

142

The South Indian Teacher

1944. September

VOL. 17. NO. 9.



JL
Tm21, N30
N44. D. 9.
48835.

254

254

Vol. XVII

Regd. No. M. 2347

No. 9

8-NOV-1944

The South Indian Teacher

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

SEPTEMBER 1944

उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own efforts

CONTENTS

ARTICLES:

	PAGE
Record Cards—By Prof. H. R. Hamley, M.A., M.Sc., Ph.D. ...	221
Criticism of Basic—By Dr. J. B. Freeman ...	226
The Crisis in Education and the S. I. T. U.—By Sri M. S. Sabhesan, M.A. ...	228
EDITORIAL ...	232

ANNUAL SUBSCRIPTION

Inland Rs. 4

Foreign Sh. 8

Single Copy As. 6

POSTAGE EXTRA.

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

PROGRESS

Details.	1939	1940	1941	1942	1943
	Rs.	Rs.	Rs.	Rs.	Rs.
Total assets ...	1,68,000	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	2,79,745
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

520, HIGH ROAD, :: TRIPPLICANE, MADRAS.

Advt. 157

Useful Additions to Every School and College Library.

"THE EIGHTH ARMY" Price Re. 1-0-0
104 Pages. Crown Quarto. Well Illustrated.

The first occasion on which the name **"The Eighth Army"** appeared in print was when General Sir Alan Cunningham was appointed as its Commander on 18th November 1941 though it was officially known as the Eighth from 26-27th September. This book covers the whole of its life history as a completely independent force.

"COMBINED OPERATIONS" Price Re. 1-0-0
Demy 8vo. in size, with paper covers and has 144 Pages including 44 illustrations in gravure.

"THE FLEET AIR ARM" Price Re. 1-8-0
This is a 128 page book. Crown Quarto Well Illustrated

All the above three books are published by His Majesty's Stationery Office and prepared by the Ministry of Information.

Sole Agents for India :—
MACMILLAN & CO., LTD.
(INCORPORATED IN ENGLAND)
MADRAS — BOMBAY — CALCUTTA — LONDON

Advt. 153

THE SOUTH INDIAN TEACHER

Vol. XVII

SEPTEMBER, 1944

No. 9

RECORD CARDS

BY

Professor H. R. HAMLEY, M.A., M.Sc., Ph. D.

(Professor of Education at the University of London Institute of Education)

One could almost say of "record cards" what Dr. Ballard said of "examinations" in *The New Examiner* over twenty years ago: "Examinations began a long time ago. The first examiner was a Chairman and the first examination a civil service examination."* Record-keeping began a long time ago. We do not know who originated the idea of a "record card," but we do know that in some schools records of progress and conduct have a very long history. What has brought the subject of record cards so much to the fore in recent months has undoubtedly been the following significant paragraph which appeared in the *White Paper* of 1943: "Accordingly, in the future, children at the age of about 11 should be classified, not on the results of a competitive test, but on an assessment of their individual aptitudes largely by such means as record cards, supplemented, if necessary, by intelligence tests, due regard being had to their parents' wishes and the careers they have in mind."† Now this statement was not a sudden inspiration on the part of the Board; it was a considered judgment based upon years of experience in this country and abroad, particularly in

America.‡ It has been hailed, by many to whom the idea was new, as the long-looked-for release from the tyranny of examinations; others, to whom the idea was not new, while giving it hospitable welcome, have tempered their enthusiasm with cautious reservation.

The Value of Record Cards

If we are to appraise the value of record cards justly, we must find answers to at least four questions: (1) What is the purpose of a record card? (2) At what stage of the child's development should it be introduced? (3) What form should the card take and what should be recorded on it? (4) How should the abilities and personal qualities be assessed and recorded? Our answer to the first question will in large measure determine our answers to the other three.

1. A school record card is rather like a medical history sheet upon which a doctor records information which may (or may not) be of value to him in his treatment of a patient. And just as a medical record is used for two main purposes, diagnosis and prognosis, so

One of the first attempts to investigate the question of record cards in this country was that sponsored by the Wiltshire Education Committee in 1934. In this research the Committee sought the co-operation of the Research Department of the Institute of Education. See *The Educational Guidance of the School Child* (Evans Bros.).

* *The New Examiner* (Hodder), although first published in 1923, is still one of our most popular reference books on the technique of examinations.

† *Educational Reconstruction* (Board of Education, 1943), p. 9.

the school record is used to help us diagnose a pupil's strength and weakness and to predict his future growth and development. The record is for the good of the patient in the one case and of the pupil in the other. Nevertheless, it is true of record cards as of the tests and examinations recorded upon them, that they are at the same time records of our efficiency as class teachers.

