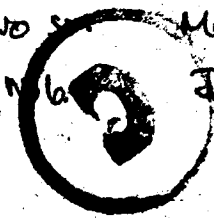


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GIBBON

BY SRI S. S. CHARI, M.A., L.T. Warangal.

THE Roman Empire had its zenith of prosperity, peace and power for a period of four-score years from 98 A.D. to 180 A.D., during which period, virtuous, skilful and efficient men as Nerva, Trajan, Hadrian and the two Antonines controlled the destinies of the nations. The Roman Empire comprised the fairest part of the earth where lived men of the highest type of civilization. Finally, the Empire fell a prey to decadence and revolution with the accumulation of wealth and decadence of men. The crimes and the follies of the successors of the Antonines, Commodus, Severus, Caracalla, Maximin, Valarian and others, led finally to the subjection of the empire by the barbarian invasions despite staunch resistance by rulers like Aurelian. Diocletian and his assistants to a certain extent restored order and peace. But they were compelled, owing to unavoidable troubles, to abdicate their power. Constantine the Great, the son of Constantius, was wise enough to study the conditions and establish the central seat of government at Byzantium. Gibbon, in his 'Decline and Fall of the Roman Empire' begins the history of the Roman Empire from the foundation of Constantinople to the final overthrow of the Empire by the Turks in 1453.

Gibbon was born at Putney in 1737 of a gentle and rich family of Kent. His maternal aunt tended him very carefully with a mother's affection. Gibbon's early educa-

tion was a hindrance to him, he having been a victim to continued ill-health. Private tuition was given him during his sickness. Some time after, he was sent to Westminster School where he received the civic and literary fruits of a public school. He appreciated the beauties of Latin and Greek. He was suspected to be a life-long invalid. But after his fourteenth year he began reading voraciously, which gave him a taste for history reading. He read Pope's Homer, Dryden's Virgil and books of travel. He read Echard's Roman History, and Howell's History of the World; he perused oriental history before he was sixteen. He had by this time learnt the histories of the Arabs, the Persians, the Tartars and the Turks.

With the improvement of health, Gibbon was sent by his father to Magdalen College, Oxford, where the laxity of discipline and the absence of instruction, naturally made him remain idle. Here he remained fourteen months living a life of idleness.

But he became a Catholic at Oxford with the result that his father broke with him. Gibbon went to Lausanne where a Protestant pastor reconverted him to the Protestant faith. He remained at this place till 1758, reading French and classical literature which impressed upon him the thought and philosophy of the eighteenth century. He returned to England and secured a captain's place in the Hampshire militia during the Seven Years' War. While a

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captain, he studied military tactics and the memoirs of Quintus Icilius from which he was able to get enough knowledge of the discipline and evolution of a modern battalion, the phalanx and the legion, which helped him in the long run as a historian of the Roman Empire.

At the termination of the Seven Years' War, Gibbon once again resumed reading. Musing amidst the ruins of the Capitol on 15th October, 1764, he saw the bare-footed friars singing vespers in the Temple of Jupiter, when a thought of writing the decline and fall of the city suddenly struck him. From now on, Gibbon became a classic pilgrim.

He collected material, weighed evidence and mastered the necessary information. In 1766, he published the first volume, and the second and the third, in 1781. He worked hard at the three remaining volumes with energies absorbed. On 27th June, 1787, between eleven and twelve, he wrote the last lines and the last page in his summer house. He laid his pen and took several turns in a bercean (porch) which commanded a pleasant view of the country, the lake and the mountain. Nature remained silent and serene. He recovered his freedom with the first emotions of joy. He lived only five years after his finishing his mighty history. These years were to him distressing and troublesome. He witnessed the deaths of his many friends. He died in January, 1794, but his imperishable monument has remained behind him as a very famous one to remind the future generations of his strenuous labour at it, despite his precarious and sickly life.

As a historian, Gibbon pre-eminently possessed the gift of scientific treatment and was a splendid prose-writer. He collected material for his history from various sources, sifted and weighed their evidence. He used his historic sense of proportion, avoiding carefully bias and personal prejudices. He formed correct generalisations, depicting a picture of history, full of life and feeling and clothing it in a splendid literary form.

History was, during his days, never divorced from literature. Of late there is a tendency to neglect the presentation of history in a purely artistic and literary form with a view to make it exclusively scholarly as a result of historic research. But Herodotus, Thucydides, Tacitus, Gibbon, Macaulay, Guizot, Renan and Carlyle, history writers of the previous ages, aimed at artistic presentation in an inimitable way, and Gibbon is ranked as the greatest historian in his literary mastery, methods of research and discovery, and exactness and certitude.

He was a pioneer in writing history with his amazing accuracy and wide range of work. He is the only historian of the eighteenth century with clear arrangement, selection, and condensation of material, quick and sure vision, grand portraiture, an easy and felicitous flow of words and a clear sense of unity underlying his diverse matter.

But his bias on occasions interferes with his judgment in his hostile attitude towards the Christian faith of the times. He was, after all, a child of the age of reason and restraint. He has left superficial touches to the concluding centuries which let fall into the abyss of time the glorious centuries of the Eastern Empire. Probably his knowledge of Constantinople, Salonia, Syria, Palestine and Mesopotamia was meagre. Even this was probably a fault of his age.

Gibbon's Roman History is a splendid classic of English literature merely by strength of its style, charming with glorious and harmonious prose, wonderful power of vivid narrative and lightness of movement. His history has a splendid grace and dignity with the pomp and glory of war and peace. His unity of matter in its diversity is splendidly preserved right through. His work is a great epic of prose resembling that of a mighty empire. The catastrophe of inevitability is a final impression left on the readers' minds. Though diffuse and lacking in conciseness, he raises a tone of bombastic serenity. His stately style sometimes bores us. His sinking style in its stateliness leaves us with

of feeling of his unpleasant failing. Despite these trivial faults, his magnetic charm and the coloured beauties and touches, give us immense pleasure to know the greatness and splendid personality of Gibbon.

A seeker after truth and a critic, Gibbon has exhausted ancient and modern sources of historic information. His method of treatment is synthetical with a master-mind's boldness, building the cult of the beautiful. His thought is philosophical with a poetic vision. He gives credit to institutions, customs, habits and social and public life. His history is inseparable from moral causes. He acquired the elegant lucidity of the French political writers whose methods of penetration and discrimination he followed minutely.

His view of Christianity is of a religion which enabled the progress and rise of moral and political growth spreading across a decaying path. He coldly and ironically treats the orthodox religion. The ecclesiastical

order is a cause of the union of social order. The heathen world sinks to its fall; while Christianity with its virtuous reasoning and stronger fanatical zeal is in itself barbaric in the view of Gibbon. He is reproached with a lack of sympathetic intuition. His work is genuinely vigorous with the clear and broad sweep and the powerful movement of a grand epic. His work abounds in romantic flashes of historic significance, evoking the past. He is serene with the play of the pure intellect. His style is more simple than Johnson's with oratorical serenity, artificial elegance, frequent use of antithesis, and rhetoric touches of his century. He is a great constructive genius with a sane logic. He is a good narrator with the united gifts of a novelist and a historian. Nevertheless his book is cold but tranquil with a good many suggestions of creative imagination. His teeming imagination and rigid logic with artistic narrative and movement of dramatic catastrophe make his book imperishable and unique.

