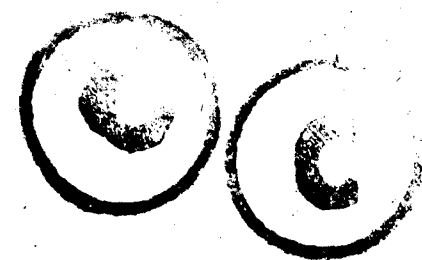


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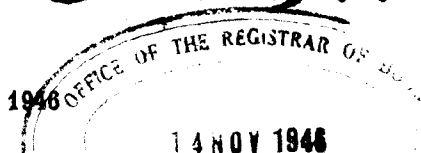
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SEPTEMBER 1946

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CHANGING EDUCATION FOR A CHANGING INDIA

DEWAN BAHADUR K. S. RAMASWAMY SASTRIGAL, B.A., B.L.

Stephan Leacock says in one of his ripest works combining sparkling humour and supreme wisdom: "Without the spirit all falls in a bittered heap. If education is to change, there must first come the consciousness of change." Till now most of the educational efforts aiming at a partial or total change in educational ideals and methods consisted only in the change of the educational environment. The statesmen in whose hands the educational destinies of the nation had been committed never had a real urge for change and did not feel a change in their own inner consciousness. Nor did such a feeling sweep through the national consciousness as a whole. The expenditure on education was always the Cinderella of the National Budget instead of being its Queen. Though there has always existed a certain amount of lip homage to the profession, or rather calling, as it was called, of the teachers, yet there was but little of genuine feeling that they were the custodians of the national heritage and the persons in charge of the greatest of the key industries of the nation and the ushers of the future of the nation. If such an attitude becomes a reality, then the public and the government will make education the first charge on the exchequer and raise the status and pri-

vileges and emoluments of the teacher of the nation.

The primary need is therefore to form and keep a clear and correct and comprehensive sense of the value of education in national life. Lord Haldane said well in his famous address on Universities and National Life in 1912: "It is in universities that the soul of a people mirrors itself." "The tumult and the shouting dies. The Captains and the Kings depart. But science and philosophy and literature and art remain and abide. The university is their loving mother and their nurture is in her hands. It has been said well that "universities must at times give society, not what society wants but what it needs." That is why a university should not be a mere maidservant of the legislature but should have academic autonomy and be the Queen in her household. She is the custodian of the heritage of the race and its sense of values. She must harmonise critical inquiry and creative activity. She must co-ordinate the sciences and the humanities. She must have an eye on the here and the hereafter. She must preserve and perpetuate and perfect the national life and yet attune it to the life of humanity as a whole. She must preserve and yet advance the frontiers of knowledge and mortality and spirit.

tuality. She must diffuse knowledge and yet intensify research. She must fuse and unify the practical and the speculative aspects of the mental life. She must focus the national mind both on the present, and future on here and hereafter. Education must be unified from the bottom to the top of the educational ladder, the university education being the fulfilment of the school education and the college education being the summation of the past and the fulfilment of the present and the prophecy of the future.

We have then another and equally important task, viz., the duty of adjusting national education to the national heritage and the national needs of the present and the national future, and also to the demands of modernity and of universal welfare. There is always an ever-present danger of too much emphasis on one or other of these aspects. An over-emphasis on the national aspect of education may intensify national vanity and egoism and intensify the spirit of cruelty and domination and exploitation. An over-emphasis on the heritage may render us ineffective in the world of today. An over-emphasis on modernity may cut us off from the roots of our ancient national culture and thereby doom us to sterility and barrenness of mind. An over-emphasis on universalism may stifle the growth of healthy and noble nationalism without which universalism will be only a vague ideological abstraction and may bring us on another and equally terrible form of national mental sterility. An over-emphasis on the humanities may take away our mastery over nature. An over-emphasis on the sciences may deprive us of the softening and sweetening influences without which the life of the jungle will be repeated amidst the seeming urbanities of civilisation—a spectacle which is abundantly seen in our era.

Apart from these difficulties which are inherent in any attempt at a balanced and progressive education and which are found all over the world, we have other difficulties as well. Our own culture has grown in a particular manner owing to the continuous impacts

of the national personality and the national and international environment. We have developed a certain ideology, a certain technique, and a certain set of ideals and values. We have accumulated much that is of enduring value and also much that is inconsistent with universal truth as accumulated in later ages. We have made little or no attempt to preserve the former and discard the latter. The result is that every boy and girl are loaded with the massive load of many useful and valuable and many more useless and valueless material.

In addition to these difficulties, our political position has brought us other difficulties which are due to the cultural heritage of the west, especially in Britain. British culture is an extremely composite culture and has had to carry a curious load of national traditions, and Christian traditions and try to unify these with modern science and nationalism and democracy. The British have brought that load to us and introduced it also into modern Indian education. Mr. Leacock says, "A part of the present difficulty is that our school and college curriculum in its one thousand years of development from the church schools of the Middle Ages has taken on a mass of subject-matter beyond the range of any mind. We have not yet learned to condense to useful essentials the things beyond study in detail. The best part of any subject is the general view, the thorough smattering just mentioned, that carries to the individual the results for which others have given the work of their lives. The outline of the world's history can occupy half an hour, or half a session or half a century." The British system of education itself is thus devoid of mastery over its own heavy accumulations of materials part of which is of enduring value and part of which is rubbish eminently fit to be rejected and jettisoned.

Thus we are bearing today in India a double load of many useful and many more useless things. Whenever the load becomes heavy in our estimation, we are prone to throw down the indigenous heritage and to hug the foreign heritage.

The national languages and literatures and arts and philosophies and religions of India have often been given a back seat or no seat at all in modern Indian education. We have therefore as our primary task the duty of selection of all that is best in the old and in the new and make it available to the future generations in India.

Another defect of modern education is that it is not only encumbered with the debris of ages but also that it is largely impractical and does not relate itself to the realities of everyday life. Mr. Leacock says further: "We have further encumbered the curriculum with the attempt to teach things that cannot be imparted by class-room work, too practical for anything but actual practice, or too vague and general for anything but general reflection." If real education is a preparation for life here and hereafter, we must have sense enough to gather together things which will enable us to live as real men and women in the real world of today and which will fit each of us for the inevitable hereafter in the course of our future destinies. We must alter our methods of education and teach practical things in a practical way and speculative things in a speculative manner. A great deal of time is now being wasted in mere cram, in mere historical surveys of discarded superstitions and theories and beliefs, in laborious acquisitions of mostly useless matter which has to be forgotten or discarded later on. Here again we have to achieve a selection of materials and methods to make education quicker and more beneficial and fruitful hereafter.

These are not the only defects. How much time is wasted which could be well saved and applied better? Mr. Leacock says: "A saving of time perhaps equally important can be effected by altering the form and method of its progress. To a very great extent all our school children and students in America and in England move along in a system of one-year promotions, all advancing together—or staying back to join the next consignment." Thus by the time the student has reached middle high school

on his way to college, he has already joined a sort of 'convoy' that moves slowly down the widening stream of education, always at the pace of the slowest. It sweeps along majestically, working puzzles, muttering declensions, answering quizzes, and translating 'parlez-vous.' He proceeds to state in his own bright and whimsical manner the difference between the clever boys and the ordinary boys. He says, "Any ordinary bright boy could strike out from the convoy, like a ship from a fleet, like a fast motor boat from among freighters and distance it by two years. By the time the heavy convoy reached its goal, he would have been there already for years, married with one and a half children, and established position, whiskers, debts, life. He would watch the convoy discharging its spectacled neophytes, thirty years old, timid in the day light shuddering at life, having lived for thirty years on other people's money. That is a little exaggerated, but it is good enough." Making all allowances for the whimsical exaggeration of the abovesaid views, there is a memorable aspect, that is the forgotten aspect of modern education which has been introduced from the West into the East. Today mass appeal is everywhere and individual appeal is nowhere. Mass appeal in education has certainly a valuable aspect. It has broadened the area of education and brought the benefits of education to ever-increasing numbers of men and women. But a way must be found to combine individual appeal with mass appeal. The bright boys could be enabled to have a quicker progress than others. What happens today is an inevitable dulling of the brighter boys and girls and a sacrifice of the individual appeal in education in favour of a mass appeal.

In a humorous way attention has been drawn by Mr. Leacock to another spreading and increasing modern evil. Education is eating up life today. Education is a preparation for life. But if it eats up life, how can it prepare for life? He says well, "Education, in the narrow sense of school and college attendance, is taking too heavy a toll of the years of life and the curriculum

should be shortened. But in the wider sense, what I want to advocate is not to make education shorter, but to make it much longer, indeed to make it last as long as life itself. What I find wrong is the stark division now existing between the years of formal education and entry in the work of life. Education has become to a great extent a mere acquirement of legal qualification to enter a closed profession, in place of being a process undertaken for its own sake. All that is best in education can only be acquired by spontaneous interest. Thus gained it lasts and goes on. Education merely imposed as a compulsory prerequisite to something else, finishes and withers when its task is done. Real education should mean a wonderful beginning, a marvellous initiation, a thorough "smattering" and life will carry it on." This is the wise and deliberate opinion of one (in his own words) who had "an experience of nearly 20 years of school and college training, ten years of school teaching, 86 years of college lecturing and three years of retirement, to think it over." I think that it is entirely possible to set up seven years of primary school education into four years, and six years of secondary education into four years. We have also to consider carefully the basic ideas of the Wardha scheme of education. The present cleavage between the so called liberal education and the so called vocational and technological education is in reality baseless. It is a legacy of the scholastic education of the middle ages in Europe. The renaissance gave man a new intimate touch with his environment and science gave a new meaning to such new intimacy. Mind knows itself better in and through matter. The mind has its centre in the brain but functions through the whole body. The unity of the so called triple functions of the mind and the harmony and inter-action of the mind and the senses and the body are the primary and supreme and most valuable lessons of modern psychological thought. It is equally absurd to dissociate art from life or intellect from aesthetics. We have therefore to accept the new modern educational psychology which emphasises unity and harmony

in regard to the activities of mind and matter. The best self-expression of the pupils will come only when there is creative energy applied to study around a craft. Intellectual and aesthetic and moral and spiritual values should shine around material creations. It is not the subject that is intrinsically cultural or vocational. It is the teacher who makes it cultural or vocational or a happy and harmonious combination of both. Intellectualise the craft and emotionalise the intellect and moralise the emotion and spiritualise the moral sense—what a magical new creation. That will be the real children's charter! Later on higher technological education and higher professional and cultural education may part company for the sake of specialisation of education and intensiveness of achievement, while not forgetting their basic kinship. We have therefore to take our stand on the Wardha scheme of education. We may prune its excessive emphasis on craft and bring in a larger element of culture. But the basic idea of weaving culture around craft is too valuable to be lost sight of. After such basic primary and secondary education is over, we must as stated above, devise means and methods to send a portion of our youth into technological courses fitting them for agriculture and industry and trade and commerce and the remainder (a minor portion and not the major portion as is the fashion today) into the universities for undergoing professional courses or for higher research work. Even here the prevalent tendency to prolong the period of education must be curbed. I have never been in love with the new bifurcation of collegiate education into pass courses and honours courses. The new method merely creates a great deal of educational snobbery and generates superiority and inferiority complexes and intensifies the grimness of the inevitable hunting for jobs during the post-collegiate career. Four years of stay are quite ample for the technological courses or the professional courses. In fact it would be better to abolish the Intermediate courses and tack on one year to High School education as a pre-university course and make the education in

the college three-year course without any distinction of pass courses and honours courses.