Now one of the main virtues of a record card is that the information it contains is *cumulative*; it goes on growing. For that reason, it is sometimes called a "cumulative record card." This implies not only that more is to be found on the card than on a sheet of examination results, but also that more can be got out of it. It recognises the vital fact that the child is a "developing organism" and that the most important thing we can know about him may not be his present status, but his rate of growth and development. The cumulative record card bears to a single record of the child's status much the same relationship as a moving picture bears to a "still." It is a dynamic picture of a developing personality closely observed over a number of years. In the absence of such a picture, we may not think of enquiring whether the child is progressing, regressing, or merely standing still, and so may not have before us this all-important information when we come to decide his future education or to advise him in his choice of a career.

A "Case-Study" Record

Again, a cumulative record is a "case-study" record, that is to say, it is a record of the development of a single child and not of a number of children in a class. The emphasis here is upon the individual child rather than upon children in the mass. Unless we definitely set ourselves to be "child conscious," we all tend to think in terms of averages and extremes. We form our judgments in vague general terms and often in terms of those who force themselves upon our notice. But, if we make the cumulative record a case-study record, we must have some "frame of reference" or "norm" with which to compare each individual. It is here that our real difficulties arise. We have very few objective standards which we can

use for purposes of comparison. Even intelligence tests which are objective in the sense that they are standardised on large numbers of children are not perfectly reliable and must, therefore, be used with caution. Our frame of reference will, therefore, be largely subjective and will depend among other things, upon the breadth of our experience.

It will be seen that a record card has more than one purpose. In the first place, it is a diagnostic check on the progress of the child; it tells us whether he is making normal progress or whether he is encountering difficulties either in learning or in adjusting himself to the social life of the school. We may find that the two difficulties are casually related, one being directly related to the other or both related to a third cause, perhaps the home. With the accumulated information on the card before us, we should be able to give the troubled child remedial treatment either by helping him overcome his peculiar learning difficulties or by removing the cause of his besetting trouble and anxiety. In the second place, the record card is to be used for the purpose of deciding the form of secondary education for which a child seems to be best suited. Here a word of warning may not be out of place. Within the last twenty-five years, as a result of long-term studies of individuals, it has been proved that prediction of future scholastic success is much more hazardous than was formerly supposed. The range of variability in the rate and direction of growth is so great that continuous observation and repeated diagnosis are now regarded as essential if we are to do justice to the child. It is for this reason that no research worker, or child psychologist, would put implicit trust in the result of a single intelligence test, no matter how reliable that test was reputed to be. Thirdly, the record card will be of inestimable value in vocational guidance, for it will be a record of facts rather than of opinions and of trends rather than of set attainments. Those who undertake the difficult and responsible task of guiding young people in their choice of a career need all the evidence they can command, of natural ability, of school attainment, of tem-

perament, of character, and of dominant interests. They need to know, too, how these abilities and qualities have developed over the years.

Reducing the Strain of Examinations

There is one possible use, or rather misuse, of the record card against which we shall have to guard ourselves, if it is not to prove a menace rather than a blessing in the life of the individual child. Occasionally, we come across over-anxious children whose later years at school have been clouded by the dread of an impending examination. Sometimes parents keep the examination—and the possibility of failure—before the child as a constant stimulus to effort, and teachers have been known to use the same stimulus as an instrument of discipline. But the strain of examinations does not become really heavy until the last year of the primary or secondary school. One of the purposes of the record card with its wider sampling of the child's ability, as the White Paper suggests, is to reduce the strain of examinations by replacing the single decisive examination, often competitive, by records of natural ability and school attainment gathered over several years. But the strain will not be reduced unless we are determined that it shall be reduced. Far better the strain and fear of a final examination than the long drawn-out anxiety over the daily tasks and tests of school work in an effort to gain good marks or remarks on a cumulative record card. All record cards should be confidential and should be kept in safe custody by the Head of the school and every attempt to misuse them in the manner suggested should be strongly countered.

Three Cards

2. Seeing that the cumulative record card is designed to help the child and not torment him, it should accompany him through the whole of his school career. This does not mean that the same "card" will be used for the best part of ten years. It would, indeed, be a sorry looking thing at the end. A single all-embracing card would, as a matter of fact, defeat its own purpose.

Those who have given most attention to the design of record cards seem to agree that at least three different cards should be provided, one for the nursery and infant school, a second for the primary and a third for the secondary school. The main purpose of the first would be to record the young child's outstanding mental and emotional characteristics and in particular any difficulties he may have in adjusting himself to the social life of the school. The second, perhaps the most important, would be to record the child's early efforts at acquiring the fundamentals of a normal primary school education* and his often difficult struggles towards social mastery. It would be a summary of all the facts necessary to the authorities who have the responsibility of deciding the form of secondary education best suited to his abilities. The third would be an extension of the second and should contain, among other things, records of special aptitudes and character qualities which are likely to be of great practical value in vocational guidance. At this stage, particular attention should be paid to "dominant interests," for they are reliable indicators of the pupil's probable success and satisfaction in his future career.

