under the typical blindness of doting parents for the deficiencies of their children. Even in his own sample selections he includes such monstrosities as the Basic Englishman who, bravely avoiding the forbidden word *spinach* translates *Crème aux spinards* as "a milk soup made from that plant with dark green leaves which go almost to nothing on boiling." (With a distinct sigh of relief, he then continues : "Potage parmentier is a potato soup.")

Recently the undaunted Basic partisans have invaded some of the long-settled territories of languages. I need not discuss here I. A. Richards' translation of Plato's Republic, since he found it necessary to abandon strict Basic and to choose an "amplified medium" for his purpose. But let us look at the Bible, in Basic English, the most ambitious translation project ever undertaken in that language. We may note in passing that in this Bible God says to Adam :

With heat-drops on your face will you get your bread and Ruth invokes the Lord :

If anything but death makes a division between us.

And to taste the curiously tame, pallid, evasive flavor the Basic New Testament, let us now compare the King James and the Basic version of a passage from the Sermon on the Mount :

King James version :

Ye have heard that it was said by them of old time, Thou shalt not commit adultery :

But I say unto you, That whosoever looketh on a woman to lust after her hath committed adultery with her already in his heart. And if thy right eye offend thee, pluck it out, and cast it from thee : for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell.

Basic version :

You have knowledge that it was said, "you may not have connection with another man's wife" : but I say to you that everyone whose eyes are turned on a woman with desire has had connection with her in his heart. And if your right eye is a cause of trouble to you, take it out and put it away from you ; because it is better to undergo the loss of one part, than for all your body to go into hell.

Finally, let us see how a simple Shakespearean passage would look in Basic. Let us try to translate, for instance, Portia's famous lines :

The quality of mercy is not strain'd,
It droppeth as the gentle rain from heaven,

ations of the South India Teachers' Union regarding the modification of the contract and the service register. The passage of this resolution was the occasion for a graphic description of the many disabilities of teachers. Mr. Rnthnaswamy in his concluding address expressed himself in great sympathy with the teachers and was hopeful that something would be done to better their lot. I do not know if anything is likely to be done and when. It is only here in India that officials and public men feel satisfied by the mere expression of their sympathies with and hope for the betterment of the lot of teachers and probably only in India teachers also feel an immense satisfaction when their disabilities are described in moving terms and some great personality expresses himself sympathetically. They get a sense of such relief at these dissertations that they no longer think of any further action. They leave the Conference jubilant and triumphant. But alas, when they return to their classrooms all their old resentment and bitterness return to them and their minds get filled with a sense of hopeless despair. However, it is gratifying to hear that the educational authorities in this province are taking a fairly stern attitude towards managements of secondary schools that have earned a notoriety for offering very bad salaries and service conditions and some of them are now being compelled to provide a decent scale of salaries. The M. E. R. gives that power to the Government. There is therefore every hope that Government will exercise its powers effectively. The Union will be doing a great service if it will take to the notice of Government all schools that require such special attention.

The Public, the Parent and the Teacher

Every person that speaks on education stresses the need for a happy co-operation among the public, the parent and the teacher. Parent Teacher Associations and Parent Associations have been started in many schools but very rarely have they succeeded in effectively knitting into a partnership the teachers and the parents. The Scottish Educational Journal of March 31 has the following advice to offer which I think will be found very useful.

"Let the school become an even greater centre of interest than it is at present, first of all for pupils, and then for immediate past pupils in their continuation classes and youth movements, and also for the growing numbers of those to whom adult education in its various forms makes an increasing appeal. Let the amenities of our schools be increased so that the buildings themselves attract, not repel. Let it be no longer apparent that they represent merely a congeries of partitioned cells, built solely for the purpose of holding so many children packed in inadequate and uncomfortable desks of antiquated pattern. Let our school libraries, be libraries not mere collections of books, such as to induce the habit of lingering, of browsing, and ultimately of studying. Let the parents associate a visit to the school with profit, pleasure and understanding, not with complaints. Let our teachers be their own propagandists.

The relations of parents and teachers will then be on a different plane, the plane of common interest in the work and in the pupils, a common interest that will grow into a common enthusiasm. The real Parent-Teacher Association will then be founded, not something formal and purposely didactic, but a real structure based on mutual understanding and, presently, mutual respect."