THE ARTS IN AUSTRALIA

By J. R. FRASER, *Canberra.*

THE award of the major Australian art prize, the annual Archibald Prize of £500 (Rs. 5,353/12/-) to the Melbourne artist William Dargie, for his portrait of Mr. L. C. Robson, headmaster of Sydney Church of England Grammar School, has roused some critics to condemnation of the New South Wales National Gallery trustees for "lack of knowledge and taste", and of the artist for a lack of imagination.

Mr. Dargie, who won the prize in 1941 with his portrait of Sir James Elder, in 1942 with portrait of Jim Gordon, V.C., and in 1945 with his portrait of Lt.-Gen. Sir Edmund Herring, has been roused in his turn to some criticism of his critics, and of the modern school of painters.

The Archibald Prize, a bequest administered by the Trustees of the National Art Gallery of New South Wales, is awarded

annually for a portrait of some man or woman distinguished in art, letters or politics, painted by an artist who has lived in Australia for the twelve months before the closing date for entries.

A panel of 13 trustees of the Art Gallery judges the entries, which this year, in a preliminary examination, were reduced to 221 compared with 565 in 1946.

Mr. Dargie was an official war artist with the Australian forces in the Middle East and New Guinea. He has won many Victorian prizes, and among his commissioned portraits for the Commonwealth were those of the Duke of Gloucester and Dame Enid Lyons, widow of former Prime Minister Joseph Lyons and M.H.R. for Darwin (Tasmania) since 1940.

The art critic of the "Sydney Morning Herald" said of the winning portrait of

Mr. Robson that it "belonged not only to a negative, indeed quite insipid, class of portraiture, but was also extremely poorly designed and poorly painted, even by its own inferior standards of realism."

The "Sydney Daily Telegraph", while pointing out that there was nothing else on exhibition of greater merit, said Dargie had shown no imagination in his approach to his work. The portrait pretended to be nothing more than what it was—a technically-competent, carefully-executed portrait of a school-master.

The "Sydney Sun" said it was strikingly evident that the trustees had "painstakingly wished to find that artist who showed the least imagination, the greatest competence in mechanical reproduction, and the most willingness-to-oblige with commissioned worthiness and Babbitttry."

Mr. Dargie answered all this by saying that modern art was the last refuge of the snob and the reactionary. Slatting modern artists and their "critic converts", he added: "Modern art has been wrongly named: it should be called anti-democratic art." He declared that modern artists were anti-democratic and reactionary, and the word "modern" was used simply to mislead people. These artists, he said, hated to think that the ordinary people could see things as they did. They took refuge in modern art, and tried to delude others that they could see something in it which the common folk could not see. His own aim was to paint people as he saw them, and as most people saw them. Art critics expected every new painting to be hot news with its own sensational value. They were the type of people who would like all music played on the trumpet.

There were people, the artist added, who really liked modern art. He regarded these as people whose palates were degenerate. They had lost the taste for healthy food, and they had to be titivated all the time with sauces.

Mr. Dargie was then accused of using the term 'modern' wrongly. There the matter has been allowed by the Press to rest.

No doubt stimulated by memory of the 1945 Archibald award to William Dobell, which was unsuccessfully challenged in a court case at which various attempts to define a portrait were made, about 2 000 people visited the Art Gallery on the first afternoon of the exhibition of the Archibald painting. The crowd around the winning entry grew to more than a thousand, and attendants, for the first time in the Gallery's history, found it necessary to call police to control the enthusiasts. Police formed the crowd into a queue which filed past to see the portrait.

WOMEN TAKE BIG NOVEL PRIZES

Of £A 3,500 (Rs. 37,477) offered in prizes by the "Sydney Morning Herald" for novels by Australian writers in 1946, two women won £A 2,500 (Rs. 26,769).

First prize £A 2,000 (Rs. 21,414) was won by Miss Ruth Park (Mrs. D'Arcy Niland) for her novel "The Harp in the South," a story of life in the under-privileged areas of the city of Sydney. Publication of the novel as a serial in the "Sydney Morning Herald" evoked some criticism on the ground that it was too realistic. Of some hundreds of letters received by the paper, however, most of those published praised the author's approach.

Mr. John Cleary won second prize of £A 1,000 (Rs. 10,708) for his novel "You Can't See Round Corners", but third prize of £A 500 (Rs. 5,354) went to another woman, Mrs. G. H. Job (who writes as Esther Roland) for "I Camp Here".

Of 175 novels submitted, the judges found 48 worthy of consideration.

In addition to the three prize-winning novels, the "Herald" has bought serial rights in ten other of the submitted stories at £A 150 (Rs. 1,605) each. Of these ten, five were written by women.

In another section of the newspaper's literary competitions for 1946, Mr. John Hetherington, a former war correspondent, won £A 1,000 (Rs. 10,708) for his novel of wartime Greece, "The Winds Are Still".

The "Sydney Morning Herald" has announced competitions for 1947, with no restriction on the type or setting of novels to be submitted.

AUSTRALIAN "SINGING POLICEMAN" TO STAR IN LONDON OPERA

The London announcement that the Australian Kenneth Neate is to have the leading tenor role in "Carmen" at the Covent Garden Opera House recalls that as a member of the New South Wales force he was known in Sydney some years ago as the "singing policeman".

Modelling his voice on the recorded works of the Italian tenor, Martinelli, Kenneth Neate, after several years of study, became popular with Sydney audiences for his performances on the concert stage, in oratorio, in radio opera, and in recitals.

In 1938 Neate went to the United States, where Lotte Lehmann advised him to make singing his career. War intervened, but in intervals of leave in his five years with the Royal Canadian Air Force he enjoyed some concert successes.

He sang under the conductorship of Sir Thomas Beecham, and in 1941 was chosen as understudy to Charles Kullman in "The Magic Flute" at the New York Metropolitan Opera.

Neate is now 32.

ENGLISH OBOIST FOR SYDNEY ORCHESTRA

Mr. Horace Green, the English oboist, has arrived in Sydney to become principal oboist in the Sydney Symphony Orchestra, of which Eugene Goossens has been appointed permanent conductor.

Mr. Green will also teach at the New South Wales Conservatorium.

For the last six years he has been principal oboist with the B.B.C. Symphony Orchestra. Previously he was with the London Philharmonic Orchestra.

Obes he has with him in Australia are insured for £A 500 (Rs. 5,354).

LEO DEMANT FOR AUSTRALIA

Among the overseas artists in Australia for the 1947 music season will be the pianist Professor Leo Demant, of the Royal Conservatorium, Stockholm, who recently toured the Scandinavian countries with the French violinist, Ginette Neveu.