We must not blindly copy the western methods and ideals of education. We must remember that the western educational ideology is itself in the crucible today. Great harm to the culture and humanity of the west has resulted from over-emphasis on the sciences at the expense of humanities and from over-emphasis on nationalism at the expense of internationalism. The result is that the west suffers today from materialism and egoism and hedonism and pessimism. The west is hopping from war to war and plunging from catastrophe and is dragging the rest of the world into the terrible vortex in which it has itself been caught. There is everywhere a keen desire to harmonise the sciences and the humanities anew and to harmonise nationalism and internationalism. Unless history is taught in a new way, world citizenship and cultural harmony will never be born. Democracy must shed its imperialisms of today. Otherwise it will be fighting only a losing battle, with dictatorship. So long as colour bars remain, colour clashes and conflicts are inevitable. The west must realise that science has linked up the near and the far and the world has become today a neighbourhood. The command 'Love your neighbour as thyself' has a new application as the poles themselves have become neighbours. Though they may keep their old distance, science has brought them together so far as quick locomotion and frequent contacts can bring about such a result.

We have therefore to modernise our education by reorganising and realising and adopting and assimilating the new world trends in education in the west instead of merely adopting the outworn and outmoded technique and ideal of this or that country in the west. We have also to honour and assimilate and transmit the best elements in our own culture. We must give the place of honour to our languages and literature and art and philosophy and religion, while assimilating western science and

ideals of democracy in their new and progressive form as indicated above.

Of course we cannot effect a sudden change. Mr. Leacock says, "to abolish overnight our whole system of examinations, promotions and graded classes moving all together would leave our education a hopeless mess." We shall have to proceed with care and caution, and decide on each forward step after much observation and experiment. But what we see today is mere muddle and drift. There is no planned endeavour of any sort anywhere. Those who are in charge of modern Indian education today are not producing real modernness, or real Indianness or real Education. It was wittily said by Bryce before, that the so-called Holy Roman Empire was neither Holy nor Roman nor Empire. President Roosevelt said in an equally witty manner about Hitler's so-called New Order that it was neither New nor Order. We have to clear a great deal of old disorder in India before we can establish a new order. We must make modern Indian Education consistent with real modernness and real Indianness and real Education. We urgently need a changing education in and for a Changing India.

Thus Education in postwar India must move on high levels. The public is not very much interested in the squabbles of professional teachers about curricula and syllabuses and courses of study or even about the relative merits and value of the sciences and the humanities. Even in regard to America which is far ahead of us in education as in other things, Mr. McCormick says in *Problems of the Post-War World* "It (the public) will want to be shown that whatever we teach and whatever our methods of teaching it, the results are peace, world understanding, increasing democracy, economic welfare, and its money's worth. If such be shown, nothing will be too good for the schools. That it may be shown, is the post-war challenge to the teaching profession in America." The public and the profession must simultaneously realise that the chief enterprise of a democratic way of life

(Continued on Page 218)

A GREAT HEADMASTER—MR. T.S. SADASIVA AIYER OF AMBASAMUDRAM

Prof. K. A. NILAKANTA SASTRI,
University of Madras.

For over thirty years (1898-1929) Mr. T. S. Sadasiva Aiyer was one with the Ambasamudram High School. During these years the school and the Headmaster rose steadily in public estimation and the way that Mr. Sadasiva Aiyer laboured for building up the school and raising it to the front rank is one of the little known romances in the annals of quiet and devoted public service. It is over fifteen years since he retired; he is now an old man of seventy-one; age and suffering, particularly the loss of his only son some years ago, have left deep scars on him; but his interest in the affairs of the school is today as keen as ever.

Born in Tanjore in 1873, he graduated in Philosophy in the year 1896 from the College which then flourished in that city. He gained his L. T. in 1898, and in August in the same year he joined the High School at Ambasamudram, then opening its higher forms, as its headmaster—a position he held till his retirement from the teaching profession. For most of the time, he had a loyal and exceptionally talented lieutenant in his class fellow and life long friend, Mr. R. Subrahmanya Aiyer—one of the most efficient and winsome teachers of Mathematics and History that I have known.

I was a pupil of the High School in its IV, V, and VI forms during the years 1904-6, and I have never since altogether lost touch with my headmaster who, in his turn, has treated me with uniform kindness and affection. That is my warrant for writing these few lines about him.

When I studied in the school, it was located in an unpretentious structure which comprised a couple of moderate sized halls and a long shed and a

smaller one divided into class-rooms by partition walls. And the upper forms had only one or at most two divisions each. Before Mr. Sadasiva Aiyer retired, the school house had become a magnificent pile of buildings on a new site with ample playgrounds and a fine hostel attached to them—thanks to the splendid work of the teachers under the headmaster's guidance, the generous support of the Tirthapathi Zamindar of Singampatti after whom the school is now named, and above all the recognition of the merit of the school and its work by successive Directors of Public Instruction and inspecting officers.

Mr. Sadasiva Aiyer never thought of himself but always of the school. He never received anything more than a modest salary and great difficulty was experienced by the 'old boys' of the school in persuading him to accept a small purse from them, and by the School Committee in inducing him to take a small pension to eke out his meagre resources in his present condition. He stood up for the dignity of the profession, and kept the management, even under the most friendly and favourable circumstances, at arm's length. On the other hand, there was nothing of the agitator in him, and I do not think he cut a great figure among the professional gatherings of teachers.

To his students he presented a stern exterior; most of them came to recognise the warm heart behind only in later years after they had left school. On the whole his work was done at a time when the youth of the country were a quieter lot than today, and it may well be a question how far his stern methods would carry him today with the pupils,

As teacher he was first-rate, clear, effective and thorough going. I attended classes in English and geography under him; but science was a favourite with him too, and the equipment he put into the school in all these subjects was far ahead of the times, and had no small share in making the classes very attractive to the pupils and in winning recognition for the school and its work among the public and the department of education. In retrospect, the one thing that strikes me is that both the headmaster and his assistants taught a little too much, and left too little for the boys to do; I had occasion once to mention this to Mr. Sadasiva Aiyer when he was still headmaster; but on the whole, their method would not compare unfavourably with what obtains in some schools now—to leave the pupils far too much to their own devices, the teachers taking it all very easy. It is well known that several teachers of the Amba-

samudram school followed its headmaster in breaking their health by over-work for their students.

Mr. Sadasiva Aiyer will be remembered as one of the few great personalities that have adorned the teachers' profession in our province. He did noble and selfless work in a very unostentatious way. His deep love of Tamil, he insisted on writing his letters in Tamil, and his progressive views on social and political subjects he kept mostly to himself. It was, I think, a sacrifice he made for the school, as he felt that the institution might suffer if he involved himself in controversies of any kind. I have often felt that his work has not received adequate recognition, and his whole career is a conspicuous instance of the little consideration that we bestow on what is often described as the noblest of callings. The teacher is still to come into his own in our country.

XXII ALL INDIA EDUCATIONAL CONFERENCE

A meeting of those interested in education was held on 4th September in the Legislative Council Hall, Travandrum, Sir C. P. Ramaswami Iyer presiding, to make arrangements for the conduct of the 22nd All India Educational Conference during the X'mas holidays. The President explained that it was as a result of the invitation extended by him last December when he presided over the Madras Session that this year's session was proposed to be held there and that they could expect the leading educationists of India for the session.

On the suggestion of Mr. A. Gopala Menon, Retd. D. P. I. it was resolved to request H. H. The Maharaja to become the Patron-in-chief and Their Highnesses the Elaya Raja and the Maharani to be the Patrons.

An Executive Committee was formed with Sir C. P. Ramaswami Iyer

(President), Messrs. H. C. Papworth, A. N. Thampi and S. Krishna Iyer (Vice-Presidents), Mr. Kainikkara Padmanabha Pillai (Secretary), Dr. G. Jeevanayakam (Treasurer), Messrs. S. Chathanath Karayalar, A. Gopala Menon, K. L. Moudgil, P. R. Parameswara Panicker C. O. Madhavan, H. Subramania Iyer, P. Subramanian, Major Despande and Miss D. H. Watts (Members).

It was decided to have two sets of membership of Rs. 100/- and Rs. 10/- of the Reception Committee.

The various sub-committees were then formed at a meeting of the Executive Committee held later under the presidency of Mr. H. C. Papworth.

[We learn that H. H. The Maharaja has consented to be the Patron-in-Chief and H. H. the Elaya Raja and H. H. The Maharani to be Patrons-Ed.]