The question now arises: Should the card be passed on when the child is transferred from the school to another? I am inclined to think not. But a statement in the form of a summary of the main features of the record should, of course, follow the child. There will be much more detail in the record card than the new school will need; moreover, details are apt to influence the judgement of succeeding teachers and make them less independent than they should be in their estimates. At all costs, we must avoid any suggestion that the child's early troubles and misdeeds pursue him relentlessly through life. As one poor victim bitterly remarked to his old teacher and headmaster: "The trouble with you is that you never forget. You know all the worst about

* It may be appropriate to quote a statement by Dr. William Moodie at this point: "Early and efficient teaching in the fundamentals of reading, writing and arithmetic is the corner stone of mental health in school children."

me and my father and even my grandfather."

How often should the card be "filled in"? It all depends; once a year, if not oftener, but teachers will find it an advantage to keep a notebook for the "facts of observation" recorded during the year. Memory plays queer tricks at the end of the year when we are tired and the long expected holiday is in view.

What the Record should Contain

3. Our next question is: What should go on the record card? One could almost use an Americanism here and say: "That is anybody's guess." Having recently examined many of the cards used in this country, I have been astonished at the variety, not only in the form of the card but also in the information to be found upon it. Some authorities use small cards giving little more information than the score on an intelligence test and examination results; others use big folders upon which are given many details of the pupil's ability, character and interest. Still others prefer small booklets. The variety that is so characteristic of English education is fully exemplified here.

In a later article we propose to take up this aspect of the subject in more detail. Meanwhile, it may be useful to scheme out a ground plan upon which we may build later. The record should contain the following: (i) Family history, including, among other things, the child's position in the family, and, if possible, the parent's ambition for him; (ii) personal history including a summary of the health report, remarks on physique and physical vigour, and regularity of school attendance; (iii) personal qualities, including measures of intelligence (with names of tests used), estimates of temperament and character, and special qualities, such as reasoning ability, observation and imagination; (iv) scholastic record, including the results of standardised attainment tests and school examinations, and estimates of personal or "personality" qualities, such as self-confidence, stability and persistence of character, social co-operation and general reliability. These may be summed up in terms of the child's attitude to himself, to people,

and to work (self, folk, work); (v) dominant interests: intellectual, practical, artistic and social; (vi) finally, space must be found for comments touching aspects of the child's personality not specifically referred to in the general scheme.

This may seem to some a formidable job, but it should be noted that not all of it will come upon the class teacher; the doctor, for example, will make his contribution. Again, some of the information once collected would require only occasional amplification or correction. The important thing for the teacher to remember is that the care and attention he gives to records will be as much in the interests of the child as the care and attention he gives to his class lessons.

Assessing and Recording

4. It is impossible, in a few short paragraphs, to discuss the practical question of how the child's abilities and other qualities should be assessed and recorded. This is a technical question and it is here that educational research comes to our aid. For example, we know better than we did twenty-five years ago where to look for reliable intelligence tests and tests of attainment in, say, English and arithmetic. We know, too, that we need other tests, for example, non-verbal and performance tests of innate ability and tests of natural aptitude for one vocation or another. Here is a challenge to teachers in technical institutions which I hope they will accept: Can you produce a set of reasonably simple tests of "practical skill" which are not too heavily loaded with the factor of "intelligence" and which could be administered to groups of 20 or more by only moderately trained testers?

The assessment of personality qualities is undoubtedly our most difficult task, partly because such assessments must be to a large degree *subjective* and partly because we have no generally accepted frame of reference.* We know, how-

* Readers will find an interesting survey of recent researches on this subject in a Report by P. E. Vernon entitled *The Assessment of Psychological Qualities by Verbal Methods—A Survey of Attitude Tests, Rating Scales and Personality Questionnaires* Report No. 83, Industrial Health Research Board, H.M.S.O.).

ever, that the well-known "fivepoint scale" (A, B, C, D); indeed, we could go further and state that this scale, extended by the addition of plus and minus signs to a "15-point scale," is as fine a scale as we shall ever need for the assessment of such things as intelligence and the results of school examinations. We now know that it is absurd to use a percentage scale for the marking of essays or to distinguish one pupil from another in any subject by three or four marks out of a hundred.* And yet how often we do this. The subject of rating scales will be taken up in the next article, but before we leave the subject of scales perhaps some reference should be made to what Thorndike has called the "halo effect."† This is the

* See *The Marking of English Essays* (International Institute Examinations Enquiry), published in 1941 (Macmillan).

