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The South Indian Teacher

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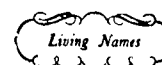
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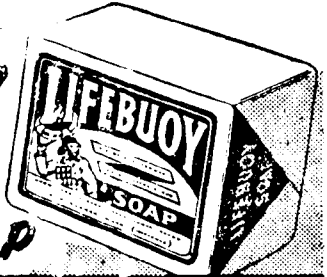
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THE SOUTH INDIAN TEACHER

Vol. XVIII

MAY, 1945

No. 5

A MESSAGE FROM SIR CYRIL NORWOOD.

Dear Sir,

IT is not possible for me in carrying out the somewhat heavy programme which has been arranged for us to write as fully and as carefully as I should wish to do in sending a message for publication to the South Indian Teacher. I have only to say in effect that the future of India as of other countries will depend in considerable measure upon the respect which is paid to knowledge and the use which is made of science and that means, as an immediately practical measure, that the status of all teachers needs to be raised, their pay increased and opportunities for self improvement made more possible.

Yours sincerely,

(Sd.) CYRIL NORWOOD

MESSAGE BY AIRGRAPH.

(Received from the Editor, the Educational Review,
New Brunswick, Canada.)

M. S. SABHESAN, M.A.,

520, High Road,

Triplicane, Madras, India.

March 31, 1945.

Your magazine, "The South Indian Teacher" has been coming to us with surprising regularity from faraway India and is always of great interest to our teachers here and even the stamps are prized by our student stamp-collectors. Evidently, those interested in education have the same problems everywhere and the war has simply aggravated difficulties that are always present. In material matters, we both have a paper shortage but apparently both paper shortage and high cost of living are worse in India than in Canada. However, as I write, our armies are making amazing progress into the very heart of Germany and we dare hope for a speedy end of the German war. . . . (Our New Brunswick is in Canada, a very proud dominion in the British Commonwealth of Nations). With best wishes for your continued successes.

Yours very truly,
MURIEL K. STEEVES.

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LADIES AND GENTLEMEN,

You, the members of the South India Teachers' Union, have done me great honour by inviting me to preside over this large select and distinguished gathering of the scholars of South India. I value the privilege all the more because it places me with that great galaxy of statesmen and the celebrities who at one time or other have sat over the annual sessions of this learned body and brought distinction to your deliberations and decisions. All the same, while I am grateful to you all for the trust you have reposed in me, I have accepted your trust with considerable hesitation because I doubt my ability to give you just the guidance you need at the most critical juncture, when many aspects of our national existence are still seething with ferment, and our political future yet undecided.

We are met here to-day at a very crucial hour of world history. The horrid hordes of Nazi Huns are being hounded down to their very dens after a stupendous effort into which the resources of most of the world in men, material and money have been thrown in for the mightiest sacrifice ever made before the Altar of Freedom. As in Europe so in Asia, the tide of military events is turning rapidly in favour of democracy. We are winning the war; and with it we are winning back the honour of the human race and its hopes of a world united by the common bonds of freedom and love. In a few days the paeans of victory will be heard thundering through the battle-scarred countries of Europe as well as through those lands whose people have strained every nerve to aid the democracies in their dire hour of trial, and stinted nothing for the winning of the victory against the monstrous forces of totalitarian tyranny, which not long ago sat on the peoples of Europe like a terrible nightmare. With the victory in the west, the winning of the war in the east cannot long be delayed; and let us hope within a few months the forces of freedom will destroy the last vestiges of Japanese avarice and their fascist bestiality. And then, we in India with the rest of the peoples of the world, may well breathe a sigh of relief and hope, hope earnestly, that with the victories of allied arms we would also win the peace that will ensure the world freedom from fear and the right to live without want, and to live the abundant life in fear of God, and with love, friendship and trust.