EDUCATIONAL PSYCHOLOGY

DR. CYRIL BURT,

Professor of Psychology, University College, London

The educational applications of British psychology have been concerned with three main groups of problems. The first question which the practical educationist commonly asks is: "What subjects are we to teach? In particular, are there any subjects which should be chosen because of the general training they afford, or must we give different training for different types of occupation? Secondly, though we believe that all individuals are politically equal, it is evident that they are not all identical in their inborn aptitudes and temperamental leanings, any more than they are all alike in face or voice. How, then, can education be planned to make the most of these differing interests and abilities? Thirdly, how can teaching methods be improved? What is the best way to learn and memorize? Are different methods needed at different ages or for different sexes?"

Fifty years ago, the curriculum of the best of public schools and grammar schools in Britain was still based mainly on Latin and Greek. This was supposed to afford a "general training for the faculties of the mind." However, British nineteenth century psychologists—the leaders of the utilitarian and associationist schools—vigorously attacked both the doctrine of faculties and the notion of a "general" mental training, and, as a result, their views have done much to broaden the curriculum and place it on a more realistic basis. This led to an effective reaction against the traditional classical curriculum, which characterised the older educational institutions which have come down to the nation from the late Middle Ages.

Today, so far as primary schools and the newer types of post-primary schools in Britain are concerned, emphasis is

now largely laid upon a more utilitarian type of education.

Research on individual differences was at first limited mainly to the study of intellectual differences; earlier work was largely statistical. Thus, at the University of London, Professor Karl Pearson, Head of the Galton Laboratory, carried out a large number of statistical inquiries in the London schools on the relative importance of heredity and environment. Later, in the same University, Professor Spearman endeavoured to demonstrate that there was a single general factor underlying all forms of intellectual activity, namely, so-called "general intelligence".

The interest in tests of intelligence has its origin in the need for discovering which children were innately defective. Mentally defective children are segregated and taught in special schools; but before being transferred they must be duly tested and certified. For this purpose, school medical officers took over the scheme of tests devised by Binet in France; and British psychologists invented still more appropriate group methods involving tests both of a verbal type and of a non-verbal kind (that is, tests depending upon practical performance).

Subsequently, the development of the scholarship system aroused a further interest in the use of intelligence tests for discovering exceptionally bright and able children among the poorer classes. New tests were thus developed which sought, not merely to pick out the dull, the backward and the mentally defective, but also the clever and the supernormal. With the new Education Act there will be no scholarships; because both primary and secondary schools (except the few "independent" schools) will be free. But the task of classifying ability will still remain.

With these problems in view, the London County Council in 1913 appointed its own psychologist. This was the first appointment of its kind under any Education Authority in the world, and has since led to the appointment of numerous educational psychologists in various parts of Britain and to the use of educational psychologists on loan for special educational problems (for example, surveys of dull, backward, and subnormal children).

Although educational psychology in Britain has thus had a strong empirical and even physiological basis, and has tended strongly to emphasise material factors, nevertheless this has not prevented the incorporation of other points of view. British education, like most other British institutions, tends largely to be eclectic—the outcome of broad minded compromise. Indeed, the development of educational theory has exhibited something like a kind of dialectical movement, swinging now to this side, now to that, but eventually seeking to combine opposing standpoints in a kind of synthetic unity.

Owing to the interest of magistrates as well as education authorities in this work, a Child Guidance Council was formed in Britain in 1927 with support and sympathy of Government departments, local education committees, University departments and training colleges.

The Council began by establishing a single demonstration clinic in London, and its success quickly led to the formation of numerous psychological centres for studying and treating difficult children—"problem children" as they are generally termed—all over the country.

There are now more than 70 child guidance centres in Britain. Of these, over half are maintained wholly or in part by a local education authority, and the remainder are attached either to the department of education or of psychology in the local University or to a local hospital. The work is carried out by a team of experts, which usually includes

three essential members—a qualified psychologist, a medical psychiatrist, and what is termed a psychiatric social worker.

When World War I broke out psychologists who had specialised in practical work among children turned their attention to similar problems among adults. The same has happened on an even larger scale during World War II. The main problem has been personnel selection—discovering the job best fitted for each type of recruit, and the man best fitted for each type of job. After World War I ended, the knowledge so gained led to a rapid increase in vocational guidance for school children. In this field of work, the National Institute of Industrial Psychology has played a valuable part, both in carrying out vocational research and in applying the results to practical problems in school and after-life.

While research on individual differences among children has been developed largely on a statistical basis, the study of methods of teaching and learning in Britain has been based largely on experiment. In the psychological theory of training, the fundamental principle governing British psychology has been that of the "association of ideas", first clearly stated by John Locke. The great physiologist, Thomas Henry Huxley, was interested, not only in the physiology of the brain, but also in the psychological writings of the British empirical philosophers like Locke and Hume, and in their educational applications.

To this work, we largely owe the dominant importance in nervous physiology of the notion of reflex action. Spencer suggested that instincts both in man and in animals were merely compound reflexes inherited at birth; and the followers of Huxley—not unnaturally—argued that what had previously been called the "association of ideas" was essentially the formation of an association path within the brain, that is, of a reflex circuit, not inherited at birth, but acquired by training.

OPERATION CROSSROADS

LYLE W. ASHBY,
Assistant Editor, NEA Journal

A flash like sheet lightning; a redhot ball of fire in the centre; a low mushroom like cloud canopy over the target fleet; a long slender column rising turbulently from this cloud and blossoming out 25,000 feet high into a giant head with the richest cream colour imaginable overcast on the sides with a pinkish tinge—these were the things one saw when the world's fourth atom bomb exploded at Bikini lagoon on July 1, 1946.

I was present as an observer in the capacity of a correspondent for the Educational Press Association of America. I was sitting on the deck of the USS *Appalachian* 18 miles from the explosion. At 9 a.m. sharp came the words: "Bomb Away." The 45 second wait for the bomb to drop from a height of 30 thousand feet seemed endless.

This one bomb, although it exploded several hundred feet in the air sank five ships, heavily damaged nine, and undoubtedly would have put out of commission a dozen others. It would probably have killed any person on deck within a radius of at least a half mile. The second underwater test which was held on July 25 did even more damage.

Atom bombs for technical reasons cannot be made any less powerful than the equivalent of 20,000 tons of TNT. There is no reason why they cannot be made more powerful, however. This bomb is far too dangerous a weapon for the civilized world to endure.

Experiments with the atom bomb were protested by a great many people. It should be kept in mind, however, that the experiments at Bikini were simply one phase of the great pattern of advance in the science of warfare. We are going ahead with the development of rocket and atom powered planes.

Pilotless, these planes will fly in the stratosphere at supersonic speeds. We have developed bacteriological warfare with which we can literally sow disease. We are conducting Operation Frostbite in the Arctic.

I have come to the conclusion that we should either be scientific in our plans for defence or simply disband our armed services and spend the money for other purposes more effective in securing the peace. However, neither the alternative of full scale advance in the science of war or the abolishment of our armed services makes sense in the world today.

The atom bomb must be brought under international control but even that isn't enough. War must be outlawed by the effective power of an international organization. It is fine to renounce war on paper. The nations of the world have done that before without effect. Upon the basis of world law and courts and backed up by an international military force to which each nation will contribute its share we may be able to build a world in which law and order can reign. Mankind must either come to its senses and achieve these goals or perish from the scientific instruments of destruction which the mind of man has developed.

Atomic energy holds out the hope of one of the periods of greatest advance mankind has ever known. With almost unlimited power for peaceful pursuits which atomic energy can make available, there may be ushered in an era of plenty for all.

When civilization stands at the crossroads, the teachers of all nations must rise to supreme heights in making education a mighty force for a world of United Nations.

QUESTIONNAIRE FOR EDUCATIONAL REORGANISATION

BASIC (ELEMENTARY) EDUCATION.

A. Syllabus.

(1) Is the curriculum prescribed for Standards I to V too heavy for an average child who does not read beyond Standard V?

(2) If so, in what ways can it be curtailed?

(3) Considering that English has been eliminated from the curriculum of Junior Basic schools, can the rest of the curriculum be gone through in four years instead of five years.

(4) In view of the necessity for the eradication of illiteracy and the achievement of mass literacy as soon as possible, would you restrict the curriculum of the Junior Basic schools to the three R's taught in the regional language?

With a view to bringing the instruction in existing elementary schools in a line with basic education, what improvements in the present curriculum do you suggest?

(5) Should instruction be centred round one craft or more than one?

(6) Are you in favour of only one type of curriculum for all children of the primary grade or different types of schools with different curricula? Senior Basic Education will then begin with Standard 4 or 5 or 6.

(7) Should there be separate Nursery or Infant Schools or would you include the infant class as class I of the lower elementary or Junior Basic?

B. Management.

(1) Is local body management of elementary education satisfactory?

(2) What are your suggestions for making the management of schools under local bodies more efficient?

(3) Can you suggest any other agency which can manage better than the local bodies?

(4) Do you advise the appointment of District Board educational officers for all district boards and educational officers for all municipalities? If so, what powers should be assigned to them?

(5) In view of the proposed revision of the Panchayat Act to give a new orientation to panchayats, would you recommend control of elementary schools by panchayats?

(6) Would you retain the privately managed aided schools?

(7) Would you recommend the abolition of the teacher-manager system?

(8) Are you in favour of demanding the provision of an endowment by every private management?

(9) What is your view regarding the representation to be given to teachers, and local citizens or villagers on the managing body of every school?

C. Methods of instruction.

(1) In what ways are the present methods defective?

(2) Are the defects due to the low general educational qualifications of the teachers or are the defects inherent in the system of training? Specify the defects with suggestions for improvement.

(3) Give your experience, if any, of craft-centred educational experiments.

D. Improving the status and service conditions of teachers.

(1) Should there be any difference in the scales of pay of teachers of the same grade working under different managements?

(2) Is the difference between scales of pay in schools under local bodies and scales of grants-in-aided schools justifiable?

(3) Do you recommend that children of all teachers whether in elementary

schools or in secondary schools should be educated fully free?

(4) Do you consider that teachers in aided schools should be eligible for leave on the same scale as teachers in schools under local bodies?