Professor Demant is a composer and a conductor, but he will appear in Australia as a concert pianist only. He is expected to reach Sydney in February.

LONDON EXAMINER PREDICTS BRIGHT FUTURE FOR AUSTRALIAN BALLET

A wonderful development of ballet in Australia within five years, because of the wealth of latent talent, has been forecast by Miss Kathleen Danetree, examiner and instructress for the London Royal Academy of Dancing.

Miss Danetree will stay in Australia until 1948, instructing dancing teachers in the new Royal Academy "Ballet and Education" syllabus, which will be part of the future Royal Academy examination curriculum.

The idea of the new syllabus, she said, is to link ballet with the general education of the pupil.

Madame Judith Espinosa, at present examining some 3,000 Australian dancers for the current Royal Academy Scholarship awards, had also expressed high praise for the capacity and adaptability of Australian dancers.

She was working hard, Madame Espinosa said, to induce a London ballet company to come to Australia. She knew that the Sadlers Wells Company would like to make the journey, but the transport of luggage of a corps de ballet presented a big problem.

AUSTRALIAN TENOR FOR LONDON

William Herbert, acclaimed by many as the best tenor in Australia, has been engaged by the Covent Garden Opera House, London.

Mr. Herbert was recommended in London by the British composer-conductor, Eugene Goossens, who, during his tour of Australia last year, was greatly impressed by the quality of Herbert's voice.

Goossens—who has now been appointed permanent conductor of the Sydney Sym-

phony Orchestra—had Herbert as soloist at two concerts in Melbourne, and subsequently asked him to sing at a special audition in the Melbourne Town Hall.

At his farewell concert in Sydney recently, Herbert was at his best in the "Eccoridente" from Rossini's "Barber of Seville", in Schubert and Schumann numbers, and in Roger Quilter's song cycle "To Julia".

PAINTS MINIATURES AT 88

At the age of 88, Mrs. Ada Whiting, the Australian miniaturist, whose portraits on ivory may be seen in many parts of the world, is still painting exquisitely.

Mrs. Whiting lives at North Brighton, a seaside suburb of Melbourne, Victoria. For many years she performed the feat of painting three miniatures on ivory each week. Until recently she had no need of spectacles or even a magnifying glass.

Mrs. Whiting has exhibited at the Paris Salon, the Royal Academy, London, and at Dublin (Eire) and Edinburgh (Scotland) art galleries, and she has won gold medals for her fragile work.

Her miniature portrait on ivory of the late Alfred Felton, originator of The Felton Bequest, which has made Melbourne's National Gallery rich in art treasures, hangs in this Gallery. Several of her miniatures are in the possession of the New South Wales National Gallery in Sydney.

FORMER NURSE NOW RECOGNISED FLOWER PAINTER

Critics gave high praise to a recent exhibition in Melbourne, Victoria, of a collection of watercolors of flowers, mostly Australian wildflowers, painted by Miss E. Margaret Stones, a former nurse, now an invalid.

Miss Stone's studies have been described as masterpieces of observation and rendering, not only of form, colour, and texture, but also of botanical structure.

Miss Stone has painted most of her flower pieces in a sick bed, holding the flowers in one hand while recording them in water color.

Her studies are all done without preliminary sketching in or indication by pencil.

So impressed was the art critic of the Melbourne "Age" that he commended that the whole collection should be bought by the National Gallery, with the provision that the Education Department be given the right to reproduce paintings in latest colour process for distribution to schools.

AUSTRALIAN ARTISTS ON VACATION

The season of surf and high summer is not the time of art exhibition in Australia.

In this unofficial vacation period, the artists are out in the hills, on the plains, by rivers, and on the beaches, in caravans, tents and shakes, painting on the landscapes that will form a large part of the 1947 exhibitions.

A big year for art is forecast, and major exhibiting art galleries in the bigger cities are already almost completely booked out for the year.

Caravanning is popular with Australian artists. It enables quick and comfortable travel, and gives opportunities for landscape painting under the best conditions. Artists can reach Australia's by-ways in the search for new scenes and subjects.

While most favour the motor caravan, Melbourne artist George Colville prefers his camp studio to be horse-drawn. Albert Namatjira, the noted aboriginal watercolorist, takes a team of camels on tour in Central Australia in search of the glowing colors that bring to vibrant life the rock gorges and hills of the wide land of his tribal hunting ground.

Namatjira, who in a few short years, has learned to paint in the white man's fashion, sells well, and has an income now of more than £A 1,000 (Rs. 10,708) a year from his paintings, many of which are going overseas.

One of the longest tours is planned by Victorian artist John Rowell. He will caravan 6,000 miles through the three eastern States of Victoria, New South Wales and Queensland.

TEACHING OF ENGLISH

BY SRI NARASINGA PATNAIK, B.A., B.ED., *Purushothampar Orissa.*

NO educationist fails to recognise that political emancipation is fraught with revolutionary changes in all fields of activities that emanate either from the state or individuals. The new state has freshness of growth as the rising sun. Likewise, education is susceptible to new waves of change.

It bestows knowledge, which is power, on the seekers who get mental illumination and strength of character for right living and right thinking, that lays the premises giving the aspirant ability and precise comprehension to arrive at valid conclusions. So, its value is manifold, and it is an asset to life if its scope is enlarged so as to meet the needs of mankind.

Cultural value is no way isolated from the basic needs of man. Nor does the dexterity of hand-work independent of mind. Intellectual progress does not only deal with objective phenomena, it also acts with subjective reality.

Education for the free India is more important than her other activities. The aim of the present writer is to examine whether English has a place in the national education, and if so, the position it holds in the new learning. We emphasise the necessity of unity in the diverse educational systems in the united states of India. Concord is life, not discord. This is practicable in view of the fundamental oneness of India. That is why Hindi is esteemed as the national language by all sections of the patriotic, and there is clamour for learning the mother tongue without hindrance. A plenary reorganisation of education, cultural and technical, is a sure sign of a golden era that is not distant.

In the new order the merit of study is considered in terms of international understanding. It is good to have a knowledge of one or more foreign languages. In India

the study of English facilitates chances for reading the modern books in English, every year added to the libraries. We have not suggested the study of English so as to be an obstacle in the way of the mother tongue. It can be imparted by reformed methods and within less time during the working week, to the seekers. It is not a travesty of truth that they derive no benefit if it is studied as an optional subject. This does not imply that such a scheme is convenient for all time to come. Education, which is progressive, marches, creating new vistas of thought and practice.

No politician, however prudent he may be, should limit education by his views; nor should politics dominate the school as in a fascist country. The entire responsibility ought to be devolved on educationists.