FROM OUR ASSOCIATIONS

Chittoore Dist. Teachers' Guild.

The annual Conference of the Guild was held on 15-4-44 in the Devasthanam High School, Tirupati, under the presidency of Sri. S. Natarajah, B.A., L.T., Journal Secretary, S. I. T. U. About forty delegates were present.

The conference began with prayer. Sri. M. Morram Reddi, Headmaster of the D. H. School, Tirupati, welcomed the delegates. In the course of his address he alluded to many postwar problems of education—on the right solution of which depends the happiness of the future world. He strongly pleaded for a system of education which is national in outlook and international in spirit, a system which, while fostering in the rising generation, a true love for their country and its cultures, aims at universal love and peace.

Sri. P. V. Ramanujaswamy, M.A., Director, Oriental Institute, Tirupati, opened the conference. In doing so, he said that the policy of elementary and secondary education which has been followed for the last one hundred years or so, has failed to satisfy the mind of the people. He felt that the present system of education was purely secular and has failed to answer the needs of the nation. He also stressed the fact that there is no co-ordination of the secondary and collegiate education.

Sri. N. Venkatarami Reddi, Secretary and Treasurer of the Guild, next, presented the Annual Report of the Guild for 1942-43. The number of affiliated associations was 26 as against 23 of last year. He appealed to the other associations to come in and strengthen the Guild as nothing useful or tangible can be done by the Guild or the S. I. T. U. unless it has the backing of the entire body of Teachers.

Sri. S. Natarajan, then, delivered his presidential address. He said that education has failed in its purpose and that if we should avoid a continuance of the unsatisfactory conditions that exist to-day, the present generation of children should be educated on right lines. He drew attention to the fact that in all progressive countries, they are engaged in planning educational problems in spite of war. The English Education Bill aims to secure for children a happier childhood and a better start in life, ensure a full measure of education and opportunity for young people and provide means for all for developing the various talents with which they are endowed and so enriching the inheritance of the country whose citizens they are. He regretted that there was not much enthusiasm for educational planning in our country, probably because of the magnitude of the task or the high cost it would involve. After tracing the growth of the Sargent Scheme of 1835 on wards, he spoke at length on the various aspects of the Sargent Scheme of Education. He appealed to the teachers to set the nation on its forward march, to carry the torch of education reform and create a large and effective public demand for education. In conclusion he said, "the true purpose of education is to foster in the rising generation, integrity of character, love of truth, spirit of service and sacrifice, tolerance, neighbourliness and good fellowship which are the vitamins of education. Who can supply these? Undoubtedly it is the teacher. He should combine in him professional efficiency and vocational zeal or missionary spirit. He should seek every conceivable opportunity of knowing the children, entrusted to his care, touching his heart and quickening the spark that is there in every child. Intimate contact with them, sharing their joys and sorrows will be a great help to the teacher and these can be secured by a well organised programme of extra-curricular activities."

After the address, Mr. T. P. Srinivasavaradan, Secretary of S. I. T. U., talked on the disabilities of teachers. From his talk, one could easily understand that the S. I. T. U. was doing all it could, to remove the disabilities of teachers.

The afternoon session began with a symposium on postwar education, which was led by Mr. R. Krishna Rao, B.A., L.T. of D. H. School, Tirupati. He stressed the need for religious education in schools. He strongly pleaded that there should be a place for denominational schools. Sri. Krishnamachari and Sri. N. Venkatarami Reddi, participated in the discussion.

In the general body meeting that met, Mr. M. E. William, H. M. Mission High School, Tirupati, presiding, the report of the Guild, presented by the Secretary was adopted. The election of the office-bearers took place.

President:—Sri. M. Morram Reddi, B.A., B. Ed., H. M., D. H. H. School, Tirupati.

Vice-President:—Mr. V. J. Vivakam, B.A., L.T., Mission High School, Tirupati.

Secretary and Treasurer—Sri. Krishnamachari, B.A., L.T., D. H. H. School, Tirupati.

Joint Secretaries—1. Sri. M. Swamidasa, H. M., B. E. School, Tiruttani.
2. Sri. N. S. Ranga Rao, H. M., B. E. School, Madanapalle.
3. Sri. N. Venkatarani Reddi, B.A., B. Ed., B. H. School, Kalahasti.