(5) What defects do you find in regard to teachers' Provident Fund and what suggestions do you make for improvement in this matter?

(6) What suggestions would you make for improving the security of teachers under aided managements?

(7) Do you consider that elementary school teachers should be given representation on local bodies? If so, how would you like it to be given?

(8) Do you consider that elementary school teachers should be given representation on the E.S.L.C. Examination Board, Text-Book Committee, etc.?

(9) Do you think that co-operative societies can be formed for the benefit of teachers and pupils in elementary schools?

(10) What steps do you suggest for the organization of an old-age provision fund for the benefit of teachers in elementary schools?

(11) Would you recommend that teachers of aided schools should be represented on the managements of their schools?

(12) Have you any other suggestions to make for the improvement of the status of the teachers?

E. Buildings.

(1) Are you satisfied with the type of buildings in which most of the schools are located?

(2) In what ways are they defective?

(3) What is the minimum area of land you would recommend for an urban and a rural school?

(4) What minimum amenities would you like to be provided in the school?

(5) Suggest a simple type of school building for an elementary school.

F. Supervision.

(1) Is the supervision by the present inspecting agency satisfactory? If not, in what ways is it defective?

(2) Is supervision by local officers of other departments feasible or desirable?

(3) Is supervision by representatives of the people practicable or desirable?

(4) What are your suggestions for better supervision of elementary schools?

(5) Do you advocate a system of supervision of elementary schools by headmasters of neighbouring higher elementary and secondary schools?

G. Eradication of illiteracy among children.

(1) Will the shortening of the course to four years as suggested in A (3) lead to relapse into illiteracy?

(2) Considering that most children in rural parts are required for labour as early as possible, will not an accelerated course of four years as suggested in A (3) result in larger numbers attaining literacy?

(3) Are you in favour of a special course of 3 years limited to the three R's in special schools for the eradication of illiteracy among children and are you in favour of all lower elementary schools teaching only the three R's? Will the shortening of the course to three years lead to relapse into illiteracy?

(4) Are you in favour of all S.S.L.Cs. giving one year of service towards eradication of illiteracy before joining a College course? Should this service be voluntary or compulsory? Do you think an average S.S.L.C. pupil is fit to undertake this work? Do you think that a break of one year in the pupil's career at that stage is desirable?

(5) Should a boy who has passed a degree examination give one year's service towards eradication of illiteracy before he is given the degree?

(6) Are you in favour of demanding one year of such national service from every applicant for Government employment in any department whatsoever?

(7) Is it desirable to include a short course in the elements of teaching in the syllabuses for the S.S.L.C. and in the degree examinations?

(8) Have you any other suggestions for the eradication of illiteracy among children?

G. Compulsion.

(1) What is your opinion about the adequacy of the present machinery for enforcing compulsion?

(2) Is it desirable to vest the power of enforcing compulsion in the Officers of the Educational Department, or to leave it in the hands of the Commissioners of Municipalities and President of District Boards?

(3) What suggestions have you to make in the matter of selection of areas for introduction of compulsion?

(4) What is your opinion about the midday meal scheme working at present? Is it being carried out efficiently?

H. Training Schools.

(1) Should the higher grade training be retained or abolished?

(2) What in your opinion is the cause for the present shortage of trained teachers?

(3) What in your opinion is the cause for the present lack of response for secondary grade training in spite of increase in the rate of stipends from Rs. 12 to Rs. 18?

(4) What would you like to be done to attract the right type of men and women to the teaching profession?

(5) What minimum qualifications would you prescribe as necessary for the teachers of training schools?

(6) What changes would you suggest in the course and duration of training?

(7) In view of the introduction of basic education, how should the present training schools be reorganized?

I. Re-organization of the Inspectorate.

(1) What defects do you find in the present system of the Inspectorate in regard to elementary schools?

(2) Considering that most elementary schools, whether for boys or girls, are, in practice, mixed schools, is it a necessity (except in the case of Muslim girls' schools) that girls schools should be inspected by women officers?

(3) If proper standards of efficiency are to be kept up, what is the maximum

number of schools that may be inspected by a subordinate inspecting officer? At present the average number is 90.

(4) Are you in favour of a Sub-Assistant Inspectress being attached to each taluk, she being given the inspection of a certain number of boys' schools also in addition to the girls' schools in the taluk?

(5) In order to keep the subordinate inspecting agency more up-to-date in matters of education, i.e., in regard to methods of teaching, etc., would you recommend that subordinate inspecting officers should not be continued for large periods at a stretch as inspecting officers without being re-transferred as school assistants? What periods would you consider suitable?

(6) Would you recommend that any District Educational Officer or subordinate inspecting officer should be posted as such only after he or she has had at least three years' experience of actual teaching?

(7) Considering that the District Educational Officer's work in regard to elementary schools is mainly administrative and that in regard to secondary education mainly educative, would you recommend a separate type of administrative agency for the administration of elementary schools and separate type of subject inspectors or inspectresses who will be specialists in each subject to guide the work in secondary and training schools?

(8) What suggestions would you make in respect of recruitment to the District Educational Officer's cadre in order to bring in more efficient men?

(9) Have you any other suggestion for the improvement of the inspectorate?

J. Finance.

(1) What is your opinion about the present resources of local bodies in respect of elementary education?

(2) Have you any suggestions to make for enlarging these resources by other methods of taxation or in any other way?

(c) Would you in case (b) is done, empower the managements to raise fees over and above the new levels?

(d) If so, would you specify by rules the object or objects for which the managements may do this?

18. Staff and service conditions.

(a) In mixed schools is it necessary or desirable to have lady teachers in all grades?

(b) (i) Should teachers recruited to permanent vacancies be confirmed at the end of a satisfactory probationary period of two years?

(ii) If so, should it be compulsory for a denominational school that no such teacher shall be given notice solely with a view to replacing him by a denominational teacher?

(c) Under what conditions should a management have the right to give notice to its permanent teachers or approved probationers?

(d) What changes have you to suggest in the present draft agreement between a staff member and the management?

(e) Should formal appeals lie to the education department:

(i) from aggrieved teachers,

(ii) from aggrieved managements?

If so, in respect of which matters?

14. Salaries of teachers.

(a) Would you accept for the purpose of fixing the salaries of teachers their division roughly into the following groups:

(i) Headmasters of complete high schools with a strength of 500 and above;

(ii) Headmasters of complete high schools with strength below 500;

(iii) (1) Headmasters of middle schools and incomplete high schools;

(2) Assistant headmasters of schools with over 1,000 students;

(iv) (a) L. T. Assistants and graduate physical directors without L. T. qualifications;

(b) Pandits and munshis with university degrees or S.S.L.C. eligible and trained as Pandits;

(v) Physical Directors with L. T. qualifications;

(vi) Secondary-grade teachers:

(vii) (1) Manual Training Instructors;

(2) Physical Training Instructors;

(3) Commercial Instructors;

(4) Other Pandits and Munshis.

(viii) (1) Drawing Masters;

(2) Needle work teachers;

(3) Music teachers.

(Teachers not shown here will be included in the appropriate group.)

(b) What changes, if any, would you make in the above classification?

(c) (i) Is it desirable to permit teachers to take up private tuition?

(ii) Suggest conditions, if any, under which permission should be granted.

15. Discipline.

(a) Do you think that there is need for improvement of discipline among students? If so, how would you like it to be done?

(b) Will you suggest any machinery for enlisting the co-operation of the pupils for furthering school discipline?

(c) Should the schools organize courts of honour of students to help the headmaster?

16. Size of schools.

(a) Is it desirable to restrict the size of each school?

(b) If so, what should be the ordinary maximum strength of each school?

(c) Where a maximum limit cannot be adhered to, what remedial measures would you suggest to secure control, co-ordination and discipline?

(d) To accommodate the large number of pupils seeking admission in schools, would you like the shift system to be introduced? If so, what special arrangements would you suggest?

17. The School and the Community.

(a) Can the school be now regarded as a community centre?

(b) Is it desirable or possible to make it one?

(c) If so, what suggestions have you for making it one?

18. The school and the parent.

(a) Is the present relationship all that is (i) possible, (ii) necessary?

(b) What measures would you suggest to bring into greater contact without encroaching on the authority of the headmaster or the powers and academic work of the staff generally?

19. Inspectorate.

(a) What are your definite points of criticism about the present inspectorate? What changes if any, should be made—

(i) in recruitment,

(ii) in work so far as it relates to control and inspection of secondary schools?

(b) Would you suggest men inspecting girls' institutions (excepting those of Muslim girls) and women inspecting boys' institutions? If so, up to what stages?

(c) Would you prefer to have separate subject inspectors for subjects taught in the secondary schools?

20. Education of

A. Scheduled classes. B. Muslims. C. Hill tribes in the plains and in Agency areas.

(a) If you can speak with special knowledge of the conditions of secondary education in respect of any of these, please state what further steps should be taken for the acceleration of the spread of secondary education among them by—

(i) making available more facilities for the admission of these in the existing schools;

(ii) opening schools specially intended for these but not exclusively for them;

(iii) providing special scholarships, boarding grants, book grants, etc.;

(iv) Other ways (please specify).

(b) (i) Whether the state help should be limited to grants under the Grant-in-aid Code; or

(ii) Whether Government should provide the entire funds; or

(iii) Whether Government should help in any other way provided the communities are prepared to meet a part of the recurring and non-recurring charges.

(c) Whether the special state help should be for an indefinite length of time; or for a definite period after which special help should be progressively withdrawn.

21. Teachers' Provident Fund.

(1) Are the measures taken by Government sufficient to make adequate provision for families of teachers?

(2) Can you suggest any measures by which we can invest the contributions of teachers in long-term deposits with a view to allowing a higher rate of interest on the deposits than at present done in Post Office Savings Banks? The Postal Department is unable to give more interest on the amounts.

22. Examinations—

(1) Examinations have been condemned as unreliable tests of ability and achievement. Do you agree with this view?

(2) If so, what alternative tests would you propose?

COLLEGIATE AND POST-GRADUATE STUDIES

1. Syllabus and courses of studies—

(a) Are you satisfied with the syllabuses and courses of study in vogue in the Universities of the Madras Presidency?