But our hopes of a new world which will be free from the fears of aggression and exploitation and which would at the same time ensure for the peoples in all climes the same freedom that the Britishers or the Americans, for instance, enjoy to-day can only be realised by conceding this country the supreme power of self-determination. However, I believe freedom to be a thing which cannot be imposed from without. We may expect that in that international meeting of Allied representatives, India's right to self-determination will be taken for granted and this country assured of Allied co-operation in the efforts for advancement. Democracy is, however, a political ideal to which we can attain only through determination and assiduous self-effort. The more enlightened sections of our population have, indeed, for some time past proclaimed their firm faith in democratic ideals and advocated their practice in this country; but it has been doubted whether the natural aptitude of the greater part of our people, our historic tradition, and, even our economic condition, would permit their realisation in India in the near future. We are not in this conference directly concerned with these political questionings, but I may say that the ultimate purpose of all educational endeavour is the elevation of man through the development of human personality; and this same high purpose is also definitely the end and aim of democracy. But the highest purpose of the democratic state, the greatest happiness of its subjects, can only be achieved through a body of intelligent and enlightened citizens. The citizen of a modern democracy needs most the power of reason. The more the capacity for independent thought is developed in the individual, the greater will be his willingness to hear all sides of a question. Reason develops and improves understanding, and where there is understanding, despite great diversity of opinions there can be agreement. In this country even though we have been agitating for well over half a century for the establishment of popular Government, nine-tenths of the population are still not only illiterate and ill-informed, but so poorly equipped with the power of judgment or insight that they may be considered in their present stage to be thoroughly unfit to shoulder the duties of responsible citizenship in a democratic organisation. That is perhaps one reason why our persistent endeavours towards political agreement have so far proved futile. Our class cleavages have tended to become wider and wider perhaps, largely because we have lacked the sympathy and good humour which flow naturally from the acquisition of the true power of understanding. I may, therefore, venture to say that the larger part of our society must yet be trained in the fundamentals of social living in order that they may achieve the capacity for toleration so essential to the protection and safeguard both of the individual's rights and liberties and of the interests and privileges of minorities of whom there are so many in this country. By stating this I do not wish in the least to decry the demands of freedom that we have been so earnestly making for some decades. I only wish to suggest that the democracy we seek to achieve in this land in the best interests of every one of its citizens must be based upon the sure foundation of the enlightened co-operation of all its citizens. In other words, our democracy must be based upon the strong foundation of an educational system which will develop in the individual citizen the power of reason and understanding and the ability to exercise more and more those great human qualities which raise man above the level of the beast and exalt and ennoble the human race. The history of modern democracies will show that where the citizens have

received the benefits of a humane and liberal education most, there, popular Governments have tended to become most successful. Not that the education of every citizen is a condition precedent to the establishment of democracy but that education is the certain foundation on which the future of democracy is based, is all that I wish to emphasise. In the Totalitarian tyrannies which are now being luckily destroyed, propaganda was devised to replace education; and therefore, it happened that in those unfortunate countries in place of equality and justice, of freedom and initiative, of love and sympathy, the people displayed a new type of racial arrogance that gave no quarter to other peoples, a blind belief in their supremacy which turned men and women alike into mere military automatons, and a tragic pride which made them insensate to all qualities which may be called human and altogether turned them into a new species of wild beast preying upon its own kind. To you the friends of democracy, to you true patriots, to you who have placed your faith in the greater destiny of this land and therefore devoted yourself to the noble cause of education, there is hardly need to speak of the dangers of totalitarian ideals; yet, I may say, so insidious is their effect and so strong their ready appeal to the unwary, that many apparently enlightened men both in the east and in the west appeared to have fallen an unconscious prey to Nazi ideals of education. In the hurly-burly of modern existence people have often little time to pause and think. The industrial system in which division of labour and specialisation play prominent parts and which form the basis of our economic existence, limits greatly the experience of the individual and narrows his vision of life. The dictators who till the other day possessed the world like the very Devil, were quick to see in these factors their great opportunity for domination; and they promptly seized them and utilised them to their best advantage by every possible means of publicity and training, making each individual citizen into an instructed instrument of the state's purpose and not the free and thinking being that we wish him to be. In the Authoritarian states, education and training have thus been devised with a definite anti-intellectual bias. Human emotions have been utilised to suppress humane tendencies and passion has replaced reason. In place of the great brotherhood of man the philosophers have sought to secure, the dictators developed in their peoples a sense of unity based on intolerance and hatred. In place of love, truthfulness, friendliness, sympathy and kindness the tyrants have sought to secure strong will and resolution and implicit obedience. Great stress has been laid upon physical training and strong bodies, utilising joy as a means of physical strength rather seeking joy through health and strength.