Representative on the S. I. T. U. Executive—Mr. M. N. William, M.A., L.T., Headmaster, Mission High School, Tirupati.

After reiterating the resolutions passed at the Provincial Educational Conference they passed the following resolutions.

1. This conference urges the Govt. to treat the Ele. Edu. Department and the Secondary Grade Edu. Department under Local Boards as one unit for purposes of promotion, provident fund, leave etc. so as to enable the teachers working in ele. schools to enter secondary schools.

2. This conference urges on the S. I. T. U. to approach the S. S. L. C. Board to get the present too ambitious S. S. L. C. syllabus in outlines of History and Geography for the Exam. lessened.

3. This conference requests the Govt. to make provision for a paudit in all higher ele. schools, whether there is an additional section or not.

4. This conference urges the management to grant Dearness Allowance to part-time Prevocational Instructors, Gardeners and Conductress.

5. This conference resolves to approach the President, District Board with a request to subsidize the contingencies to ele. schools considering the cost of stationery.

6. This conference requests the Dist. Bd. to increase the number of holidays during X'mas to the Ele. Schools.

In his concluding remarks, Sri. S. Natarajan said that the present system laid much emphasis on examinations and encouraged memorization without thinking the teachers merely acting as coaches and passing on their notes to the pupils. The duty of the teachers is not merely to produce examinations results, but to make them think. There is need for the maintenance of pupils' progress record which should enable the teacher to mark out special traits and aptitudes and guide him in the proper way. It should really indicate his performance from standard to standard. He wound up his remarks by exhorting the teachers to dedicate themselves to the noble cause of educating the children of this land.

The Thirunelveli District Teachers' Guild-Dt. Educational Conference

Under the auspices of the Thirunelveli District Teachers' Guild a District Educational Conference and an Exhibition were held in St. Xavier's College, Palamcottah, on the 13th April 1944 under the presidency of Dewan Bahadur V. N. Visvanatha Rao, M.A., B.L., Collector, Tinnevely.

After prayer, Rev. Fr. T. N. Siqueira, S.J., M.A., President of the Guild, welcomed the delegates.

In his presidential address, Mr. Visvanatha Rao said that the task of the teacher was very important considering his usefulness to the public and his work for the younger generation. He appealed to the teachers to co-operate with the Government to see that rationing which was soon to be extended to rural areas was not misused. He invited the help of the teaching profession to educate the public and to see that certain right principles and attitudes were inculcated by the people so that no one in the land suffered on account of starvation. Before concluding he touched on teaching in the vernacular and his own personal experiences while he was Collector of Kurnool.

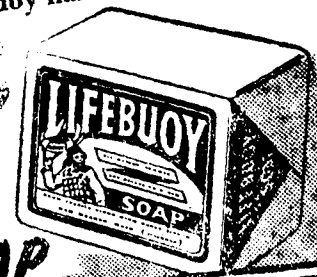
The conference then discussed the problem of 'Rationing in rural areas and Teachers'. A paper on the subject by Sri. A. S. Kuppusamy Aiyer, B.A., B.L., Member, District Food Council, was read. In the discussion that followed Messrs. A. S. Srinivasa Aiyengar of Ambasamudram, A. Sankaran and David Michael of Palamcottah stressed the need for rationing in rural areas and offered the co-operation of the teaching profession in extending the system of rationing in the rural areas.

The conference then adjourned for dinner given by the St. Xavier's Teacher Association.



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FROM OUR ASSOCIATIONS

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The conference took up in the evening the discussion on the mother-tongue medium of instruction. The Secretary in making a statement said that the discussion on the subject was entering the second stage. At the half-yearly conference there was a general discussion on the subject and arising out of it a questionnaire was circulated to elicit the opinion of the Affiliated Associations. The answers received would be further discussed that day before sub-committees were appointed to go into the question more thoroughly and submit reports to the Guild. Rev. Fr. T. N. Siqueira, S. J., read out the questions one by one and also the answers received. There was a discussion on each item in which the delegates took part.

The Annual General Body Meeting of the Guild was held at 4 P.M. The Annual Report for 1943-44 and the statement of accounts for the year with the auditor's report thereon were adopted. After the budget for 1944-45 was approved, the following office-bearers were elected.