If not, can you suggest the lines on which improvements can be effected?

(b) With a view to meeting the abnormal demand for seats in colleges, it has been suggested that the shift system should be introduced and that each shift may be worked for four hours, e.g., 8 a.m. to 12 noon and 1 to 5 p.m. and for six days in the week.

(i) Do you agree with this view?

(ii) Would it make any difference if a student were to attend three morning sessions and three afternoon sessions.

(iii) If you do not agree with this, what other method or methods can be

adopted for admitting a larger number of students in the existing colleges for men and women?

(iv) Do you think it is desirable to encourage this desire for University education unrelated to the country's requirements?

(c) (i) Is there adequate provision in the Madras Presidency for research in different branches of learning?

(ii) Are you satisfied with the results so far achieved?

(iii) Can you suggest methods for encouraging scholars in the Presidency to engage themselves in research?

(iv) Should this be left to the Universities or should each college teaching for Honours have research studentships in such subjects for honours?

(d) Can you suggest any method or methods like the tutorial system for bringing about a closer contact between the lecturers and the students?

(e) With a view to establishing greater human touch in the training of students, do you consider it necessary to fix a maximum number for a college?

If so,

(i) Please suggest the limit up to which students can be admitted in a college and can be effectively looked after.

(ii) How far would the appointment with little teaching work of a Vice Principal in a large college help in the administration of the college and the bringing together of staff and students?

(f) Is it possible to correlate collegiate education with local industries? If so, to what extent?

2. Medium of instruction in Colleges—

(i) Do you agree that the regional language should be made the medium of instruction in Colleges?

(ii) If so, would you like it to be introduced immediately?

(iii) What arrangements should be made for the purpose?

3. Professional Colleges—

(a) Can you give an estimate of the number of Engineers, and Doctors that will be required for the next ten years?

(b) With a view to give greater practical training to the students is it possible to correlate training in the professional colleges to particular industries? If so, please state how this can be done.

(c) Is the existing number of Engineering and Medical Colleges sufficient to produce the requisite number of candidates for the two professions?

(d) Will it be possible for the candidates turned out by the existing polytechnics and Engineering Colleges to find suitable employment after training?

(e) It has been suggested that the training given in Engineering Colleges is going to waste, as graduates in engineering are generally employed as Supervisors and they very rarely get a chance of utilizing their higher knowledge acquired in colleges.

Do you agree with this view?

If so, can you suggest any method for improving matters?

(f) (1) Do you think there is need for any changes in the duration or syllabi of the B.T. and M.Ed. courses in the training colleges? If so, what changes would you recommend?

(2) In view of the large number of teachers that will be required if literacy and education are to be universal, would you recommend training colleges being started in each language area?

(3) What steps would you recommend to attract greater number of students for the training colleges?

(4) What changes, if any, do you recommend in the method of recruitment of the staff of training colleges?

(g) It has been suggested that colleges (and Universities) should be started in rural areas, having courses of instruction dealing with vegetable and animal raw products, like Agriculture, Dairy-farming, etc., and also rural industries. How far do you think this is possible with limited financial aid from Government?

Can you give any suggestions as to how these colleges can be built up around any local village industries that

are already in existence in your district?

(h) (1) Do you think the system of selection of students for admission in colleges on the basis of marks alone is sound?

(2) If not, what other criterion or criteria will you suggest?

(3) Do you think the physique of candidates should also be a criterion for selection?

ADULT ILLITERACY AND EDUCATION

(1) (i) Do you think that it is possible to make all the present adults—men and women—literate? If so, what methods would you suggest to make this possible and successful at reasonable cost?

(ii) Have you conducted, or had experience of, night schools?

Please give your experience briefly.

(iii) Do you think that adults should be given more of education through the projected films and radio and talks on matters of interest and utility to them?

(2) (i) What is your experience about rural libraries and their working?

(ii) How far will the expansion of libraries in rural parts help in the improvement of adult literacy?

(iii) Do you think a library Act is necessary for the proper growth and guidance of the library movement in this Province?

(3) Do you think that vans fitted with loudspeakers, radios, gramophones, films and library books with a good speaker attached to each of them will be useful in this matter?

(4) Can you suggest any methods apart from grants of money by the State as to how it can achieve the eradication of adult illiteracy?

TEXT-BOOKS.

1. Do you think that the present system of publication of text-books by private firms and their approval by the Text-Book Committee has worked satisfactorily?

2. Are you in favour of Government publishing small text-books for use in

elementary schools and for use by adults or would you encourage by subsidies private firms who are willing to undertake that enterprise?

3. What is your opinion about the State taking up the publication of text-books?

PHYSICAL EDUCATION.

A. The place of Health and Physical Education in the Educational Scheme.

1. Should progress and achievement in health and physical education be considered at the time of promotion or selection for examinations, the evaluation of progress and achievement being by "marks" as for any other subject and should this be made compulsory?

2. Should health and physical education be included in the "C" group subjects of the S.S.L.C. scheme and provide the preliminary background for a four-year degree course in Health and Physical Education under the auspices of the University and thus open up a new career?

3. Will this not involve the revision of educational curricula; and if so, to what extent should they be revised for the above purposes?

B. Programme of Health and Physical Education Work.

1. Do the present activities constitute a satisfactory programme of health and physical education?

2. What are the activities which you consider unsuitable, and what activities would you recommend, for a comprehensive programme of physical education work?

3. Would you consider a programme of physical education work in which sports competitions and games tournaments loom large resulting in representative school team, satisfactory? Or, would you advocate and insist upon a programme in which all the students are given full facilities for taking part in the activities daily and in which sports competitions and games tournaments play a minor part?

C. Cost of sports and games programmes.

1. The cost of intellectual education ranges from about Rs. 25 per annum in Form I to about Rs. 50 per annum in the VI Form, while the games fees range from about Rs. 1 per annum in Form I to about Rs. 3 per annum in Form VI. It has been suggested that the games fee collected does not suffice to meet the needs of a satisfactory programme of physical education activities. Do you agree with this? If so, what increase of games fees would you recommend so as to facilitate provision of better facilities?

2. It is suggested that uniforms are necessary for better physical education work and for better discipline. Do you agree with this?

D. Leadership in Health and Physical Education.

1. What type of a physical education teacher would you recommend? What would be his or her qualifications and nature of training? What should be their remuneration?

2. Do you consider the present arrangement for the training of physical education teachers satisfactory? What are your suggestions for improvement, if any?

E. General.

1. Present day systems of examinations are constantly criticised as being detrimental to the health of students. What measures would you suggest to relieve the strain, if any, on the health of students?

2. Scholarships are now awarded on the basis of intellectual accomplishments and poverty. Would you recommend physical achievements also to be reckoned for scholarships to deserving students?

ORIENTAL INSTITUTIONS.

1. What measures are necessary to improve the conditions of schools for oriental learning? Your suggestions for improvement may be given under the following heads :—

- (a) Teaching staff,
- (b) Supply of literature,
- (c) Courses of study,
- (d) Training of teachers and Refresher courses,
- (e) Scholarships, and
- (f) Grant-in-aid.

2. To what extent do the scholars in Oriental languages meet the present demand for teachers in the schools for general education?

3. What measures would you suggest for imparting adult education in oriental culture?

Schools for the Blind, Deaf and Dumb.

1. (a) Are the existing facilities adequate and if not what suggestions can you offer for improvement?

(b) Do you think that the State should take up their management?

2. Have you got statistics for the physically handicapped and mentally handicapped children in your area?

3. Whether all such children are receiving instruction either in the schools for general education or in any school specially intended for them?

4. Are the teachers in charge of these schools suitable for giving instruction in the subjects taught, and trained in the special methods of teaching them? If not, what suggestions can you give for obtaining such specially trained staff for employment?

BOARDING HOMES AND ORPHANAGES.

1. Are you satisfied that Orphan destitutes of the Province are properly taken care of?

If not, what measures would you suggest to bring all of them under some healthy influence?

2. Do you think that the State should take this up or will voluntary bodies be able to do this?

EXAMINATION BOARDS.

1. Do you consider as satisfactory the present constitution and working of the:

(Continued on Page 220)

TEACHERS' SALARIES

(A MEMORANDUM PRESENTED BY THE S.I.T.U. TO THE SALARIES SUB-COMMITTEE OF THE MADRAS CABINET)

Conditions of service at present

The teaching service does not now offer practical attractions comparable to those which other branches of the public service offer to their members. Teachers in the elementary and middle schools on whom the efficiency of the whole system of education must depend are being paid at rates inferior to those which apply to most classes of menials. The important condition that a teacher should approach his daily work free from the strain of domestic financial anxieties does not exist now.

Conditions of service to attract the right type of men and women

Whatever inducements or facilities may be offered during the preliminary training, the primary requisite for the establishment and maintenance of an efficient teaching service is the provision of attractive conditions of service including scales of pay. The financial issue involved in the increase of salaries can no longer be evaded and if anything is to be done to place the teaching service on a proper basis to secure the right kind of men and women for it and to give teachers the status which they ought to enjoy in the eyes of the community at large, a great improvement must be effected in their conditions of service, cost what it may.

If pre-war conditions existed today, the Union would have unhesitatingly recommended the introduction of the scales of salaries suggested by the Central Advisory Board of Education. As the cost of living has considerably risen, higher scales have to be adopted at present.

Principles to be observed in framing salary schedules

In fixing salaries for different grades of teachers, it is desirable that teachers are divided into categories, taking note

of general and professional qualifications. It is absolutely necessary now to take note of the general increase in the cost of living and of variations in the cost of living between rural and urban areas. As the scales recommended by the Central Advisory Board of Education were drawn with reference to the conditions prevailing in the pre-war period, they have to be modified now as follows :—

C.A.B. Proposed
CATEGORIES Scale Scale

A. Headmasters

1. Headmasters of Secondary Schools over 500 in strength Rs. 350—10—500
2. Headmasters of Secondary Schools with strength less than 500 250—10—350
3. Headmasters of incomplete Secondary Schools and Middle Schools ... 200—10—300
4. Assistant Headmasters (only for schools over 500 in strength. There may be more than one in very big schools) ... An allowance of Rs. 25/- in their grade pay.