Certain qualities which the Nazis valued in the citizen are indeed qualities which have inherent values in human societies such as physical excellence in its people and good health, courage, devotion to a good cause and strength of resolution sufficient to resist the weakening forces of social existence. But by developing these qualities, Democracy strives through education to make the most of humans as humans, while, through them, Totalitarian rule would endeavour to make men, and women and children as well, into mere tools of state authority devoid of all that is best and most valued in civilised society.

I have noticed tendencies in our recent thought towards an undue emphasis of those very aspects of life by which the Nazis and the Fascists and

their base imitators, the Japanese, have laid stress in order to build out of their peoples a destructive military machine. In our social life and in our politics and in many schemes of economic improvement, our leaders have displayed a perceptible tendency towards the emulation of Totalitarian examples, and as a result there has been an unfortunate outcry from time to time against any system of liberal education which did not directly provide technical or vocational training and prepare peoples for skilled trades and profession. One of the primary aims of any Government should indeed be the betterment of the standards of existence and in India the need is emergent and has been long delayed. But on that very account we seem to desire a short cut to material advancement. While it is true that our agriculture and our trade and industries must be fully and rapidly developed so as to ensure a living wage to all our workers, we should not also overlook the fact that the foundations which we lay for our economic advancement must primarily be the full and balanced growth of the individual citizen. In a published statement of forty-six prominent thinkers and industrialists of England, a statement recently issued under the auspices of Nuffield College, a strong plea is made for the greater extension of the public provision for education because there is an imperative obligation imposed upon the nation to improve to the fullest possible extent the quality of its juveniles both as producers and as citizens. If such a plea is felt to be necessary in so enlightened a country as England, how much more essential should it be for us in India to provide as a mere basis for general progress the benefits of a liberal and humane education to the millions of our people who are still sunk in ignorance!

I have so far attempted briefly to indicate to you certain dangers that have tended to hinder educational progress in free countries and even in India; and in doing so I have stressed the importance of developing the mental and moral powers of the people and securing their physical excellence in the interests of our unity, our safety and success as a free society. I have presumed that in order to secure the ultimate ends of education we will have that absolute freedom that is so indispensable to the development of responsible thought in the individual and the creation of a trustworthy public opinion among the people. But free thought and opinion cannot be achieved in our land through mere literacy alone, even though the removal of illiteracy is by itself a major problem of this country. We have got to acquaint our people with at least parts of that great stock of modern knowledge by which public opinion is created and moral advancement achieved. It is this necessity to impart knowledge of the many fields of human activity to the young that have compelled even enlightened nations like the Americans and the Britishers to think in terms extending beyond the mere bounds of liquidating illiteracy, and to consider the extension of age ranges of compulsory education from fourteen to sixteen. From this point of view, we should welcome that great and well-thought out scheme of post-war development of education in our country known as the Sargent Scheme which postulates that "all children must receive enough education to prepare them to earn a living as well as to fulfil themselves as individuals and discharge their duties as citizens."

In accordance with the principle thus enunciated the framers of the Scheme would desire the introduction immediately after the close of the war a

system of education by which the greater part of our juvenile and adult population may be fitted for sound citizenship. The stage is almost gone when a criticism of the now famous scheme would be felt necessary. It was the subject of this same conference last year and our then President, Sir N. Gopalaswami Iyengar, has made a critical examination of that document backed by his own profound knowledge and rich, ripe administrative experience. University bodies all over the country and conferences like ours have made various suggestions regarding its merits, and its defects and shortcomings. Therefore, it would perhaps be superfluous on my part to offer my own criticism directly bearing upon that worthy document. All the same, I shall make a few cursory remarks concerning some of the aspects of the scheme of post-war educational development we have before us. At the outset it must be said that if the working of the scheme will be coeval with the gift of freedom we hope for shortly, we should accordingly expect, with the simultaneous working of our democracy, to have a concerted and systematic attempt to get our people both young and old to realise through literacy and knowledge the duties and responsibilities of their new citizenship. But the framers of the scheme foresee stupendous difficulties in the way of the early achievement of this hope. For the establishment merely of a system of free and compulsory education, up to the middle school standard it is estimated that over 200 crores would be required as a minimum, planning on a modest scale. It is estimated further that in relation to the colossal number of illiterates of this country the number of teachers that would become available for employment would prevent the attainment of the maximum benefit for nearly four decades. But no financial difficulty can be allowed to stand in the way of our early attainment of the object of the scheme of educational development. If the achievement of freedom is to mean anything for us, if the betterment of the standards of our people is going to be a reality and not a dream, if the speed of our political and economic progress is going to be commensurate with the rapidity of world progress, if our own national entity is to be ensured and safeguarded in the keen struggle for survival that we see all round us, then it becomes our imperative duty to improve and strengthen our people in the quickest possible time with the benefits of enlightenment. We have already lagged greatly behind other nations in the race for progress; and to keep pace with other peoples, we should endeavour to regain lost time, strain every nerve and devote the greater part of our national resources primarily to the great task of developing the hidden power of the people which this nation has yet to realise.