† E. L. Thorndike, "Fundamental Theorems in Judging Men," *Journal of Applied Psychology*, 1918.

carrying over of a judgment made on a child from one of his qualities to another. For example, unless we are very careful, we may mark a child "up" or "down" on every quality. This human tendency is recognised in such expressions as "all his geese are swans," "the king can do no wrong," "But we must 'give the devil his due,'" and we can best do that, when assessing a group of children, by taking one quality at a time instead of one child at a time. Even then, we must be on our guard.

‡ On this subject see an unpublished Ph. D. thesis by one of my students, Dr. Duncan Howie, entitled *Aspects of Personality: A Study in the inter-correlations of certain estimates of personal qualities* (1936). In this thesis, Dr. Howie shows that the best method of avoiding the halo is to write the names of pupils on cards and sort them in order of merit. I strongly commend this method to all teachers who have to assess the personal qualities of their pupils.

From The Schoolmaster and The Young Teachers Chronicle

The Indian Educator

MADRAS

Annual Subscription Rs. 2/-

V. Aravamuda Aiyangar, B.A., L.T.
Managing Editor.

THE Indian Geographical JOURNAL

Apply to:—THE SECRETARY,
INDIAN GEOGRAPHICAL SOCIETY,
Gopalapuram, MADRAS.

EDUCATION

The premier Educational Monthly will come out in three Editions from July, 1944.

English Edition for teachers and parents and Educationists with two important specials.

Hindi and Urdu Editions for students, of age 12 to 18 with Short Stories, One Act Plays, Useful knowledge, Novels, Dramas.

Annual Subs. each Edition Rs. 6/12 payable in advance. Book your order at once.

Education Office: P.O. Box 63 LUCKNOW, U. P.

Educational India

A monthly record of education for
British India & Native States

Edited by Prof. M. Venkatarangaiya, M.A.

IT IS INDISPENSABLE TO EVERY TEACHER,
PARENT AND EDUCATIONAL INSTITUTION.

Inland Rs. 4-8-0 Foreign Rs. 6-0-0

"Educational India" Office
MASULIPATAM, (S. India)

Journal of Education and Psychology

Editor: T. K. N. MENON

Secondary Teachers' Training College, Baroda.

Inland Rs. 4 Single Copy Rs. 1-4-0 Foreign 7 Shs.

CRITICISM OF BASIC

By DR. J. B. FREEMAN

All critics of Basic English may be divided roughly into two classes: English-speaking and others. Among the non-English-speaking critics a large number are against Basic English, primarily because it is English and nextly because it can easily be spread, through the powerful organisations of two powerful nations; such critics being afraid that this spread of English would tend towards the subjection, economic or political, of their countries and the suppression of their individual characteristics and national aspirations. This is a frank statement of the matter. But the answer to this is not very difficult. In many countries, before the war, English was a compulsory second-language and every well-educated man was well acquainted with it, both for business purposes as well as for its cultural value. Did this in any way take away from the "patriotism" of the upper classes? Did "pigeon-English" make the Chinese of Hong-kong or Singapore less Chinese? Are not the leaders of Indian opinion masters of English and at the same time doggedly nationalistic? The question is one of fact. The linguistic medium of international intercourse is dependent firstly on the fact of that intercourse. On the other hand the advantages of a common medium in facilitating this intercourse even between two countries neither of whose languages is English, are so obvious, with the saving of time and labour and misunderstandings, that few would attempt to deny them. No enthusiast, except perhaps Mr. H. G. Wells in his "*Things to Come*", has yet envisaged the idea of Basic as a universal language of ordinary everyday home life. And no one has ever contemplated a ban on Standard English to such an extent that Mr. Churchill would be "*reduced*" to calling Hitler "*a very bad man*." (Perhaps, however, a reduction of swear-words and unsavoury epithets will tend to make the world more evenly-balanced and sane.)

Other non-English speaking critics of Basic labour under some delusions: firstly, that Basic is an end in itself and that some Higher Power will jealously prevent them from using non-Basic words and expressions; secondly that a dictionary is a Code-book for translation purposes.

We shall meet these critics with an assurance that nobody will prevent them from advancing to Higher English; but that on the other hand they will not only find it easier to do so after having acquired a thorough Basic equipment, but their success will also be welcomed by English literary men. Nextly, we may say that every non-Basic word or expression added to their vocabulary and mastered is a distinct gain, to be held as such and put to use. A dictionary is not ever meant for decoding a difficult piece of prose or poetry. If you use the Oxford Dictionary to translate any extract word for word you will only get a piece of gibberish. Every sentence is to be taken in its context, and every word also. The idea is the whole view of it, else we should not be able to see the wood for the trees. The Basic English Dictionary does not give a series of so-called "synonyms". Each word in it is *defined*. Each definition gives a precise idea and is not meant to be *substituted* in a sentence, but has to take its place in the complex idea drawn up in the mind by the sentence. For every sentence expresses a complex idea made up of simpler ones co-ordinated and unified into a whole. If a person does not know how to use a dictionary, its use will do him more harm than good.