President :—Rev. Fr. T. N. Siqueira, S. J. M.A.
Vice-President :—Rev. W. C. Dukewits, M.A.,
Secretary :—Sri. S. David Michael, M.A., L.T.
Treasurer :—M. S. Ratnam, B.A., L.T.
Representative on the S. I. T. U. Executive :—Sri. V. Antonysamy, M.A., L.T.,
Auditor :—Sri. S. Subramania Somayaji, D. Com.

After tea to the delegates given by Rao Saheb P. Muthusamy Reddiar, President District Board, the conference met again.

Resolutions.

1. The Executive Committee be authorised to set up sub-committees for the various subjects and further study the question of teaching in the mother-tongue medium and make a report to the Guild.
2. This Conference while congratulating Government on the introduction of rationing in urban areas of the district requests that it be extended to rural areas and offer the services of teachers in this connection.

THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND, LTD.

Proceedings of the Sixteenth Ordinary General Meeting held on 10th May 1944.

The Sixteenth Annual Meeting of the General Body of the South Indian Teachers' Union Protection Fund, Ltd. was held at Gokhale Hall, Annamalai Nagar, on Wednesday the 10th of May 1944 at 3 p.m. with Sri. M. S. Sabhesan, the President, in the chair.

Seventy-nine members were present.

Sri. V. Srinivasan, the Honorary Secretary, read the notice of the meeting dated 10th April 1944.

The Secretary presented the Annual Report and Statements of Accounts for the year ended 31st Dec. 1943. On the motion of Sri. T. P. Srinivasavaradan and seconded by Mrs. Saraswathi, the report and statements were taken as read.

Sri. T. P. Srinivasavaradan moved that the report be adopted. Sri. V. Bhuvanamurthi seconded the proposition. There was a discussion on the report. Messrs. C. Ranganatha Iyengar, A. Sundaresa Iyer, S. Srinivasan, L. R. Chandrasekharan and a few others took part in the discussion. After the Secretary had replied to the points raised by the members, the Report was adopted unanimously.

Election of office-bearers was next proceeded with. The following were elected unanimously :—

Sri. M. S. Sabhesan, as President.
Rev. D. Thambusami, as Vice-President,
Sri. V. Srinivasan, as Secretary.

Twelve names were proposed and seconded for the membership of the Board of Directors. A ballot was held and the following six were declared elected :—

1. Sri. K. S. Chengalroya Iyer of Kaveripatnam.
2. V. Jayarama Iyer of Villupuram.

3. " K. N. Pasupathi of Kurnool.
4. " S. T. Ramanuja Iyengar of Trichinopoly.
5. " K. M. Sundaram of Tanjore.
6. " A. Sundaresa Iyer of Tuticorin.

The meeting placed on record (all the members standing) its appreciation of the services to the Fund by the late Sri. A. Magaraja Iyer.

The meeting placed on record its appreciation of the services to the Fund by the retiring Directors, Sri. R. S. Subrahmanya Aiyar, Sri. V. Aravamuda Iyengar and Sri. S. Srinivasan.

Election of Auditor:—Sri S. Swaminathan proposed and Sri S. Subrahmanyam seconded that Sri V. Soundarajan, B.A., G.D.A., R.A., be the auditor for the year 1944-Sri V. Soundarajan was declared elected.

Remuneration of Auditor:—Sri. V. Srinivasan moved and Sri R. Raghothama Rao seconded that the auditor's remuneration for the year 1944 be Rs. 150. The proposition was unanimously carried.

Sri. S. Srinivasan of Chengam (Policy No. 735) moved the following as a special resolution:

Resolved that the following additions and alterations be made in the Articles of Association of the Fund:—

Article 39.—For "sums not exceeding 75%," substitute, "sums not exceeding 90%."

Sri S. Subrahmanyam seconded the resolution. The Secretary on behalf of the Board opposed the resolution. Sri S. K. Yegnanarayana Iyer proposed and Sri S. Swaminathan seconded that the special resolution be referred back to the Board of Directors for reconsideration and report. This motion was lost. The original resolution was also lost.