In the war against the dictatorial demons and their destructive tyranny, free peoples have spent practically every ounce of their national resources for the preservation of their freedom. If but a tenth of that mighty expenditure could be devoted to the war against ignorance, much of the suffering and grief which now afflict the world may be avoided. It is not for us in this conference to get into the question how the expenditure on education is going to be met. If there is a will, there is a way. Capital balances of the Government, endeavours to develop the national resources and special loans may or may not prove helpful. Most critics seem to be agreed that as the Sargent Scheme stands, the liquidation of the illiteracy will not be easy to achieve in the near future. As a way out of the difficulty, a few plausible measures of quick progress have been suggested. One is the suggestion made by Sir N. Gopalaswami Iyengar

at this conference last year that wherever possible the shift system of getting the same teacher to teach two different sets of people at different parts of the day should be adopted. A second suggestion of his is also to enlarge the size of the class unit. These suggestions are valuable and we may be compelled to adopt them; but they imply abbreviations of the school day and involves the risk of over-burdening the teacher and reducing his efficiency. Another suggestion is the reduction in the extent of our immediate objective of free and compulsory education. As in the Russian plan, and on the principle that half a loaf is better than no loaf, it has been proposed by some that, as a beginning, the period of compulsory instruction may be limited to the Junior Basic (Primary) school age. But the main obstacle towards the early achievement of the scheme will be the paucity of teachers. With every step in the progress of free and compulsory education the demand for an increase in the efficiency and the number of the teachers required must be satisfied, if the ultimate ends of the whole plan are to be reached. Without attempting to weary you with the figures with which you must already be familiar, let me say that, apart from the small body of qualified and semi-qualified teachers we have in this country, unless every citizen with some education is mustered to the task of liquidating illiteracy, the ultimate benefits will be hard to realise. To this end the state must compel practically every well-educated citizen to devote at least an hour of his work daily to the teaching of the illiterate and ill-educated; and to ensure this, the state as well as other employers, must wherever necessary release their employees for teaching work for an hour until such time when the teacher famine ceases. I have made bold to give this suggestion for its worth, in order that the blind may not be compelled to lead the blind, so that we may effectively face the shortage of teachers which will exist for some time to come. Another suggestion I venture to make is the employment in ever-increasing numbers of educated women as teachers especially of primary schools. Women are by nature equipped with sympathy and understanding necessary to the teaching of the young; we must therefore make a determined effort to get every educated woman in the country to shoulder the burden of teachership. Greater facilities for the education of women and special stimulus for their higher education must be given in the state provision for education. There is further a decided advantage to be gained by the employment of women as teachers of Junior Basic Schools. They will help by their increased employment as teachers to relieve able-bodied and educated men from schools for the more difficult trades of agriculture and industry which also will demand the urgent employment of educated men. Our present conservatism concerning the place of the women in social life is inconsistent with our democratic ideals and aspirations, and hence it is all the more necessary we should leave no stone unturned to make women the equal partners with men in the post-war life we propose to live. Facilities for the utmost educational development of women must be provided on a generous scale for their benefit and opportunities for their employment in every possible walk of life should be increased.

Once the first steps to education are laid and compulsion is ensured up to the primary school age, continued progress may not be difficult of attainment. Opportunities for continued education may then be provided at both rural and urban centres where labour may be employed; and, through these facilities for further education, our people may gain in ever-increasing measure not merely

experience in social living but knowledge of arts and sciences, skill and capacity for efficient work and the ability to add to the stock of world knowledge through experience and research. Such out-of-school education is not a practical impossibility. Russian experience is in its favour and even the experience of Britain and America would encourage the extension of educational facilities beyond the school room and college hall into the realms of trade and industry. In fact I foresee developments in the West which will shortly make it possible for industries to play a part not less prominent than those of Universities in the furtherance of scientific research and the advancement of technical excellence. And that is one more reason why in this country we shall lose no time to start an era of Scientific, Agricultural and Industrial progress. The more we develop industries, and the trade which follows with their progress, the greater will be the opportunities both for employment of the educated and the continued education of those who could not be fully developed and improved in youth by any introductory system of free and compulsory instruction. As education is the complement of democracy, so is industry the complement of education.