Blessed are those who meditate on literary idealism, enjoy dramatic literature, and cherish the noblest sentiments of authors; last but not least, great are those who pursue the swift-winged poesy. Language is the medium of true communion between man and man. The reader forgets his self, so charming are the flowers of thought. The quintessence of all learning is imbedded in the works of authors. That which is not sweet on the political platform and in the business worlds is grand in the words of an artist. A man of letters does not approach truth as a scientist or a logician, and he may not mind the approval of religion. He sings what he feels to be super-lovely and lofty. His art gives him joy. He sees good in his writings. His art is self-illuminating, and he does not condescend to the understanding of men devoid of poetry. This does not follow that he muses in a solitary corner. He loves the good life. He follows a religion of love. He loves society and friendship "divinely bestowed upon man." Woe and weal of the world find a warm corner in his heart.

The readers better comprehend the world, around them, through him.

"Knowledge is its own end", says Newman. Any language, pregnant with high thinking and lovesome expressions, is wel-

come. Liberal education is far above all that is commercial and utilitarian. It should not be deemed that it is not complementary to the basic needs of life that does not live by bread alone, since it thirsts for knowledge which is truth.

BOOKS AND READERS

BY SRI S. R. RANGANATHAN, M.A., L.T., F.L.A., *President, Indian Library Association, Secretary, Madras Library Association and Librarian, Benares Hindu University.*

READING of books is not a natural habit. It has to be cultivated by deliberate effort. If it is beneficial to the individual or the society at large, it has to be promoted in an organised manner. In the present century, it is realised all the world over that a nation which does not read will be lost. That is because it is the surest method of cultivating one's intellect and enriching one's memory. The word-of-mouth method is no longer adequate. Even where it is available, the pressure on people's time is such that it has to be supplemented by the reading of books.

Reading is promoted by several agencies — publishers, book-sellers and librarians set up by the community for the purpose. The first two promote the reading of those books only in which they have financial interest; for profit is their incentive. But librarians promote the reading of such books as would be most helpful to the unfoldment of the personality of each individual; for public education is their incentive.

Whoever promotes reading and whatever the incentive to do so, the progress of promotion must be measured from time to time. The spread of reading in different fields of knowledge must be mapped from time to time. Further promotion must be planned in the light of the data so collected. Promotion of reading for the purpose of stepping up the level of a community cannot be haphazard or unco-ordinated.

In full realisation of this, our friends in the New World made a recent audit at a cost of 1½ lakhs of rupees. The audit took

two years. The Psychological Corporation of the Hopt Institute of Management was entrusted with the work. This by itself is significant. It shows that reading is no longer regarded as a mark of religiosity or as a means of mere relaxation. It is sought to make it a powerful means of increasing the efficiency of the people, promoting enlightened opinion among them and cultivating the margin of life, called leisure, to make life itself richer, brighter and more purposive.

The audit began with 235 trained interviewers making a random sample of 4,000 people to answer 63 carefully framed questions. The data were then sorted, tabulated and interpreted. The final findings have been assembled and published as a book with the title *People and books*. Here are some of the findings.

1. Younger people read more than their elders. Fifty per cent of the people over fifteen years of age read one book a month; but 17 per cent had not read a book for five years.

2. 31 per cent read on recommendation of friends, family, church or school; 14 per cent because of advertisement; 26 per cent because of interest in the subject; and 20 per cent because the book was near at hand.

3. A specially interesting fact brought out is that of time-analysis. The time spent in using various sources of information and recreation was as follows: Radio 49 per

cent; newspapers 21 per cent; cinema 11 per cent; periodicals 11 per cent; books 8 per cent.

4. 31 per cent of the books read were bought while 57 per cent were borrowed. The largest part of the borrowing is from friend to friend or in the family circle.

5. India must be particularly interested in the sex distribution of readers. 46 per cent of the men were active readers as against 50 per cent of the women; and 34 per cent of the men were non-readers as against 25 per cent of the women.

America has had its public library system for nearly 75 years before it felt that the proper way of promoting reading as a

national project should include such periodical check-up and that the money spent on this process is well-spent. This it realised after a good deal of wastage due to reluctance to spend time and money on it. India, which is beginning to stand on her own legs and is determined to make her sons and daughters second to none in the world, may skip over the 75 years and prevent wastage from the very beginning by providing in organic relation to her industrial, educational and library planning a plan for the periodical assessment of progress in reading. This is best made part of the decennial census operations, which, by the way, require considerable widening of scope.

REVISED SCALES FOR TEACHERS IN MADRAS

BY SRI T. V. L. NARASIMHA RAO, B.A., L.T., *Chicacole.*

THE world has witnessed two terrible wars, one from 1914 to 1918 and the other from 1939 to 1945. If the first was fierce, the second was ferocious. If the first engulfed Europe, the latter shook all the countries of the world to their foundations.

Such terrible wars have come to an end, as surely they must. Weak nations have been victimised, stronger nations have had to make sacrifices. In both the wars, right has prevailed and justice has been restored. But the Second World War has left its indelible mark upon us; the inflation of prices, the rise of the living cost has been tremendous, nay appalling.

To some classes of men, deprived of the possibility of augmenting their income (there are some classes of the human race of this kind, I will mention them later) in proportion to the inflation in prices, life has become a burden, and wife and children, unbearable weights.

Man hopes to live despite numerous impediments and he wishes to protect the members of his family. How then can wife and children be considered a drag by anybody?

The reader will excuse me, if I say, such is the teacher. He has been finding himself utterly incapable of making both ends meet with regard to his daily necessities, not to speak of the dilemma which he is placed in, when he has to perform the marriage of a daughter or educate a son.

The price of every commodity has increased five or six fold. The income too of every person, has gone up by leaps and bounds. The agriculturist has increased his income proportionately to the inflation in prices, the black-marketing merchant has had his most fortunate day, perhaps a golden age, which he feels has been cut short by the cessation of the war. The unscrupulous officers, and office staffs (and this has been a general complaint about many officers, where the officer by a slight violation of the rule or a little postponement of it, is able to give a substantial benefit to the merchant, a part of which he shares) have increased their income abundantly. The labourer in the street has increased his wages proportionately. All these classes of society do in their turn further inflate by competition the prices of the commodities, necessary for life according to the money available to them. It is the poor teacher

alone, who has not increased his income, and cannot by any stretch of imagination, hope to find out a method to augment it.

Such is the state in which the teacher finds himself. He has now fallen to the lowest position in society economically. The labourer is able to earn more than a secondary grade teacher, (the daily wages of unskilled labour are one to two rupees a day, while that of skilled labour is much more). The jukka-wala and the tailor are in a more advantageous position than a teacher, each of them earning on the average Rs. 100 P.M. and sometimes more too, which an L.T. or B.Ed., teacher cannot hope to get. The purchasing power of money has gone down a great deal; an income of Rs. 200 is no better than Rs. 40 of pre-war days.

It is therefore clear that the teacher, if he is to live, and save his family from starvation and beggary, must find some way of increasing his income at least three fold. The only such means permissible to him are to get tuitions and write text books. But it must be borne in mind, that every one cannot become an author, and each teacher can have only three tuitions or four, which can bring him not more than 20 to 40 Rupees a month and that too, only for 6 months on the average in a year.