B. L. T. Assistants

1. L. T.s.
2. B. O. L. with L. T. or Secondary Grade training.
3. Graduate Physical Instructors with L. T. or without L. T. ...
4. B. Com. with Technical Teachers' Certificates. } 100—10—200
5. Graduate with diploma in commercial subjects.
6. Graduate with Library diploma.

C. Secondary Grade Trained Teachers

1. -- with Intermediate qualifications.
2. Commercial Instructors
3. S.S.L.C. eligible with Vidwan or Siromani training.

60— 3—120

D. Secondary Grade Trained Teachers

1. With S. S. L. C. or Matric qualifications.
 2. Pandits trained or untrained.
 3. Physical Training Instructors
 4. Drawing Masters.
 5. Music Instructors.
- (The general qualifications of teachers in 2 to 5 must preferably be at least S. S. L. C. completed.)

50— 3—110

People with lower qualifications in service now, if their services are approved should be given the scale of category D.

E. Higher Elementary Grade Trained Teachers

40— 2— 80

F. Clerical Establishment

1. Clerks with S.S.L.C. qualifications should be treated as clerks in ministerial service.

In big schools posts of responsibility should be created for two purposes:— (1) To relieve the Headmasters of a certain amount of routine administrative responsibility; (2) To act as a further incentive to the more ambitious type of teacher. To teachers holding such posts in addition to their pay an allowance at rates given below may be paid.

In High Schools.

If the strength is over 1,000, four posts, with an allowance of Rs. 20/- each.

If the strength is over 500 and less than 1,000, three posts, with an allowance of Rs. 20/- each.

If the strength is below 500, two posts, with an allowance of Rs. 20/- each.

In Middle Schools.

If the strength is over 500, but less than 1,000, two posts, with an allowance Rs. 10/- each.

If the strength is less than 500, only one post with an allowance of Rs. 10/-

In Primary Schools.

One post with an allowance of Rs 5/-.

Provident Fund Contribution.

The teachers' contribution should be raised to 2½ annas in the Rupee. The management and the government should each be made to contribute one anna three pies in the rupee. The government's contribution should be made at the end of each year.

Compulsory Life Insurance.

Every teacher must be compelled to take a life insurance policy. He may be permitted to use his Provident Fund contribution towards paying premia. The State can with profit start a Life Insurance Company for teachers.

Leave Rules.

The rules that are applicable to vacation departments should be applied to teachers in local bodies and in private service.

(Continued from Page 201)

must be education, for without education of the right type in all the realms of education—elementary and secondary and university and post-graduate education, literary and vocational education, the sciences and humanities, etc.—and without the coordination and inter-linking of all the aspects of education, there will be no real achievements in the realms of economic welfare and political democracy and nationalism and international unity. The teachers must be alive, to the changing social and economic and political values and the public must be equally alive to the indispensable importance of the teaching profession and its equipment and pay and prospects for the realisation of those values.

A ONE-SIDED BARGAIN

Teachers are told, in season and out of season, to follow the ancient ideal of the *Guru* who sought no earthly reward, as though of all persons in the country the teacher alone was to work with practically no wages. Wages! Some of our wiseacres would even shudder to think of the word being mentioned in connection with the teacher. Why do they not advise every other worker in the land to follow those ancient ideals? Apart from the question whether a realistic appreciation of prevailing conditions in the modern world would justify that kind of advice in general, why are they not consistent and apply the same yard-stick to everybody, not excluding their own selves?

It is not uncommon for such advisers even when addressing a mixed gathering of students, parents and teachers to harp exclusively on the *dharma* of the teacher and not to extend their counsel of perfection to the students and parents. Not only do they put this ancient ideal before the teacher alone, but sometimes they quite inconsistently advise a rather opposite objective to the students and parents. They talk of the new spirit and preach incomplete doctrines to them. The gulf between the teacher and the rest widens. In fact, what they advocate is worse than a one-sided Bargain.

Many public men seem to talk without thinking, more especially when addressing teachers. It seems to be high time they realised that what passed muster a few years ago when they could hope that docile teachers would swallow anything they said and not take them seriously would not hold water today. They ought to think and speak. It would be a good plan if every association of teachers told the members of the public in as emphatic a manner as possible that no one whose emoluments were better than those of a teacher should talk to teachers of self-denial, plain living and high thinking.

It is equally high time that teachers themselves demonstrated by their professional ways and standards the distinctively technical nature of their work. As long as they let the impression stand that any one can teach, the corollary that any one can talk on education and tell the teachers what to teach and how to teach and to extend their advice on how to live must inevitably continue.

In every country in the world education was first in the hands of members of religious orders and one part of it entered into the social life of the people. But at one time or other in the history of these countries education either gradually or in the course of a sudden revolution passed into the hands of secular agencies. Where this happened long ago, the subsequent period was long enough for outstandingly special developments to occur in the field of education. Where the period was not long enough, as it must be conceded with regard to our country, no marked developments have appeared and the old traditions still bias the field of education. It is a code of life and moral conduct that our well-intentioned public advisers preach to us regarding it as identical with professional standards and also assuming that there is nothing more which is comprised in the art of teaching.

The rapid strides which industry, commerce and civic and political administration have made are concrete and visible and their recession from the old order has become far wider than the imperceptible and subtle changes in other fields of which education is a vast one. The machines of industry and the machinery of administration are materially so impressive of the change that one dare not talk, unless it be with exceptional courage like Gandhiji does in relation to village industries and others do on his authority much more than on their own conviction, of going back to ancient

ideals. To the teachers, however, the machines of whose industry are abstract psychological principles, they can talk; and so long as the teachers themselves, by their own attitudes or by the handicaps placed on them, cannot bring into existence and effectively display the concrete applications of these principles, they will continue to talk.

To the students, our mentors dare not talk; the students' world has assumed a complex and intricate structure that has passed beyond their understanding. To the parents, they neither get nor seek the chance to talk; and besides, the parent body is vast in dimensions and varied in composition. Before the teachers therefore they can place their one-sided bargain. It is for the teachers to take up the challenge and answer—and answer effectively. Let us bring out our machines and machinery of organisation and administration and demonstrate them.

ANON.

MADRAS PROVINCIAL PHYSICAL EDUCATIONAL ASSOCIATION

The Madras Provincial Physical Education Association has been endeavouring for over a decade to focus the attention of the public on the need for the due recognition of programmes of health and physical education as nation building activities. This programme of work, hampered by the War, is again being organised and the Executive Committee of the Association with Rao Bahadur Dr. B. V. Narayanaswamy M.A. Ph.D., B. Com., Bar-at-law, Principal, Pachaiyappa's College and Member of the Syndicate, University of Madras as its President, are devising ways and

means to make it effective and dynamic. A Provincial Health and Physical Education Conference to come off early next year is being sponsored, and through meetings bulletins, exhibitions etc., the Association is attempting to spread its usefulness. The Honorary Secretary of the Association is Dr. G. F. Andrews, M.A., Ph.D. (Col.), Chief Inspector of Physical Education, Madras-6, who may be addressed for any information regarding the Association and its programme of work and activities.

(Continued from Page 216)

- (1) T.S.L.C. Board, and
- (2) Board of Secondary Education.

2. If you do not consider these satisfactory what suggestions have you to make to improve them?

YOUTH MOVEMENTS.

1. What is your idea regarding the organization of youth movements in this Province?

2. In view of the three Youth Movements now existing—the Hindustan Scout, the Baden Powell Scout, and the Bratachari Movement, would you like to allow them to function separately or combine them into a single Youth Movement throughout the Province?

3. Have you any idea about extra curricular activities for developing the social service notions of boys and if so what should be their relation to the recognized curricula?

4. What suggestions would you offer to make our boys and girls more self-reliant and responsible and be imbued with a spirit of service?

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the S.I.T.U. was held on the 1st and 2nd October 1946 in the Hindu High School, Triplicane.

Mr. M. S. Sabhesan, President of the Union, was in the Chair.

Members present: Messrs. A. S. Janakiraman (Nellore), V. Koprachar (Anantapur), S. Srinivasan (North Arcot), V. Jayaraman Iyer (South Arcot), S. Sundaresa Iyer (Tanjore), P. L. Ramanatha Rao (Chittoor), S. E. Selvam (Malabar), G. Krishnamurthy (Trichinopoly), P. Doraikannoo Mudaliar (Madras), C. A. Samuel (Joint Secretary), S. Natarajan (Journal Secretary), C. Ranganatha Iyengar (Additional Journal Secretary), V. Arunajatai (Treasurer), V. Bhuvaramurthi Rao (Secretary, Protection Fund), and T. P. Srinivasavaradan (Secretary).

1. Letters from Messrs. E. H. Parameswaran, K. N. Pasupathi, C. B. Jaganatha Rao, V. Aravamuda Iyengar, E. N. Subramanyam, S. Venkataramanan, R. Raghunatha Chariar, L. Venkatrama Sastri, and T. S. Narayana-murthi expressing inability to attend were read.

2. Minutes of the last meeting were read and recorded.

3. The Secretary then made the following statements:—

- (a) All co-opted members agreed to serve on the Board.
- (b) The Central Education Week Committee met twice. Sri G. Harisarovottama Rau was elected president. Notice was sent to all Guilds and Teachers' Associations informing that the week should be observed from 14th October to 19th October. The booklet was prepared.
- (c) A questionnaire on 'mid-day meal' would be sent soon.

(d) The Secretary of the Committee of Management of the National Girls' High School, Mylapore, wrote that dearness allowance was paid to teachers under notice and that proportionate vacation salary was paid to the temporary teacher.

(e) The G. O. on dearness allowance was issued in response to the request made by the S.I.T.U. The full text of the G. O. would be published in the South Indian Teacher.

(f) The Hon'ble Minister of Education was interviewed by the Secretary on the 17th August 1946. The Minister assured the Secretary that he would do his best to promote the interests of teachers.

4. Statement by Mr. C. Ranganatha Iyengar:

Communication was sent to all Guilds to start Local Public Relations Committees.