Wise and well planned industrial development will raise the standard of our living; and once the standard of living is bettered, the difficulties of financial limitations now threatening progress, will tend gradually to disappear. The dangers which were once said to be inherent to the industrial system may be easily avoided in the post-war plans for industry in this country, if the education of the masses is undertaken simultaneously with the growth of industrial labour and factory employment. The troubles that faced industries in the days of their infancy were largely due to ignorance and to insufficient preparation of the employee for his task on the one hand, and on the other, the want of understanding and humanity on the part of the employer, and the consequent narrowness of outlook that characterised the whole process of industry. To-day the employer of labour knows fully the solid advantages that accrue to him from the employment of educated and skilled labourers who have received the benefits through education of a disciplined mind and trained body. That is also why most industrialists to-day in the west would like to put their own shoulders to the wheel of Higher Education and Scientific Research. We may hope that even in this country the leaders of Industry will rapidly profit by the lessons learned in the west.

In this connection, I wish to stress another aspect of education which has not been sufficiently emphasised in the Sargent Plan. I have already said that our plans for educational development must be calculated to yield the quickest possible results consistent with efficiency; and if that is to be our criterion of progress, we must also plan for the rapid education of those who may be considered to be beyond the pale of the school curriculum. The Sargent Scheme proposes on an average to spend less than five rupees on each adult under forty and to secure educational benefits for all adults within a period of 25 years. I do not agree with certain critics who have described the money spent on adults as an avoidable waste. Without repeating myself, let me say that the greater the number of people who receive the benefits of education, however imperfectly imparted, and the more quickly it is done, the greater will be the strength of the foundations of our future political and economic progress. Hence I wish to make a plea for a more adequate provision than what the Sargent Plan proposes,

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for the education of our adults in order that the advantages of literacy, the power of thought where there is now none, knowledge and understanding and capacity for self-development, may be brought to the door of those to whom these opportunities were denied in their youth. Every means of education at our command both oral and visual must be utilised for the special benefit of the adults as they stand in need of special treatment. Women as well as men must receive all those benefits in the manner most calculated to be of profit to those who are now steeped in ignorance, poverty and superstition.

There are many who consider rural education more emergent and important than the education of the urban population. Without under-rating the importance of the education of the rural population it may be said that in any planned development of the future, no class or section of our people should be considered more or less important than the others except in so far as they stand in need of special development in order that they might be brought into line with the rest of our people. Progress in rural society has definitely been very slow and hence the education of the rural population deserves our emergent attention. Rural education must be so devised as to enable the rural population to benefit immediately by it. One of the primary tasks of education especially intended for a democratic order is to fit the people for a worthy occupation in life. On this basis rural people must be fitted by rural education for a hardy life of agriculture and allied effort in the open air and at the same time given the advantages of a general knowledge of social living and of the sciences whereby their outlook and understanding may be improved, their powers of reason aroused and their outlook widened. But while rural people must be educated with a rural bias, rural workers must not be denied the opportunity of benefiting by industrial advancement; either through training in cottage industries or through a system of continued education, farm labourers must be trained to become efficient and skilled workers suitable for factory employment.

The Sargent Plan of development is as perfect as it can be in most respects. In the many provisions it makes for pre-primary education in Nursery Schools, for the Education of the handicapped, for Higher and Technical Education and Research, for the Health and Recreation of the school child and the training of pupils in social and corporate activities, there is little left to be desired except to wish that a section had been included on Parent Education. Perhaps Parent education will not differ very much from Adult Education, barring the content; and I do not therefore, propose to discuss it. In so far as the provision for the health of the school children is concerned, I will beseech all teachers to devote their earnest attention to the questions that have been raised in this connection by the framers of the Sargent Scheme and the valuable provisions made in the plans for the establishment of a School Medical Service, for Physical Education and for corporate activities by which public and parental interest may be secured for institutions of education. Owing largely to bad tradition and the poverty of our equipment, our progress in physical education has not been as rapid as it should be. With able direction and strict control Physical Education will yield a valuable harvest of health, physical skills and bodily efficiency and also a welcome capacity for the worthy use of leisure. Games properly controlled and ably directed also offer an excellent field for the cultivation of character,

the like of which we cannot find elsewhere in the school curriculum. Physical education may not be a subject of study but it should receive the attention of every teacher in the school who should himself be capable of joyful participation in organised play activities. Teachers should be, however, warned against the dangers of over emphasising physical qualities at the expense of moral and ethical qualities.