Again, the quantity of Basic literature rose up by leaps and bounds and it was only the present War that put a stop to its progress. Basic literature, limiting itself strictly to the Basic scheme, has several ends in view. It shows that the most abstruse ideas can be expressed precisely and even elegantly in simple language. It shows that all subjects, scientific as well as literary, can be expounded in Basic. It provides the Basic learner with matter to read,

so that he may become a *master*, firstly of that vocabulary he has acquired, before he proceeds further, and at the same time get information and food for thought. His self-respect is not violated by his having to read trash like this: *The cat is on the mat. Pat has a hat. The rat is fat.* Moreover it provides an expansion course to the learner. A technical word or a word to be frequently used is first explained in Basic and then freely used as part of the vocabulary of the reader. Thus it is not necessary, as some seem to think, that every time a non-Basic word is used the whole definition has to be substituted in the place of the word. This is a crude attempt to make Basic appear ridiculous, whereas in fact it only succeeds in making the critic himself ridiculous.

English-speaking critics of Basic English are moved in different ways. There are the men of jealous temperament who never like to recognise the abilities of a contemporary, particularly in any branch of knowledge in which they think themselves specially apt. "No man is a prophet in his own country." Then there are reactionaries who are opposed to any change, whether they understood it or not. There are also many who have been biased by others against Basic, and have not studied it and its claims sufficiently well. Finally, there are vested interests and the opposition of writers of text-books the sale of which will be stopped if the Basic Way to English is adopted.

Critics of Basic have been met fairly and squarely so often that it seems hardly necessary to keep up the conflict. However, when propaganda can have such great effect, and in a country where Basic is not yet understood, it seems that replies have to be made now and again. The public in general are not in a position to judge and are guided by the opinions of experts or great men. Unfortunately it is as difficult to know who the real experts or great men are. The "expert" who wrote in the SATURDAY REVIEW OF LITERATURE that Basic was "a kind of quack based on a faulty analysis of the language process" only betrays his ignorance of language-analysis and his ineptitude to pose as a judge in the

matter. If some men of eminence are cited as opponents of Basic, we can cite many more and of greater eminence in favour of it. In our own country Pandit Jawaharlal Nehru, himself a Master of English Prose, has given his verdict definitely in favour of Basic. A report in the papers with big headlines "Basic not in favour," or "Basic Rejected" caused a stir. Only a few saw through it, and questioned the authority of a Norwegian linguist who condemned Basic because the words were *too few* to be able to define all ideas, and that of the Committee of Exiled Nations which also denounced Basic. (Who constituted the Committee and how far it represented those nations was never mentioned.)

An article reproduced in your esteemed journal, Sir, pretends to explain the nature of language and the meaning of "simplicity in language." Going through the whole one is sadly disappointed and meets only with outworn criticisms of Basic, such as I mentioned at the start, due to a misunderstanding of its nature and to an ignorance of the use of a dictionary. The writer puts up five different questions and gives his own answers to them. In his answer to the third question he says that "our army teaches successfully dozens of exotic languages, using methods not at all similar to that of Basic English." This is true in a sense, because only English has Basic; and recently also Urdu has been Basicised. As regards these two languages I may assure him that the method used in the Army in India is the Basic Way. With regard to other languages the Basic Method certainly is not available as yet. The fourth problem he poses begs the question. Nobody wants *Basic to compete with English*. Basic is English and good English. In his fifth poser the writer puts up some really silly questions. Nobody wants Basic "adopted *officially* as simplified English." By its own merits it will meet the needs of international intercourse and also be adopted as a stepping stone to Higher English.

When critics like Mr. Rudolf Flesch (a name savouring of a foreign origin) are "*in their last resting places*" and "*not kept in memory*," the name of Mr. C. K. Ogden will remain as an outstanding genius of his age.

THE CRISIS IN EDUCATION AND THE S. I. T. U.

By

M. S. SABHESAN, *President, Central Education Week Committee.*

This title may be startling to those who do not expect anything serious to happen in the sphere of education. An institution or system may be deemed to be passing through a period of crisis if its continuance and functioning be threatened by undue strain or successive shocks. A stereotyped literary education bearing no direct relation to life situations has been dominating all over the world for quite a long time. In India more than in any other country this system has been in force with very little change in character and outlook. A change over from the old single purpose school to the modern multi-purpose school has become imperative in view of the rapidly changing conditions in the world today. Western countries understood the signs of the times long ago and were ready with their schemes of educational reorganisation. We have yet to take any action though we have been talking about it all these years. That a change over from the old to the new with all its implications is necessary for the future of India is no longer a matter for discussion. We cannot get on without this change over and hence the crisis in Indian education today.