Arising out of the above statement, Mr. S. Natarajan said that he interviewed Mr. Kamaraja Nadar and sent a memorandum to all M. L. As.

Mr. M. S. Sabhesan suggested that the representatives of the Guilds on the Executive Board might send reports of the work so far done, in their respective districts.

Mr. S. E. Selvam said that a memorandum was sent to Malabar M. L. A.'s and M. L. C.'s.

5. Provincial Educational Conference:—The Secretary was authorised to get into touch with Mr. V. Aravamuda Iyengar to find out the progress of work in connection with the ensuing Conference.

6. Farewell function to Miss. J. M. Gerrard:—The Board sanctioned a sum

of Rs. 15/- to the organisers of the Public Farewell function.

The Board approved of the action taken by the Secretary in organising a Farewell Function to Miss J. M. Gerrard on the 1st October and ratified the expenditure.

7. The following six persons were nominated for the Presidentship of the ensuing Provincial Educational Conference:

1. Janab Basheer Ahmad Sayeed.
2. Mr. T. T. Krishnamachariar.
3. Mr. C. Ranganatha Iyengar.
4. Miss A. Vandoren.
5. Prof. M. Venkatarangaiah.
6. Mr. K. Venkataswamy Naidu, M.L.C.

(1) The Board decided that the last day for receiving voting papers be the 10th of December 1946. (2) Notice of resolutions to be considered by the Working Committee for the Conference should be sent on or before the 15th December 1946. (3) 31st December 1946 be the last day for the registration of delegates.

8. Election of representatives to the Council of the All-India Federation of Educational Association. The following were elected:

1. Mr. M. S. Sabhesan.
2. Mr. T. P. Srinivasavaradan.
3. Mr. S. Natarajan.
4. Mr. C. A. Samuel.
5. Mr. C. Ranganatha Iyengar.

9. Other business.

To the suggestion that steps should be taken to have the journals published in time it was pointed out that the delay was due to difficulties beyond our control. It was suggested that District Guilds and Associations might study and supply statistical data for publication in the journal. Mr. Selvam suggested that the resolutions passed by the Board should be sent to the Guilds. The Secretary undertook to issue now and then bulletins on matters of importance. It was suggested by Mr. Selvam that the Secretary should give a summary of the important work done by the Guilds, if information was available, at the time of the Board meeting. This was agreed to.

Mr. C. Ranganatha Iyengar placed before the Board his proposals for starting a press by the Union. In the discussion that followed Mr. P. Dorai-kannoo Mudaliar pointed out the difficulties of running a press at the present moment. Mr. S. Natarajan and others took part in the discussion. It was finally decided that all efforts should be made to have a press, if conditions permitted.

It was suggested that certain Associations were going against the Union's policy and passing resolutions not in conformity with those passed by the Union. The Board resolved to communicate to associations and guilds that while they are at liberty to arrive at their own conclusions on matters educational and professional it is not desirable to send to the authorities their conclusions in case they happen to differ from those of the central organisation.

To the question what would the Union do, if the Malabar teachers were to take to direct action, the President replied that the teachers should first enlist the sympathy of the public, contact the local M.L.A.'s and M.L.C.'s and try to bring pressure to bear on the Minister. Then the Union would consider what steps should be taken.

The Board reiterated once again that **no affiliated guild or Association should resort to direct action without the previous approval of the Executive.**

10. **Salary schedules.**—The Secretary was authorised to submit to the Hon'ble Mr. K. R. Karanth, a salary schedule for different grades of teachers bearing in mind the recommendations made by the Sargent Committee and the general increase in the cost of living.

11. **Discussion on the Questionnaire.**—A general discussion took place. Mr. T. P. Srinivasavaradan briefly narrated the important issues in the questionnaire. Messrs. C. Ranganatha Iyengar and G. Krishnamurthy took part in the discussion.

At 3-30 p.m. the Board adjourned to meet again at 12 noon the next day.

At 4 p.m. the Executive Board was at Home to Miss J. M. Gerrard.

The Executive Board met at 12 noon on Wednesday the 2nd October 1946 in the Hindu High School, Triplicane.

The Board offered its prayers for the long life of Mahatma Gandhi.

Discussion on the questionnaire continued.

The following resolutions were passed for the guidance of the affiliated Guilds and Associations:—

"While admitting that the government is competent to adopt any step it may deem necessary to elicit public opinion on educational matters, the Executive Board of the S.I.T.U. is distinctly of opinion that the Reports of the Central Advisory Board of Education, the Madras Postwar Reconstruction Committee and the Madras University have extensively dealt with all topics referred to in the educational questionnaire now issued by the government and that they also clearly indicate the line of immediate action to be followed with advantage by the government. The Executive Board feels that any delay in the adoption of a programme of action will be a great handicap in our province especially when an All-India Programme has been chalked out already for the guidance of the provinces and the Central Government is expected to help financially the provinces.

"The Executive Board is of opinion that the general agreement in the published reports in respect of fundamental educational aspects is an eloquent plea for immediate action and therefore urges the government to formulate its programme of action based on the recommendations of the published reports and to give priority to the following items:—

1. The introduction of universal, free compulsory education for all children from the age of 6 up to the age of 14, the objective being education for citizenship.

2. The provision of adequate number of training institutions and the reorganisation of the existing ones with due regard to craft centred education.

3. The improvement and the standardisation of scales of salaries of teachers

of different grades based on the recommendations of the Sargent Committee and the principles enunciated by it in this connection.

4. The immediate provision of diversified courses in high schools in selected areas.

5. The provision of midday meal in elementary schools.

6. The acquisition of play fields and the organisation of school health service.

7. The eradication of adult illiteracy.

8. Immediate consideration of the question of managing agency with a view to taking over under state agency all the existing schools as such a step is necessary for the success of any planned education programme.

"The Executive Board is of opinion that matters of academic and administrative nature will have to be considered from time to time in relation to the changing conditions and that an Advisory Board of Education should be constituted to advise the government on all educational matters including the relation between the government and the managing bodies, the inspectorate, the allocation of funds and the distribution of grants, etc.

"The Executive Board feels that it is the function of the Ministry to secure the funds necessary for the education programme sponsored by it and that any education reform at the present moment in our province cannot but involve heavy expenditure in view of the halting attitude of the government all these years.

It however wishes to stress that the Central Government has an obligation to help provinces in the financing of the extended education programme."

The Secretary then placed before the Board the invitation he received from the Cabinet Sub-Committee to give evidence regarding scales of salaries and sought direction from the Board. The Board proposed salary schedules for different categories of teachers and authorised the Secretary to submit a memorandum embodying the proposals.

FROM OUR ASSOCIATIONS

Kurnool District Teachers' Guild.

The 22nd annual conference of the Guild was held on the 31st August 1946 in the Cole's Hall, Kurnool, with Professor E. N. Subramanyam, M.A., B.L. of Theosophical College, Madanapalle, in the chair. About 200 delegates were present. The mofussil associations were well represented.

Mr. P. Siva Rao, the Guild President, welcomed the delegates. Mr. S. Nagappa, the Local M.L.A., and Member of the Constituent Assembly, opened the conference. Prof. E. N. Subramanyam in his presidential address suggested ways and means for improving the lot of the starving teachers. Mr. K. N. Pasupathi addressed the gathering on the service conditions of teachers.

At the business meeting the following office-bearers were elected for the year 1946-47:—

President: Mr. Siva Rao, Headmaster, Municipal High School, Kurnool.

Vice-Presidents: Mr. M. P. Rajam, Headmaster, B.H.S. Markapur.

Mr. K. Mallikarjuna Sastry, Headmaster, Ryots H.S., Allagadda.

Secretary: Mr. K. Neelakanta Rao, Assistant, Cole's Memorial High School, Kurnool.

Representative on the S.I.T.U.: Mr. K. N. Pasupathi, Municipal High School, Kurnool.

Some of the important resolutions passed:—

The Guild requests the government to constitute immediately an Advisory Board of Education consisting of representatives of the government, the universities, the managements and the S.I.T.U. to consider educational questions from time to time and help the Education Minister to arrive at final decisions.

This conference requests the government to give representations to the teaching profession on Municipal Councils and District Boards by reserving at least two seats for teachers, to safeguard the interests of education.

This Guild views with disappointment the failure of the government to imple-

ment the assurances given by the ex-Governor, H. E. Sir Arthur Hope, and by the Director of Public Instruction, for improving the lot of teachers and requests the government to take immediate steps to improve the status and service conditions of all teachers of all grades by a liberal revision of salary scales in keeping with the dignity of the profession and the high cost of living.

This conference welcomes the move of the government to make the mother tongue or the regional language the medium of instruction in all schools, as it is calculated to promote the best interests of Education.

District Teachers' Guild, Coimbatore & the Nilgiris.

The 21st Annual Educational Conference was held at Coimbatore on the 15th September 1946, Mr. V. C. Vellingiri Gownder, M. L. A. (Central), presiding. About thousand teachers from all over the district attended the conference.

Mr. R. M. Kumaraswami Gownder, Vice-President, District Board and Chairman of the Reception Committee welcomed the delegates.

Mr. D. Sambasivam Pillai, District Educational Officer, opened the conference.

Mr. V. C. Vellingiri Gownder in his presidential address observed the poor conditions of teachers and said that it was only reasonable that their grievances are attended to. He pleaded that agriculture and some other vocation suited to the environment must be introduced as the two basic activities of rural schools.

Mr. T. S. Avinashilingam Chettiar, Education Minister, in a message said that the government were actively considering the matter of raising the status of the teachers and he hoped they would be able to announce it as soon as possible. The government expected teachers on their part to put forth their best in the cause of the regeneration of this country.

In the evening there was a lecture by Mr. S. Meenakshisundaram Mudaliar on

the Teachers role in the village self-sufficiency scheme.

Mr. P. P. Angappan in an impassioned speech dwelt on the deplorable lot of the teacher and deplored the attitude of the Ministry in trying to tackle other problems of education without immediately attending to the economic distress of the teacher.