What course then shall he adopt to keep up against the competition of the other classes of society and continue his existence? Conduct rules are very stringent, as stringent in his case, as in case of every other servant. But while a servant of every other department has had promotions by leaps and bounds (I know of clerks, who have risen as deputy collectors), the unfortunate teacher has remained where he was and sees not a silver lining to the dark cloud of his overwhelming misfortune. The conduct rules do not allow him to exercise any supplemental profession, the least suspicion of exercise of which is punished severely, which will perhaps reduce his already meagre salary to an intolerable extent.

What is the remedy for the teacher? How can he maintain in these hard days at least a hand-to-mouth living, not to speak of a dignified position, which as a cultured gentleman, he deserves to occupy in society? This has really become a problem to him, and he finds no solution in spite of ardent cogitation.

He has waited with patience for better days to dawn. Like a dying man catching at a straw in vain hope of living, the teacher has had his elation at every educational report that advised the betterment of his status and frowned at the Wardha scheme which said that the salary of a basic school teacher should be Rs. 20 per month. He had hailed with a great deal of joy the Congress resolution passed at Karachi that no salary should be less than Rs. 80 (the upper limit does not concern him) and he has all along considered the Sargent Committee Report as a shining oasis in the wilderness of a teacher's economic life. He has specifically felt glad that the Sargent Committee Report was an unanimous report of all the Directors of Public Instruction, Educational Ministers and the other eminent gentlemen, interested in the advancement of Indian Education. Thereby he thought that his salary stood a chance of betterment, and a sure chance too. His joy knew no bounds, when at Simla Pandit Jawaharlal Nehru, Vice-President of the Interim Government, congratulated Dr. Sargent on the illuminating and comprehensive Report he brought about regarding Indian Education. When the popular Governments came into existence in the provinces, he leaped for joy, for he thought, and many people thought too, that education and educationists in India stood an abundant chance for improvements, especially because the country's progress was bound with the progress of its education and Congress talked of improving the literacy of the Indian population to the maximum possible extent as being one of the most important items of their constructive programme.

Popular ministers talked much about improving the status of the teacher, and each such word was considered a boon by

every member of the teaching profession. Thus was the hard pressed teacher expecting a substantial improvement in his salary, when down came, as a bolt from the blue, the revised scales of salaries granted by the previous Madras Ministry.

These scales disappointed him in many ways. They cut at the very root of his existence. They condemned him to a despicable position in society. They reduced him to a lower position than the lowest rung of the human race. A clerk in an ordinary office has been given a better salary than a teacher. The secondary grade trained teacher of the local boards has been given a lower scale than a local board clerk, for the sin of having undergone two years' training after passing his S.S.L.C. or Intermediate examination. The teachers of the local boards and municipalities have been granted inferior scales than those under government, and seniors in service have been given meagre encouragement.

Thus has the teacher been disappointed, sorely disappointed, by the publication of the revised scales. The reason for this has been said to be, paucity of finances. If paucity of finances can be a reason for keeping off reasonable revision of salaries of teachers, is it not an equally powerful reason for putting off prohibition? The teacher fails to understand, how paucity of finances could stand in the way of the betterment of the status of the teacher to a reasonable extent, while it did not stand in the way of the Government foregoing a major item of its finances.

Even if finances were lacking, it is not the poor teacher that should be made to suffer. His difficulties must be fully appreciated, his existence in a costly world should be ensured, if he is, in any way, to do justice to his profession. Educational ministers have talked of a great amount of sacrifice on the part of teachers, who have wedded themselves to a profession which is noble. This can be an argument appealing to the soul and the culture of the teacher, but not satisfactory to his physical needs. Further, by what stretch of imagination is

a teacher entitled to deprive his wife and children of ordinary comforts and conveniences and how is he entitled to starve them? Of course he may sacrifice a great deal by himself, he may even shed his blood in the cause of the young, but is he morally or legally entitled to ask the members of his family to starve with him? Had the teachers known that they would be asked to make such sacrifices and that they would be thrown to occupy the very lowest economic position in society, perhaps, they would have been wiser and given up all ideas of marriage. The teacher therefore feels, and reasonably too, that he has been let down by the government in the middle of his career, at a stage when he can neither give up the profession for a better job, nor continue in it without starvation for himself and his family.

The teacher's cry, therefore, should not be allowed to become a cry in the wilderness. He is an important member of society to whom is entrusted the duty of forging the brains of greater India. He should not be let down in the hour of his misery, especially when he has had to dispose away most of his paternal property to meet the high cost of living during the days of the war and has almost become a pauper in the cause of education.

Finance must be found somehow, for it will be noble on the part of the popular

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government to help this noble profession by granting substantial scales, at least the ones as recommended by the Sargent Committee report. No invidious distinction should be continued between the teachers in various kinds of schools. The teachers in the municipal, local boards and aided schools must be placed on a par with the Government teachers.

If in spite of ardent attempts, the government are unable to find finances to meet the demands of teachers, some of the following suggestions may kindly be considered :

(i) The desirability of levying a secondary education cess and enhancing the elementary education cess :

(ii) The increase in the number of instalments of fees payable by a student from 8 to 11 (the month of May alone being exempted), or if the increase in the number of instalments is thought to be undesirable, by increasing the amount of each instalment to the necessary extent.

The only objection to these two methods is that there might be a grumbling from the public about the increase in the cost of education! In the civilised world of the 20th century, education has become as much a necessary commodity of life as food, drink or clothing. When all the necessities of life have gone up six times or more, why not education? The public cannot with reason object to the increase in the cost of education, especially if they perceive that the teacher is the pivot of education and the progress of their pupils is mostly dependent on the contentment of the teacher and his interest in the cause of education, which must necessarily go down, if he is kept in constant anxiety about his home.

The teacher therefore entertains high hopes of the present Madras Ministry as regards the betterment of his salary, especially because the Hon. Mr. Gopala Reddy, Minister for Finance, has been pleased to promise on the floor of the Legislative Assembly to reconsider the scales of

the teachers in conformity with Government's finances and to give as much improvement as possible.

If in spite of the discontent expressed by resolutions of various educational bodies, and the suggestions made to increase the finance to improve the status of the teacher, the government feel yet unable to meet the demands of teachers, to give them a tolerable living, the government may at least systematically declare a teacher's service as part time and allow him to exercise a supplemental profession outside the working hours, to allow him to earn enough money to keep his body and soul together.

A word about headmaster's scales may not be out of place here. Government have announced that a headmaster's scale in a local board or a municipality will be 150-10-200 and 25 Rupees will be given as an allowance to headmasters of schools having more than 500 on rolls. The government has not provided for headmasters of schools having a strength of 1000, or 1500 or 2000. The work of the headmaster is heavier as the strength increases, and government, to be fair, has to give an additional Rs. 25 as allowance for every additional 250 or 500 pupils. Otherwise the headmasters of big schools should be considered only victims. If the government still feel that no separate allowance is necessary for headmasters of bigger schools then at least the headmaster's posts may be provincialised and transfers provided once in 5 years, if not earlier, so that the same headmaster may not be victimised with enhanced work by being asked to remain the head of a big school for life.