One would like to know the circumstances which precipitated the crisis. The defects of the present literary type formed matter for mere academic discussion so long as educated persons could be easily absorbed in the services and learned professions. The first shock came from the last world war. The problem of unemployment that accompanied the last world war made people think furiously of the soundness of our educational system. Our eyes were opened to the ineffectiveness and unsuitability of the present education. Official reports and those of non-official committees like the Sapru Committee were emphatic that the reform of education could no longer be delayed. The Inter-University Board drew the attention of the public and the authorities to the necessity for reform. The Govern-

ment of India itself issued a general circular to Local Governments and called upon them to undertake without delay a thorough overhauling of the educational system. It is noteworthy that the circular suggested among other things that each of the three stages of education, *viz.*, the elementary, secondary and collegiate, should be self-contained in addition to being useful as a preparation for the next stage. Emphasis was therefore laid in the circular that the education in each stage should fit the large number of pupils who prefer to enter life immediately on leaving the school for some occupation or other. There was a good deal of discussion on this proposal in our province. The South India Teachers' Union pressed for a thorough overhauling of the system as contemplated by the Central Government. But the recommendations of the Local Government were halting and unhelpful. Valuable time was lost in endless discussions even after the assumption of office by the Congress Ministry. It is a pity that very little came out of the discussions on the circular from the Government of India. The lesson of the crisis was thus forgotten for the time being.

The present world war overtook us rather too quickly. It is subjecting our educational system to repeated shocks. Technicians, skilled workers, experts, qualified propagandists and so on, are needed in thousands immediately. The cry is always for more and more. But the educational system in India is unfortunately not in a position to rise equal to the occasion. Look at the effect of the educational reforms introduced in England after the last world war as a result of the reports of the Hadow and Spens Committees. The battle for Britain is an eloquent testimony to the soundness of such reforms. The present total world war is a great eye-opener to us. It shows what little technical contribution can be expected from our schools in connection with modern wars in which technical

training and weapons count for much. The problem in peace time will be no less exacting for many years after the war. Those who are competent to express an opinion assure us that the conditions in the society will be radically different from what they are today. The schools of the future can no longer be content with the transmission of mere book knowledge. The race is certainly for those nations whose school are properly re-organised to give a sound all-round education to all the young men and women. Modern schools seek to train them to understand their position as individuals in the society as well as the interests of those around them and adjust themselves accordingly. Modern schools have to look ahead while arranging their programme. They should pay due regard to the manifold aspects of the child, *viz.*, as a member of the family, as a member of the society, as the future bread-winner and as an individual personality. The objective of modern education is far more comprehensive and it is expected of the national educational system to enable the pupil to become *able bodied, healthy, cultured, intelligent, self-reliant and co-operating citizen.* Is there not a wide gulf between this objective of the new education and that of the old? Can we still continue to be indifferent to the question of educational reform? To be indifferent is to deny the opportunity that India rightly needs today for winning her legitimate place among the civilised countries.

It will be nothing short of a disaster if our leaders should again fail to appreciate the crisis and take suitable action without any delay. How essential is the reform of education under changing world conditions will become obvious from the foresight of His Majesty's Government. It has thought it necessary to undertake a remarkable piece of educational legislation right in the midst of war. The Butler Education Act is a very important measure which is to train the English youth for the great responsibilities of a citizen of the empire. It makes generous provision for financial help to the managing bodies to enable them to keep pace with the modern development.

What about unchanging India? We are all hopeful that post-war India will

enjoy Dominion Status. The implications of this change are far reaching. Post-war India can win a good name for itself only when strenuous and sustained efforts are made for effecting the change over of the educational system from the old to the new as rapidly and completely as possible. Fortunately for us the official report of the Central Advisory Board of the Government of India, popularly known as the Sargent Scheme, is available for our purpose. The Committee does not regard its report as an ideal comprehensive plan still. It is undoubtedly a well conceived and well intentioned realistic national scheme. The salient points of the scheme will certainly help our schools to do what is expected of modern schools in western countries.

It is natural that critics should point out a defect here and a defect there. The criticism is not always well-founded. It is sometimes an indication of needless fear or distrust. The report of the Committee is free from objectionable features and should be welcomed by all well-wishers of the country. It leaves no one in doubt with regard to the seriousness of the crisis in education. It regrets that what ought to have been done was not properly attended to in the past. It warns us that, if India should occupy the legitimate place among civilised countries, we should immediately set about the business of educational reform and planning and go in wholeheartedly for the scheme in its entirety.