The Secretary moved on behalf of the Board the following resolution as a special resolution. This was seconded by Sri S. T. Ramanuja Iyengar, and passed unanimously.

Resolved that the following additions and alterations be made in the Articles of Association of the Fund:—

Article 2:—Delete the definition of 'unit' and substitute in its place the following:

"Unit means and denotes contribution by a member of Rupee One or such other sum as premium to the Life Insurance Fund according to the period of membership."

Article 8, (c):—Delete Article 8 (c) and substitute the following:—

"The monthly premium payable for the period of membership applied for according to the concerned Table or Tables of Benefits and any additional fee as provided in the Articles and By-laws."

Article 32:—Delete Article 32 and substitute the following:—

"The benefit due from the Fund is payable on the death of a member, or on the withdrawal from membership of a member from any cause whatever after completing three years' membership in the Fund or on the member completing the period of membership in the Fund according to the concerned Tables."

The Secretary proposed a vote of thanks to the Chairman and the authorities of the Annamalai University.

520, High Road,
Triplicand,
12-5-1944.

M. S. SABHESAN, V. SRINIVASAN,
President & Chairman of the Meeting, Secretary.

EDITORIAL

The Annamalai Conference and Post-war Education.

The 34th Provincial Educational Conference held at Annamalai-nagar last month will be long remembered as a successful conference. The Reception Committee is to be congratulated on the excellent arrangements they had made for the comfortable stay of the delegates. The proposals of the Central Advisory Board of Education for the Post-war Educational Development of India known as the Sargent Scheme may well be said to have dominated the Conference. The symposium on the subject extended over two full days, Sri M. S. Sundaram, M. A., B. Litt, Educational Officer of the Central Government, was present by invitation at the Conference and was able to supply very valuable information regarding the many proposals contained in the report. The President, Sir N. Gopalaswamy Iyengar, in his presidential address, examined the scheme very carefully both from the point of view of an administrator and a citizen. His criticism regarding the diversion of capable pupils at the age of 11 from Basic schools to Secondary schools requires very careful consideration. The selective principle in this diversion is unfortunately not properly understood and has given rise to a suspicion that it may act as a handicap to certain classes who are educationally handicapped. If as Mr. Sundaram explained, the people are given real equality of opportunity, so much stressed in the report, there will be no such thing as backwardness or of the scheme catering to any particular class or community. If instead of diverting pupils of ability to Secondary schools all pupils are made to pass into the Senior Basic stage, as the president suggested, it may knock the bottom out of the suspicion. The experience of England in regard to senior central schools and the experience of other countries where all pupils are kept in the same kind of schools is well worth a careful study before one passes an opinion as to what will be good for our land. Whether our Senior Basic schools can provide a variety of courses which, while training all for effective citizenship would also help those who are talented to develop their special abilities, has to be examined on its merits. The experiences of other countries that are having free universal compulsory education up to the age of 14 will be very valuable. Then we have also to take into account the probable cost if all children are to be kept in the Basic schools up to 14. A criticism against these proposals seems to be its great cost. Can we afford to increase it?

We cannot but commend the President's plea for a dynamic programme of Adult Education. India's illiteracy has become proverbial and if this curse is to be removed we cannot think of any slow process. Educating all children of school-going age of this generation may produce after a period cent per cent literacy. But how long will that period be? According to the estimates it will take nearly 40 years to put into operation a scheme for universal compulsory education. It is therefore after about 80 years or a century we may look for cent per cent literacy. Can India wait so long to liquidate her illiteracy? Nor is her need merely the removal of illiteracy. India has to be educated. A scheme of Adult Education, comprehensive and wide in scope, has to be worked if not before, at least along with, a scheme of universal compulsory Basic education. As was pointed out in the course of the symposium, the Sargent

Scheme has many good features that entitle it to be considered as a National Scheme of Education. There is no reason why one should wait for a post-war period for giving effect to them, when reform in education was felt necessary even long before the war broke out. When examined minutely it may appear defective in this or that detail. But the broad framework being acceptable it is up to the authorities who are now in power to take steps to give effect to the scheme.