Moral and ethical training must form an integral portion of your educational endeavour. We are all agreed that our education is for freedom; and freedom implies restraint. Where there is no discipline of the mind, there the emotions go uncontrolled and in the place of reason we have blind faith and base bigotry and rank passion. Where there is bigotry and blind belief, there can be no understanding and no agreement. Accordingly it becomes our primary duty, in the education of our people for a free society, to see that all those qualities which help to integrate human society into a happy organisation called the Democratic Order are developed in the people through every possible means. The history of those people who have suffered by disintegration through bigotry and blind faith should be brought home to the minds of the young. The recent cataclysm that has nearly destroyed the world, will prove an eye-opener to those who fail to exercise those great qualities that raise man above the level of the beast and ennoble him and make him akin to the God-head that he has to believe in. In a country like India, diversified so widely as it is by religions and many faiths, and sad to say, even by the lack of Faith, the introduction of religious instruction may not be a feasible proposition. It may, therefore, be deemed, in the present circumstances of our society, undesirable to impart religious instruction in the schools on any general basis. This deficiency, if it be a real deficiency, can be made up adequately by the adoption in all our schools of some system of moral and ethical instruction through which a just and humane outlook may be developed even in the young and the child made to realise the broad basis of social happiness and enabled to practise the ideals of friendliness, love and toleration.

It is well nigh impossible in a brief address like this to speak in full even of the more important aspects of the professional work we do. All the same I wish to touch upon two more phases of our educational endeavour—firstly the medium of instruction in our schools and the importance of the study of English, and, secondly the professional preparation of the teacher, his status and dignity. Concerning the medium of instruction, there can be no more two opinions upon this important subject. The mother tongue must be the medium of instruction. We have been for some time proclaiming loudly its importance and its advantages, but what have we actually done to make the many mother tongues of this wide land worthy media of instruction? Modern knowledge is concerned with modern developments and the greater part of life has been affected by the sciences, but Indian languages, at least the majority of South Indian Languages have not kept pace with scientific development, with the result that we can hardly impart exact knowledge of the sciences through the medium of the mother tongue. For the development of scientific terms in the mother tongue some effort has, indeed, been made; but I am tempted to think that it has not been either progressive or adequate. Only persons with the double qualification of being adepts in the mother tongue as well as the sciences

may be considered best qualified to assist in the creation of scientific terms. Another qualification which may be perhaps considered indispensable is expertness in the classical languages, especially Latin and Greek—the languages which have been largely used in the west for the invention of scientific terms.

To the study of English we have not given, at least in recent years, the same significance that we should give to a language of great international importance. English is a language of rich tradition; and it has developed with the development of civilisation and science. Accordingly, it possesses a great and noble literature whose history extends to over a thousand years of Western progress. The English language enjoys the rare distinction of being not only the language of the Empire but of America also; and it is known and spoken practically in every civilised country of the world. The Master Minds of the world have expressed their thoughts largely in English; and few peoples can on this account afford to ignore a language which is now synonymous with world progress. It will be a practical impossibility to translate all the great English books, whether of Literature or Science, into Tamil, Telugu or other Indian languages, even if our languages were developed into perfection as media of modern thought. What is more, we in this country who are anxious to get into line with the rest of the world and vie with it in intellectual and material progress, have great need to widen our thoughts and develop an international outlook and secure international understanding. For this purpose can we have a more efficient and useful instrument of advancement than that afforded by the English language? And yet, our present standards of teaching English are deplorably low, and it is even said that business and administrative efficiency has suffered by the lowering of the standard of English in the schools and colleges of this country. The study of English should not be considered as inconsistent with the love of the land: the more one loves his land, the more we should pay heed to the study of that only language by which the attention of the world may be focussed upon us.