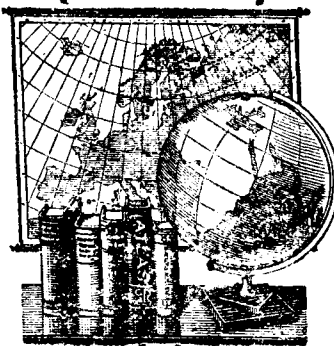
Now is the time for the South India Teachers' Union to do its duty by the country. This opportunity should not be allowed to slip. It is a crime for teachers to sit with folded hands and expect others to take interest in educational reform. The Government will be naturally pre-occupied with varied questions of administration and reconstruction. Our leaders will have their hands too full and many of them will be by temperament and tradition slow to realise the urgency of educational reform. Parents have their own day-to-day problems and they will be finding it difficult to come to a conclusion. The S. I. T. U. will be serving the cause of the nation if it should educate the public with regard to the urgency and necessity of the change over to the modern edu-

cation. It should give wide publicity to the essential points of the Sargent Scheme and rouse the parents and the public to the necessity for immediate action by the Government and the leaders. The public should be enabled to demand from the political parties and leaders assurance of support for the Sargent Scheme. Unless a steady and systematic attempt is made by the Union to educate the public, the Sargent Scheme may be shelved and locked up in the Secretariat. Can we allow this to happen? The Union welcomes the Sargent Scheme because the scheme stands for (1) the education of the whole nation irrespective of caste, community, race, creed, etc., (2) the education of the whole man including physical and vocational education (3) equality of opportunity to ensure that every individual gets the type of education from which he can derive any benefit and that poor pupils with talents be helped by liberal scholarships and maintenance allowances, (4) the liberal provision of diversified course to meet the needs of the heterogeneous school going population, (5) the adult education which is to transform millions of illiterate adults into useful literate citizens, (6) the emphasis of admission of financial responsibility by the Government and (7) a well-equipped, efficient and contented teaching profession. These are not features of ordinary significance. No other report, official or non-official, can ever claim to be so comprehensive and so well suited to the

needs of the present day. Nothing that is essential has been omitted. Anything less than what is contained in the Report will hardly meet the needs of the situation. Let the S. I. T. U. secure to the Indian youth the opportunity he requires and let the educational system come out of the crisis with renewed vigour. The Education Week is the opportune moment for this public work.

GEORGE PHILIP & SON, LTD.
LONDON ENGLAND

Supplies of our Atlases, Maps, Globes and Books are inevitably restricted at the present time. We are, however, doing our utmost to keep faith with our many customers in India, and we look forward to the time when conditions will permit us to meet all requirements in full and without delay.



INQUIRIES TO
LONGMANS, GREEN & CO., LTD.
CALCUTTA—BOMBAY—MADRAS

The 14th South Indian Education Week

At a meeting held on the 18th September 1944, a Central Education Week Committee was constituted with the following persons as members:—

Mr. M. S. Sabhesan—*President*,
„ T. P. Srinivasavaradan—*Convener*,
„ V. Srinivasan,
„ S. D. Purushothaman,
„ S. Natarajan,
and Miss S. Chellam of *S.I.T.U.*,
Mr. N. Rajaratnam of *Madras Teachers' Guild*
Rev. D. Chellappa of *Missionary Educational Council of South India*,

Mr. J. I. Muthiah of *Boy Scouts Association*,
Mrs. S. Chellammal of *Hindustan Scout Association*,
Mr. R. Ekambaram of *Madras Parents' Association*,
and Mr. T. N. Lakshmipathy, Rev. Father Thomas and Dr. D. S. Rajalakshmi, of *Madras Adults Association*.

It was also resolved to include the representatives of other educational organisations in the Committee.

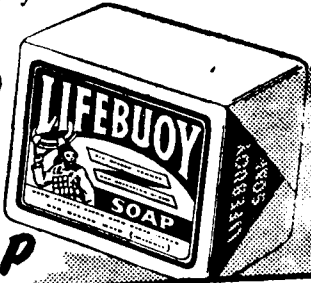
T. P. SRINIVASAVARADAN,
Convener.



Get the "Good Health" habit NOW—and keep fit for your future!

You will need good health to help you to succeed. So learn how to keep fit now. The Lifebuoy habit will help you. Men who are keen on good health, the world over, bathe with Lifebuoy regularly. This soap protects from germs and infection—makes it easy to keep fresh and fit. And—as with every other bit of good training—you can't begin the Lifebuoy habit too soon.