At the general body meeting the following office-bearers were elected for the year 1946-47:—

President: Mr. M. R. Perumal Mudaliar, Headmaster, Mahajana High School, Erode.

Vice-Presidents: Miss S. Baghyam, Government Training School, Erode. Mr. P. P. Angappan, Mettupalayam.

Secretary and Representative on the S. I. T. U.: Mr. S. Venkataramanan, Sarvajana High School, Peelamedu.

Joint Secretary: Mr. K. R. Subramaniam, Municipal High School, Coimbatore.

Some of the important resolutions passed:—

As the several appeals, memorials, deputations and representations by the South India Teachers' Union and the various other guilds and teachers' associations have been continually ignored by the government, this Guild urges the S. I. T. U. to act on Mahatmaji's advice and insist on the government to refer the teachers' demands to be settled by adjudication or arbitration, if the teachers' reasonable demands are not satisfactorily met by the cabinet committee.

This conference while welcoming the move of the government to introduce compulsory basic education in the province, urges on them to take immediate measures to introduce the same in all the villages in the 25 sirkas where the village self-sufficiency scheme is to be implemented for it is firmly of opinion that the education is the basis for all constructive endeavour and for social improvements.

This conference is of the view that the attempt to give basic training to trained teachers in three centres in the province will be insufficient to cope up with the demand and suggest to the government the running of vacation courses of short duration during the Christmas and Summer holidays when as many trained

teachers as possible can have the opportunity to get the benefit of the training.

This conference draws the attention of the Cabinet Sub-Committee to the fact that the dearness allowance now given is very inadequate to meet the phenomenal increase in the cost of living and request them to make its recommendations on a permanent basis with the proviso to increase the rate of dearness allowance consistent with the cost of living as indicated by the index figures from time to time.

This Guild reiterates its resolution No. 1 of 9-2-46 regarding the payment of dearness allowance at government rates in aided institutions and deplores the attitude of the government in not agreeing to treat this as an emergency measure outside the purview of the grant-in-aid code and payable by the government direct to the teachers as in the case of elementary schools.

This conference appeals to the President, District Board, Coimbatore and Presidents of other District Boards and Chairmen of Municipal Councils to point out to the government the present scarcity of teachers, their growing indebtedness and the discontent prevailing in the profession as evidenced by a number of resignations and to press for the cancellation of G. O. 4619 of 1934 and to secure the necessary sanction from the government to revise their scales of pay.

This Guild is of opinion that the increment of Rs. 2 in the salary of elementary school teachers as a token of the government's earnestness affords practically no relief to the teachers in distress and insists upon the immediate grant of the revised scales as recommended in the Guild's memorandum dated 22-2-46.

This conference requests the government to cancel G. O. 1280 of 1939 and to allot seats for teachers in local bodies and legislatures, thus giving them an opportunity to serve the public and the cause of education.

This conference requests the government to provide all teachers with free quarters or in lieu thereof with a house rent allowance. The Guild requests the government to give immediate effect to it for women teachers and those that reside in the Hills to start with.

OUR BOOK-SHELF

Primary Education in India—Its Future: by MR. A. N. BASU. (Publishers: *Indian Associated Publishing Co., Ltd., Calcutta.* Price Re. 1/8.)

This is an excellent essay on Elementary Education. The author is an educationist of repute actively associated with the training of teachers and is well versed in primary education as he has been for several years in intimate contact with the Primary and Home Education section of the All-India Federation of Educational Associations. He is therefore an authority on the subject.

After defining the objectives of Elementary Education which are based on psychological and social principles, he surveys the present position of this stage of education, and makes suggestions for its reform in order to make it truly national and subservient to the ideals set forth in the first chapter.

In his reform proposals, Professor Basu closely follows the recommendations of the Sargent Committee on Post-war Education in India, as every true educationist is bound to do. His judgment is not warped by political predilections. Some politicians and pseudo-educationists condemn the Sargent Scheme solely on the ground that the author of the Report is an Englishman (foreigner) and that the Report was not produced under the mandate of the Congress Government, though it should be conceded that many eminent public men and educationists of India, whose zeal for promoting the interests of the country cannot be questioned, were members of the Committee and responsible for the Report.

I am unable to agree with Professor Basu on the question of compulsion based on age range. The better and more satisfactory course would be to stick to the recommendations of the

Report and spread compulsion in toto area by area, especially in these days when parents would like to have their children at school even before the 5th year.

His suggestion to conscript undergraduates for service in Basic Schools before proceeding to higher education or careers is not likely to find favour with the teaching world. It is dangerous to entrust the education of children into the hands of immature and untrained teachers just fresh from their schools and whose character and morality are yet to be tested for undertaking the task. These people may well be put in charge of adult literacy campaign and such of those as have proved themselves worthy to be teachers may be chosen and encouraged to take to the teaching profession. It is better to wait than to entrust the future citizen to perhaps dangerous influences.

The language and style are simple and lucid and one finds reading the book interesting from beginning to end apart from its informative aspect. Statistical information is given here and there to support the author's arguments and there is no boredom about it.

The essay is a distinct contribution to the national effort at educational reform.

C. R.

Calendar Readers for August: Messrs. Macmillan & Co., Ltd. Price Rs. 1/6.

In the thirty-one stories one for each day, contained in this book there is a wealth of information, both historical and scientific centering round the achievements of great explorers and scientists and other pioneers in different fields and pertaining to different countries of the world. The young reader of these stories is unconsciously enabled to take an interest in the world around him—a first step. I believe in the creation of international understanding. I should

think that under the proper guidance of a capable teacher in the library period pupils of the IV Form in our Secondary Schools will find the books in this series very useful for their extensive course of study in English. The language is very simple just suited for the IV Form standard and the length of each story is pleasantly brief. The printing and get up are good and the books are made attractive by illustrations. The questions at the end will prove a very valuable exercise. C. R.

Threshold to English: by F. J. WAIN, M.A., Messrs. George G. Harrap & Co., Ltd. Price 2 sh.

This is a text book on grammar suitable for the first three forms of secondary schools. The boredom of direct teaching of formal grammar is avoided and the teacher who handles this book will find it very interesting to introduce grammatical lessons in the course of teaching of English texts and the pupils too will find interest in studying the book. Learning of grammar is made rational and many of the technology found in orthodox books on grammar are replaced by simple understandable words. The tabular form is replaced by the tree form in exercises on analysis. The printing and get up of the book are good. C. R.

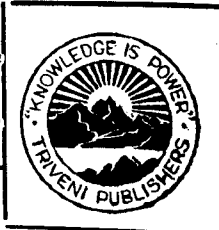
The New Standard Spelling List, Junior and Senior: BY WILLIAM BOYD, Messrs. George G. Harrap & Co., Ltd. Price 8 d. each.

The learning of the spelling of English words is made pleasant by a system of graded exercises and children of the earlier classes beginning to learn English will find the exercises a pleasant occupation in language study. In these days particularly when the Indian Student is lax in spelling and commits horrible spelling mistakes, even in regard to simple words, insistence on exercises in spelling according to the plan in these books, will be very helpful.

The printing and get up leave nothing to be desired. C. R.

THE QUESTIONNAIRE

We publish elsewhere the true text of the questionnaire on education reorganisation issued by the Minister for Education and we also publish the resolution of the S. I. T. U. executive giving a directive to its affiliated associations. Whatever be the necessities for such a questionnaire we request associations to send their replies bearing in mind the points mentioned in the resolutions. We hope that as the Honourable Minister observed, action will be taken ere long. We had delayed too long and we cannot afford any further delay. —EDITOR.

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MASULIPATAM

EDITORIAL

Indiscipline in Schools

One of the main objectives of School Education is to train young pupils in methods of discipline and to help them to appreciate the values of a disciplined life. School life affords the best opportunities for such a training. School authorities, too, in keeping with modern trends, are trying their best to secure an understanding in their pupils of the need for the discipline. We know of several schools in the province where the students themselves enforce many of the disciplinary rules in the framing of which they are also given a share. Yet, there is a strong complaint of growing indiscipline in certain schools. This tendency has developed to such an extent as to cause alarm. The Honourable the Minister for Education made pointed reference to this in some of his recent speeches. Leaders complain of, and many school authorities experience, a wave of growing indiscipline among students in schools and colleges. It is therefore worth while to examine the causes and remove them before it develops to more serious proportions.

Violation of rules should be due to an incitement either from within or from without. When it is from within, it is the result of either a resentment or an urge for a 'let off.' Conditions in many of our schools, where the tone is not what it should be are such as to provide this urge for some display. Dark and ill-ventilated classrooms, uncomfortable seating arrangement, bare and unattractive walls, the inadequate provision for playground and the ill-organised programme of extra curricular activities are some of the causes which lead boys to challenge the school rules and get a satisfaction. Another cause, to which teachers are responsible to some measure is the method of teaching adopted. Thanks to the high value placed on examination results by the public and by the authorities, teachers

adopt a method of doing all the thinking themselves and dole out instructions in what we may call pills. This makes school work all too easy for pupils. At that age, the pupils demand hard work. Where that is not given their energies get diverted in other channels where they can exercise their minds to outwit others, and derive the satisfaction of accomplishment. The remedy lies in the hands of teachers and we trust that they will adopt methods whereby they will not only exercise the mind of their pupils but give them that training to do hard work so necessary to succeed in after life.

There is another disquieting cause for the prevalence of indiscipline among students. Leaders of political parties often claim that regardless of a pupil's performance he should be sent up for a public examination. If detentions are made, by school authorities, it is always with the best of intentions and for the good of the pupils concerned. Responsible political leaders ought to impress upon the students the necessity to abide by school regulations. If they find the regulations bad, they can, by discussion with the school authorities, effect desirable changes but to urge students to protest against these rules is a subversive act and will undermine discipline. It will lead to a negation of education. Leaders ought to realise that schools and colleges are working under very severe handicaps and they should do nothing which would encourage the students to disregard the laws and regulations of schools and colleges. We cannot appreciate a town Congress Committee's President presiding over a meeting at which students demand that there should be no detention and that all should be sent up for the public examination. While we are not for any detention, we cannot appreciate a course of action that will militate against discipline and order.

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