The following alternative proposal too is worth being considered. Headmaster's posts may be provincialised, and the High Schools may be divided into 3 or 4 kinds as per relative strength as follows :

Grade (i) Institutions with a strength of more than 1500.

Grade (ii) Institutions with a strength of more than 1000 but less than 1500.

Grade (iii) Institutions with a strength of more than 500 but less than 1000,

Grade (iv) Institutions with a strength of less than 500.

Different scales may be provided for different grades, transfers being provided

among different schools of the same grade. Promotions may also be provided from grade to grade.

May the Madras Ministry and the Almighty join together to bless the poor, down-trodden, hard pressed and helpless teacher!

ELEMENTARY EDUCATION AND AGRICULTURE

BY RAO SAHIB R. SWAMINATHA AIYAR, B.A., L.T., *Retired Headmaster, Kumbakonam*

IT is said that Government are examining the possibility of making agriculture a subject of study in elementary schools. This is to my mind a desirable move. There are experts, however, who hold that it is too technical a subject to be taught with advantage to an elementary school and what ought to be attempted therein is only the teaching of nature-study. What nature-study exactly means, what its requisites are, how it will pave the way to the teaching of agriculture at a later stage, and where the proper type of nature-study teachers are trained up are points about which not a few are in the dark. The experts opposed to the teaching of agriculture in an elementary school owe it to themselves to throw light on them. It won't do to nip a really good thought at its very start without suggesting a way out of the fancied difficulty of its accomplishment. The good thought should anyhow be got to mature and fructify. A certain measure of bold optimism is a sine qua non for the success of any undertaking. Agriculture being the staple industry of the bulk of the Indian population, every effort should be made to create a love for it in people and get them to take an intelligent interest in farming. Life in villages should be rendered sufficiently attractive by the provision of the necessary amenities.

To get the "land" to keep the village-folk, the local industries should be enriched and rendered remunerative. All desirable facilities and the necessary instruction in intelligent, economic methods of operation calculated to bring in the largest profit possible should be pro-

vided. What, above all, helps to realise this is rural education of a suitable type.

ELEMENTARY EDUCATION AND TRAINING THEREFOR

By "elementary education" is commonly meant "ability to read and write." To make proper citizens of the village-folk and render village life smooth and bright, this ability to read and write is by no means enough. How many are not there amongst us who could read and write and who are all the same most execrable? In not a few cases does this ability to read and write serve as a means to cleverly hoodwink people. To my mind elementary education should aim at getting people not merely to read and write but also love each his or her hereditary calling or occupation and learn to live in peace and earn their honest bread by the sweat of their brow and help to promote a healthy, corporate civic life. The village school should be a centre of enlightenment to the people all round and its courses should be so planned as to give a distinct rural bias to students resorting to it. The teaching staff of the school must be imbued with a taste for rural work and thoroughly qualified for it, having had the necessary training for it.

To train up teachers for rural work on the required lines, the training schools, secondary and elementary, should have their courses suitably modified. Within their scope there do come in nature study, practical agriculture, sanitation, hygiene, co-operation and domestic economy. What is suggested here is by no means a heavy scheme in any

of these subjects, but just as much of each as may be needed to create an interest in village life and village industries and enable the village people to turn their attention to them with advantage when necessary, instead of going far afield for pastures new where success is but problematical.

The Departments of Industries, Education and Co-operation should make common cause and devise a suitable scheme of studies for adoption in Training Schools. It is said that in the secondary schools of the Punjab agriculture is a subject of study and that the schools are popular all the more for it, inasmuch as an elementary course in that subject along with others does not prevent well-to-do students with brains from going up to higher studies and helps at the same time the poorer ones without adequate brains to resort to that industry and earn their living. The example of the Punjab may well be copied in Madras.

RURAL WORK AND CONDITIONS OF ITS SUCCESS

Rural education is too good and too responsible an item of public work to be left to honorary, untrained workers. The rural worker should have had a special training in a special institution. His mind must be attuned to rural work and he must identify himself with the village throwing his heart and soul into his work. Then alone would success be possible. To get him to take kindly to village work, enough emoluments should be held out lest he should be tempted away by the allures of town life. He is after all human and has his own aspirations to realise. The authorities concerned should not merely arrange to give him a good start but also provide for his advancement up to a reasonable limit. Periodical refresher courses in the several rural subjects of study and a frequent sympathetic inspection of the schools by proper men with a decent knowledge of local needs are alike indispensable for success in rural work. The teacher should by every possible means be enabled to have his aims and ideals ever before his mind's eye, and to be thoroughly up-to-date

in his methods, and there ought to be no stinting of expenditure in this direction.

THE DUTY OF THE POWERS THAT BE

It is said in some quarters that instruction in local industries in rural areas cannot be popular and that farmers' sons would learn farming and that carpenters' sons would learn carpentry more readily and with greater advantage from their own elders at home than from outsiders appointed for the purpose. It is further said that any formal instruction on local industries would prove unpractical and profitless. The village people should be disabused of this wrong notion altogether at any cost. What uneducated professional men like country farmers, weavers and carpenters lack is systematised, persistent effort at their calling, a genuine desire to learn improved economic methods of operation and to intelligently study and supply the real needs of the