We invite their attention to the appeal made by Mr. Butler, President of the Board of Education, England, when he presided over a meeting of the East India Association (25th May). "Though the magnitude of the task may appear to baffle those who tackle within the short space of their own public career yet it is through education and all that that word means that India's Nationhood and the welding of her National Spirit can be most readily secured." At that meeting Mr. John Sargent in explaining the proposals is reported to have observed :

"If anything is to be done it will have to be, done without delay. The free people of the earth are on a march towards the goal of social security and not only humanitarian consideration and claims of social justice and also our practical interest and our credit before history demand that we do all in our power to help India fall in by their side.

At an earlier meeting of the same association Mr. Sargent is reported to have said :

"I have known that there are many people both in India and outside who seeing in a largely illiterate India the finest field of exploitation ever offered to human ingenuity or human greed, will not welcome any disturbance of the labour market which the introduction of education on a wide scale is almost bound to create."

How forcefully meaningful are these words! It is our hope that people in India will realise the extreme urgency of the problem and will bring such pressure on Government as would induce them to act as early as possible in implementing the scheme. The cost of the scheme need not frighten us. When once the scheme is put into operation even if it be by stages, the country's economic resources would be able to meet the growing cost. What is needed now is to translate the report into action. It should not be allowed to be labelled a valuable report and buried safely in the archives of the Government of India. If not in India's interest, at least in the immediate interest of world democracy, we urge Government to take early steps to implement the proposal, for, "Illiteracy and inadequate educational programme anywhere endanger a democratic world."

We apologise.

We regret very much and we apologise to our readers for the delay in the publication of our journal. We have received complaints from our subscribers about the irregularity in the issue of the journal. We like to assure them that we are keenly alive to the inconvenience we must be causing them and that we do not slacken our efforts to get the journal in time. But we are encountering considerable difficulties in getting paper for the magazine. The supply has been considerably restricted and even that is not available regularly. As distributors of paper ration to the consumers, it is not possible to obtain and stock our requirements. We have to wait each month for our allotment and these do not come regularly. Hence the irregularity.

THE REPORT OF THE CENTRAL ADVISORY BOARD OF EDUCATION ON POST-WAR EDUCATIONAL DEVELOPMENT HAS BEEN PUBLISHED AND IS AVAILABLE FROM:

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Number of Policies—District war (31-12-43)

(The figures in brackets show the increase over the figures for the year 1942)

Madras	...	299	(45)	Bellary	...	34	(8)
Trichinopoly	...	163	(18)	Malabar	...	28	(4)
Coimbatore	...	161	(1)	Chingleput	...	15	(3)
North Arcot	...	139	(15)	Godavari	...	15	(4)
Tiannevelly	...	133	(52)	Nellore	...	8	—
Salem	...	100	(6)	Cuddapah	...	6	—
South Arcot	...	99	(11)	Ganjam	...	5	—
Tanjore	...	88	(27)	Vizagapatam	...	4	—
Kurnool	...	87	(3)	Guntur	...	2	—
Ramnad	...	54	(2)	Kistna	...	2	—
Chittoor	...	52	(5)	S. Kanara	...	1	—
Madura	...	39	—	Miscellaneous	...	10	(2)
Anantapur	...	37	(3)				

Number of Policies on 31st December 1943

High Schools and Middle Schools	...	1,223	(144)
Elementary Schools	...	305	(64)
Colleges	...	26	—
Miscellaneous	...	27	(2)

Total ... 1,581

No. of Policies by Women Members ...	33
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PROGRESS OF THE FUND

Details.		1939	1940	1941	1942	1943
		Rs.	Rs.	Rs.	Rs.	Rs.
Total assets	...	1,88,000	1,92,000	2,22,000	2,56,000	2,91,000
Life Insurance Fund	...	1,66,144	1,90,736	2,18,808	2,47,115	2,79,744
Assured Amount	...	4,79,750	5,66,500	6,37,000	6,46,000	7,63,000
Loans to Members	...	28,547	34,962	42,280	51,320	55,881
Number of Policies	...	1,086	1,231	1,324	1,371	1,581
Number of Units	...	1,919	2,266	2,458	2,585	3,052

தமிழ்நாடு ஆவணக்காப்பக நூலகம்,
எழும்புடி, சென்னை-600 008.

புவனைத்தாள்.

ப. எண் :

ஐச எண் :

[illegible]

S.F. 259A-6-1,00,000-70-1-84.