Use LIFEBOUY the "Good Health" SOAP



LEVER BROTHERS (INDIA) LIMITED

EDITORIAL

Surplus Schools

It is said that over 120 secondary schools in this presidency are working at a profit, i.e., their fee income is in excess of their expenditure. When teachers in aided secondary schools request that dearness allowance should be paid to them at government rates from provincial funds, we are told, that the authorities refer to these surplus schools and ask why money should be paid from provincial funds to meet the cost of dearness allowance to the teachers employed in those surplus schools. We are further told that a good number of these surplus schools show no great enthusiasm in taking advantage even of the government's permissive order that expenditure on dearness allowance at half the government rates would be admitted for aid. It is further alleged that the scales of salaries paid to teachers in some of these institutions are far from being adequate. If these be true, they reflect no credit on these managements. A school can make a profit only by increasing the income and reducing the expenditure. If aided schools were permitted to levy fees at rates higher than the standard rates, it was with a view to enabling the managements to properly equip their schools and to pay their staff adequate salaries. If while expenditure on equipment and staff is stinted, schools should levy higher rates of fees and make annual profits, it can well be construed as a breach of trust. The public who pay the higher rates of fees and the government that permits such a levy have a right to express to the managements of these institutions their strong disapproval. Managements must realise that managing a school is not like conducting a commercial concern. Education is a social activity. It is no wisdom to be saving money by starving the teachers and denying them the facilities and the equipment so necessary to make their work useful and efficient. We do not like the idea of government frequently interfering in the affairs of aided institutions. We are for aided institutions

maintaining their independence. But independence should not be considered as freedom from all control and as a right not to discharge one's legitimate duties. The grant in aid code contains clauses which state in clear terms how the surplus should be utilised. If the managements of such schools do not revise their policy, the Union may have to urge the government to examine the finances of these institutions and compel them to liberalise the scales of salaries to their teachers and equip their schools adequately.

The 14th South Indian Education Week

Elsewhere we publish a brief statement explaining the Central Theme of the Education Week this year. Copies of the Sargent Scheme are now available at the Government Press. The Salient features of this memorandum were published in the February issue of our journal. We appeal to all Teachers' Associations to take steps for the effective observance of Education Week from the 9th to the 14th of October and take this opportunity to acquaint the public with the essential features of the Sargent scheme and create a strong demand for immediate reorganisation of our educational policy on sound national lines.

The 35th Madras Provincial Educational Conference

We are glad to inform our readers that the Malabar District Teachers' Guild has confirmed its invitation to the S. I. T. U. to hold its 35th Provincial Educational Conference in Malabar. We understand that arrangements are being made to constitute a very strong reception committee and that it has been resolved to hold the Conference at Calicut in the 1st week of May 1945.

All-India Educational Conference

The 20th All-India Educational Conference will be held at Cawnpore from the 29th to the 31st December 1944. Sir C. P. Ramaswami Aiyer, Dewan of Travancore, has consented to preside.

SMALL Savings Scheme

A Nation has no better shield against adversity
than The National Savings

SAVE AND LEND
DON'T HOARD OR SPEND

BUY
National Savings Certificates

AND
Make your Money Grow.

Rs. 10 to 15, 100 to 150,
1,000 to 1,500 & 5,000 to 7,500

Note:—

(a) 'Local Authorities' (as defined in the General Clauses Act, 1897) and registered Co-operative Societies can now invest in NATIONAL SAVINGS CERTIFICATES up to a limit of Rs. ONE LAKH.

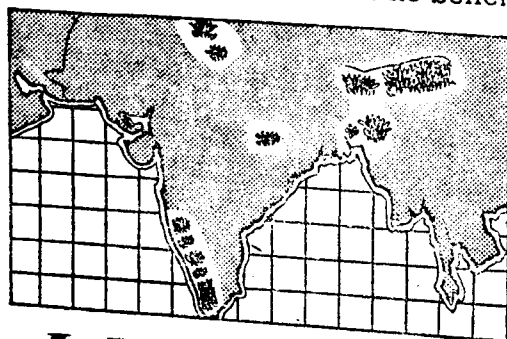
(b) Scheduled Banks and Provincial Co-operative Banks can invest on behalf of an adult client, minor, incorporated body or other association, up to a limit of Rs. 5,000 in each case.

(c) NATIONAL SAVINGS CERTIFICATES can be transferred to a Government State official as security at any time.

(d) The income derived does not have to be shown in the 'total income' of the holder for Income Tax assessment. In short, the interest does NOT, in any way, increase the rate of income Tax payable on income derived from other sources.



A million workers in a million acres! This large labour force, which works on India's 5000 tea gardens consists of happy and contented people of all castes and creeds living and labouring together in perfect harmony. Continue to drink Indian Tea and thereby help Indian labour to enjoy the fruits of their toil. There is no better beverage in the world.



Cut out this advertisement and send it, together with your name, address and occupation (in block letters), to the Commissioner for India, Indian Tea Market Expansion Board, P. O. Box No. 2172, Calcutta, who will send you, free of charge, a copy of an illustrated booklet entitled "The March of Indian Tea", which tells you of the growth and development of Indian tea into a great national industry and beverage.

INDIAN TEA

The World's Best Beverage

INSERTED BY THE INDIAN TEA



MARKET EXPANSION BOARD

11K 190

தமிழ்நாடு ஆவணக்காப்பக நூலகம்,
எழும்பூர், சென்னை-600 063.

தமிழக அரசு, 1970.

சே. எண் :

11. 675'6 :

[illegible]

S.F. 259A-6-1,00,000-30-1-04.