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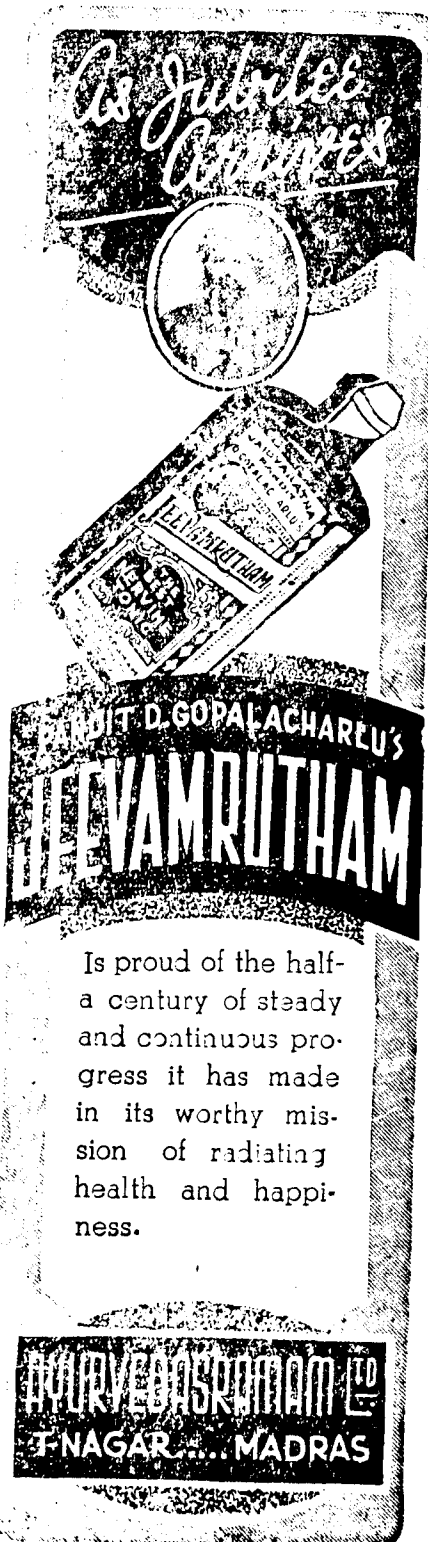
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public and above all, the power to measure their means and adjust their living in accordance with them. These are virtues to be acquired not at haphazard but by repeated instruction and methodical training. Prejudices die hard as well as irregular, unhealthy, meaningless habits, practices, and customs, and it is worth the while of the authorities concerned to arrange to get over them. Not only are rural elementary schools with a vocational bias necessary but there should be also in suitable localities special technical schools started, so as to bring home to people what great use there is in organised vocational training and how earnest the authorities are in spreading healthy technical knowledge. With this end in view, where agricultural farms are maintained, "classes for adult and juvenile labourers", like those at the Central Farm in Coimbatore, should be organised so as to give them the education they need most at seasons and hours most suitable and convenient to them. People who are against introducing agriculture as a subject of study in schools may point to the failure of the school at Anakapalle as a proof of the soundness of their opinion. This Department of Agriculture itself says that certain localities may be more favourable than others for making experiments in agricultural education and all circumspection has therefore to be exercised in the selection of localities for making such experiments. No experiment should be allowed to suffer through unwisdom in procedure. Hence the need for all caution, specially in a matter of such vital importance.

In a country where about 70 per cent of the population have to subsist on agriculture, there ought to be a network of schools for general education combined with suitable, practical instruction in agriculture and the allied rural industries, established in areas where the need for them is real, and they should be manned by people who know their job and really desire to do it well. Will the authorities concerned bestir themselves to set about making the experiment in earnest and bringing it to a successful issue?



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BUSINESS EDUCATION IN SECONDARY EDUCATION

BY ROY BREWER

Continued from page 58

It should not be assumed that Commercial Sixth Forms exist in the majority of British Secondary Schools, nor even that the full course of two years is completed by the majority of those who enter it. By the nature of things, boys or girls looking to a career in business will always tend to take the first opportunity of starting in a promising opening and these have never been very hard to find for any likely child who has reached a good standard in the School Certificate Examination.

Main Effect

A vast change in the British educational system is now in process of operation as the result of an Act of Parliament passed last year. The main effect of this Act will be, in short, to provide free Secondary Education for every child in Britain.

Prior to 1945, progress from Elementary (Primary) Schools to Secondary Schools was optional. A number of "free places" were awarded on the results of annual scholarship examinations, but the greater proportion of pupils came from homes where limited fees could be afforded.

The majority of British children, however, left school at the age of 14 or 15 with no secondary education, and with no, or a negligible amount of, education for business life. School-leavers of this age who wished to enter business or commerce either took intensive day or evening courses at commercially-owned colleges to acquire the basic business crafts, or they attended continuation evening classes organised by Local Education Authorities after working hours. In either case tuition was sought mainly in shorthand, typewriting and book-keeping.

Three Types of School

Under the new Act all children between the ages of 10 and 11 will take an examination while they are at their primary

school, and on the results of this they will pass to one of three types of school to receive secondary education. The first examinations under this scheme are due to be held in 1947.

From an assessment of their showing in this examination and of their previous school record, a number of children will be selected to pass on to receive secondary education at a Grammar School, in which the type of secondary education mentioned earlier will be given. Children whose assessment shows different aptitudes will receive their secondary education either at a "Secondary Modern School" or at a "Secondary Technical School", and it is at the latter type that the curriculum in its later stages will provide some introduction to business subjects.

Basic Office Crafts

From the age of 11 to 13 education will continue on general lines, but after this age, pupils at the Secondary Technical Schools will have shorthand, typewriting and the basic office crafts added to their course of study while the other subjects will be planned and taught with an eye to the child's ultimate career. The standards of achievement aimed at in the basic office subjects will not be excessive—about 100 words per minute in shorthand and 40 words per minute in typewriting—but the grounding given will make the path easier towards higher standards when the child leaves school at 16 years or later.

After the examinations in 1947 the full scheme will come gradually into operation. The word "gradually" is used advisedly, for the present acute national shortage of premises, building materials and teaching staff will inevitably affect the smooth working of the system as a whole for several years.

A GROUP OF MAKERS OF HEALTH

FIRST place goes to Captain James Cook.

Every boy and girl knows of his fame as a great navigator and of his voyage along the east coast of New South Wales and how he landed at Botany Bay where Banks and Solander went botanizing and collected many new and strange plants.

Not so many know of his devotion to the health of his crew and all on board. He was the first to make a long voyage and not lose a single man from the dread scurvy. This was not due to luck but to wise planning. His essay on his voyage in the "Resolution" in 1779, and his methods of preventing scurvy received the special award of the Copley medal by the Royal Society.

Scurvy is the first deficiency disease due to imperfect diet of which the cause and prevention was discovered.

Scurvy no doubt affected many primitive peoples during scarcity of food, especially fresh fruit and vegetables. Galen, a great Greek doctor, physician to the Emperor Marcus Aurelius, described it. It was often met with during sieges when provisions ran short, but became a scourge of the sea and killed thousands of sailors during the centuries when long sea voyages began. Vasco da Gama's crews suffered badly when they rounded the Cape and opened up the sea route to India. It was the invention of the mariner's compass that made these long voyages possible. The early voyagers like the Argonauts rarely went out of sight of land and coasted along from one port to another and could readily get fresh supplies of fresh foods.

But the great Elizabethans like Sir Richard Hawkins spent months in the open sea, living mainly on such things as salt beef and biscuits.

Just what caused scurvy was not known and though some amongst both Dutch and English navigators used orange and lemon juice and fresh vegetables when in trouble, their use was far from general. Lord Anson

who sailed round the world in 1740 lost three out of every four of his men from scurvy.

James Lind, a surgeon of the English navy, startled by these terrible experiences, worked out by experiment exactly how scurvy could be prevented and how sailors with scurvy could be cured. By careful trial he was able to say just how much orange juice or lemon juice was needed, whether to prevent or to cure the deficiency disease. This was an epoch-making scientific contribution based on exact experiment.

It was necessary to demonstrate clearly the method over a long voyage of years and this Cook succeeded in doing by careful planning.

Sir Gilbert Blane later introduced lime juice (from a citrus fruit in the West Indies, a sort of lemon) and scurvy vanished from the British Navy as if by magic.