Coming to the question of teacher training I wish to be very brief. The Sargent Plan has rightly stressed that not only should the teacher have professional training but be capable of “a way of life which will enable him to take to teaching not only as a profession but as a vocation. Apart from knowledge and devotion to duty the teacher's main tool must be love.” For teaching is rightly considered as the imparting of knowledge through love. Mr. Sargent has calculated that nearly 22 lakhs of teachers will be required to bring his scheme into full operation and its success will depend almost entirely on the quality of the teachers. We are asked all the same to wait for an inordinately long time to get the benefits of a compulsory system as it will take 40 years to get the full quota of teachers educated and trained. The professional training of the teacher is indeed planned with the greatest care; but without wishing to underrate the merits of trained teachers and without wishing to prejudice the interests of proper educational development may I suggest a short cut to the obtaining of teachers of higher education in the interests of an accelerated educational progress? Training in the theory and practice of pedagogy may be included as a part of preparation for degree courses like the B.A., and B.Sc. This may not conduce to efficiency but the immediate benefits are not likely to be disappointing especially if teachers are impelled by the highest ideals of

service and devotion to duty. Further in the interests of higher education systematic training must be offered in every educational institution for the progressive development of teachers in the lower grades into teachers with higher qualification fit to teach in high schools, Universities and research centres.

This brings me on to the subject of the status and dignity of the teacher. At present the salaries offered to teachers are ridiculously meagre and does not take into consideration the value or importance and dignity of the teacher in the social order. Even the scales proposed by the Sargent's Scheme are not generous and do not still enlarge the dignity of the teacher and increase his status. I believe that Sir Cyril Norwood speaking to the City teachers some time ago referred to the British proposals to give the teacher the salary of the civilian. In India there is generally an emergent need for raising wage levels and I hope full justice will be done to the teaching profession as real builders of the nation. I know many of us may have stories to tell of the difficulties of our service under present conditions of organisation and management. These difficulties will I hope disappear with the introduction of a central scheme and we may expect district and other advisory educational committees may be formed to work zealously for the honour and safety of the teaching profession. We on our part should go on equipping ourselves daily for the great and noble task ahead of us and see that by our self-effort and knowledge we raise ourselves so high in the ladder of educational profession, that there will be few further above us in the realms of educational achievement.

I could speak in this address upon the nature and content of instruction in the primary or junior basic, middle or senior basic schools, in the Junior and Senior Technical Schools and in the Universities; but I have chosen to exclude them from any detailed consideration in order that the main object of our immediate endeavour may be focussed upon the ultimate end and aim of the plans of educational development that we may lay in the interests of national advancement. Therefore, it is I started this address with an indictment of the ideals and methods of instruction and training pursued in the name of education, by a few men like Hitler who sprang up here and there in different parts of the world, apparently out of Cadmus Teeth, for the deliberate diversion of humanity from the beaten path of progress into destructive channels filled with the waters of racial arrogance and hatred, blood-thirstiness and bestiality of clouded visions and enslaved minds. Education is the primary foundation of a free society and is hence the basis on which the greatest happiness of the largest number can be ensured. Accordingly it becomes also our primary duty as teachers to enrich the human personality and enable every individual citizen through enlightenment and training to take a worthy place in free and progressive societies. The education so far pursued in this land has been so limited both in the extent of its operations and in the scope of its influence, that, apart from the greater majority of the people being still ignorant, even those few who have received benefits of education are often unable to shake themselves away from the shackles of enslaving tradition, cramping customs, silly superstitions and the conservative craze for privilege and exclusiveness inconsistent with every type of democratic aspiration. Political progress, economic prosperity and social advancement towards solidarity have all been hindered by the vicious

hold of the past over the present. Unless we break away from the rusty bonds of terrifying old traditions that have so widely divided us from the rest of progressive humanity, and kept us in the throes of disintegration and educational and economic ins efficiency, even the survival of the people in the struggle for existence must become a matter of doubt. Therefore,

Let the dead past bury its dead,
Act in the living present,
Heart within and God overhead.

Let me conclude by quoting the wise words of Sir Cyril Norwood :

"Unless the teachers of the world can remodel and re-inspire the education of the world, unless they can teach all classes the beauty and merits of toleration by which I mean that they will be able to disagree with people without dishonouring them or compelling them—unless that is done, Democracy will not work in this world and freedom will be lost. Events move extremely fast and those who have control of them can make them almost irresistible. The power to check and resist them lies in the schools. I know there is a long way to go for teachers in this country to become well enough, but do not be discouraged. GO ON STEADILY WITH YOUR WORK AND SET YOUR IDEALS VERY HIGH BECAUSE THE FUTURE OF THE WORLD DEPENDS ON YOU."

As an organisation of educators, the South India Teachers' Union has achieved a name for efficiency and strength. Its influence has been felt widely extending beyond the narrow limits of this province into regions beyond; and though we have yet a long way to go, and many obstacles great and small to be overcome before we are anywhere near perfection, the devoted attachment to the cause of true education and the fidelity shown by this organisation in the service of teachers for the improvement of their status, dignity and progress have, I believe, done a good deal to focus the attention of the Government and the people upon the importance of education, and the significance of the teacher's service to the nation. Administrative mechanisms have been gradually changed in relation to our demands; and it is our earnest hope that in the near future we will be able to find much that we have so earnestly and so eagerly sought.

The vast expanse of Indian manhood and womanhood has lain waste for centuries; and though the soil is rich and full of promise, and there grew upon it once a great and mighty civilisation the fruits of which people in other climes were glad to eat and thrive thereby, these fertile fields of Indian humanity which have for long lain fallow and parched, may now be fed with the waters of knowledge and made to grow green with the nurslings of culture and enlightenment and yield in time the golden corn of Abundant Life. Shall we be then the welcome farmers and make possible that rich harvest of freedom and progress or shall we not? Let us with one voice say "Yes" and fall in without waste of time to that truly noble task of turning the soil for that great yield.

EDITORIAL

V Day

The war in Europe has ended. Germany has surrendered unconditionally. It is now only a question of months if not weeks for Japan to be compelled to lay down arms. For six long years this global war No. 1 has paralysed the whole world inflicting untold miseries and hardships on the peoples of the world. The whole world will now heave a sigh of relief and celebrate the V Day with great joy. Victory throws a great responsibility on the leaders of the allied nations. They have not only to care for the people of the countries that have been freed from the enemy but take effective measures to make the peace lasting. We trust that the Divine hand which has all along helped the Allies to Victory, will guide them aright in establishing peace on firm foundations.

Still under consideration

Since 1942 the South India Teachers' Union has been representing to the authorities the hardship caused to teachers in aided educational institutions by the abnormal increase in the cost of living. While the cost of living index keeps on rising, the request of the teachers remains still under consideration. Every one in authority seems to be convinced of the need for immediate relief. The late Sir Meverel Statham on more than one occasion assured teachers that he had urged Government to order the payment of dearness allowance to those employed in aided institutions. A month before his much lamented and sudden death, he had with the approval of Government, circularised all managements that he was of opinion that dearness allowance should be paid to all their employees and even called for a report as to the action taken thereon. When a deputation representing the Union and the Madras Teachers' Guild waited on Sir Thomas Austin, in March last, he is reported to have told the

members that he was convinced of the need and the urgency for the grant of such a relief and that he was awaiting a report from the Director. It is even reported that he expressed himself in strong language while speaking about the salaries paid to teachers in this province. But yet there is some difficulty some where, and no action has yet been taken. Aided educational institutions are public institutions and Government have a responsibility in securing the welfare of the teachers employed therein. The grant-in-aid code is admittedly for normal times (how inadequate it is is well known). Extraordinary conditions, like the present require special action and we once again appeal to Government to pass early orders directing the managers to pay their employees dearness allowance at Government rates and placing at their disposal sufficient funds for the purpose. Teachers have waited long in patience and we trust their patience will not go in vain.

Meverel Memorial

We are glad to learn that an influential committee with Dr. Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor, University of Madras, as Chairman, has been constituted to take suitable steps to perpetuate the memory of the late Sir Meverel and commemorate his great services to the cause of Education in this province. Sir Meverel was a great friend of the teachers. He valiantly championed their cause and sincerely strove to better their status and conditions of service. We are sure that the teachers of this province would generously respond to the appeal of the memorial committee. It has been suggested that the establishment of a hostel for women students would be a fitting memorial. We learn of other efforts too to perpetuate the memory of Sir Meverel. It will be good if all efforts are centralised so that a substantial sum may be raised and a fitting memorial made possible.

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