Cook worked out a careful plan for an ample, balanced and complete diet for the whole ship's company. Some of it was new to the sea, such as a "rob" of citrus fruit, a sort of extract of the juice. He felt that some of the sailors might be suspicious, as so many tend to be, of "new fangled" ideas. No matter how good it might be, much of the valuable "rob" would be thrown out of the porthole.

So instead of ordering it to be consumed, he merely put it on the officers' mess where he and his mates took it under his own eye.

A few days later a deputation from the foc'sle (forecastle) asked permission to see him and their spokesman asked respectfully but firmly why they, the seamen, had been left out, so Cook graciously agreed to let them share in the precious "rob" so that everyone faithfully carried out his plan for prevention. He also, when he got the chance, as at Rio de Janeiro, bought fresh supplies of fresh foods, but they of course only lasted a few days.

In addition to his planned prevention of scurvy, Captain Cook was noted for his rigid practice of strict cleanliness. Daily the ship had to be made thoroughly clean and tidy. Many ships used to limit their clean-up for the week-end so that everything was shipshape on Sunday, but as the sailors said "Every day was Sunday on Captain Cook's ship."

The story of Captain Cook should lead up to a talk on vitamins. What they are? What kinds there are? Where they are found amongst foods? What foods are lacking in vitamins? What they do in the body? How they can best be obtained?

Vitamins are chemical substances which in minute amount are essential to health and are usually obtained in our food. A diet is only complete when in addition to the things we can readily see such as (1) meat, white of egg, cheese—proteins—body-building foods (2) butter and oilier fats (3) together with flour, other cereals, sugar—the carbohydrates—the fuel foods which supply warmth and energy, we have (4) minerals especially Lime (Calcium) which builds bones and from which forms the colouring matter of the blood, and finally (5) vitamins—growth-producing and health-maintaining substances.

Vitamins are substances present in certain foods and needed in minute amounts for health. They allow the body to use to the full all the foods we eat or drink.

If any one vitamin is lacking in our food then a particular form of ill-health arises which is readily remedied if enough of the vitamin is taken. The vitamin therefore prevents this "deficiency disease" as well as cures it. Most of the known vitamins have been extracted from foods containing them and the chemical composition of the pure vitamin found out. Using this information a number of them have been made artificially. All contain carbon usually with hydrogen and oxygen and sometimes nitrogen and other elements. The chemical name is given according to the structure, and as this is complex as a rule we prefer to call them by letters of the alphabet.

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Vitamin C is present in (1) citrus fruits, such as oranges, lemons, grapefruit, mandarins, also in fresh fruit like passion fruit, mangoes, black currants, strawberries, raspberries. These are all excellent sources.

Other fruits which are useful sources are pineapple, paw-paws, bananas, cherries, peaches, apples and watermelon.

Vegetables are the second main source. Watercress, spinach, parsley—the cabbage family—cabbage, cauliflower, brussels sprouts, broccoli—green peas, radishes, and by no means least tomatoes.

Useful are potatoes, sweet potatoes, green beans, cucumber, parsnips, rhubarb, leeks, onions and artichokes.

Animal organs such as liver and brains are also excellent, while kidneys are a good source.

Sprouted seeds are the fourth excellent source.

Perhaps the richest source are hips (wild rose) and haws.

It is important to know that the amount of the vitamin is by no means constant in any one food.

In fruit it is richest if picked ripe and eaten fresh. The longer the fruit and vegetables are kept, the greater the loss of vitamins. Drying in the air also spoils as does exposure to the light.

Heating in the presence of air destroys the vitamin, especially if an alkali such as baking soda is present, sometimes used to keep beans or peas looking green when cooked. Heat alone does not do this.

Exceptions to the above are to be noted. Storage in the cool as in a refrigerator helps to keep the vitamin intact.

Canning in factories where steam heat is used and air not admitted retains the vitamin. Canned tomatoes are a very rich source, as rich as fresh tomatoes.

The same finding applies to dehydrated foods where water is removed to reduce their bulk.

Jam made by cooking in an open pot similarly contains little vitamin C, but tinned jam made in factories by steam heating is just as rich as the fruit pulp used. Tinned black-currant and strawberry jams are rich in vitamin C. The home-made jams by long cooking in an open pot contain little vitamins.

In general we may say that acid substances keep the vitamin well, such as the citrus juices, tomato juice and tinned tomatoes.

What is the form of ill-health due to lack of vitamin C? This is known as scurvy.

Few get scurvy in Australia. It is at times found in young babies in the first year of life who are being fed on boiled milk or patent foods. Fresh or properly pasteurized milk do not cause scurvy.

The child is miserable and out of sorts and cries when picked up or its limbs are handled, for they are swollen and tender. It looks pale and flabby and lies on its back with its legs drawn up. It needs medical attention.

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Once scurvy is recognised, it should be given vitamin C. Orange juice about two teaspoonfuls every four hours is readily taken. Tomato juice, sweetened lemon juice, juice of swede turnips are useful substitutes. Potato cooked in its jacket and made into a thin cream with fresh, or better, pasteurised milk.

As rickets is often also present, cod liver oil may be needed. Within two or three days the baby is transformed into a happy child, free from discomfort.

It is well to realise that many people are on the threshold of the vitamin deficiency. They get barely enough or at times run short. The result is not so definite and obvious as the full disease scurvy, but they may feel rather poorly, get anaemic and easily tired, have little inclination to do anything except sit about, all sorts of vague signs of ill-health. This applies to children under five especially.

Dr. Clements in his search for scurvy in remote parts of the Eastern States from Mount Isa in Queensland to beyond Mildura in Victoria, could not find any in spite of the difficulty there of getting fresh fruit and vegetables (Mildura has, of course, oranges). He showed this was due to the constant use of potatoes. Even after the usual cooking for twenty minutes, the potatoes retain useful amounts of vitamin C and further, potatoes are eaten every day and in considerable amount by everyone.

In England during the war, when food supplies were very difficult, both in amount and variety, vitamin C was provided by making a syrup from hips and haws, industriously collected from wild roses and hedges by boy scouts and girl guides.

The Commonwealth Government when the threat of invasions in 1943 made it necessary to set up stores of food in various parts of this State, laid down considerable stocks of tinned foods including black currant jam.

What actually may happen inside the body?

1. The walls of the capillary blood vessels are weakened and blood easily passes through the walls into the tissues around forming deep bruises that are tender, typically under the lining membrane of the bones.

2. The bone-building cells both in the bone and in the ivory (dentine) of the teeth lays down faulty material and the structure of the gums is interfered with.

3. The blood clots more slowly and seems to contain less iron.

4. The resistance of the body to infection is reduced.

Hence vitamin C counts for the making and keeping of healthy well-formed teeth and gums and of bones. It favours good colour (plenty of iron) and helps us to deal with infections.

How much vitamin C must we have?

It is difficult to realise how minute is the supply that is needed. About twelve teaspoonfuls of orange juice is ample for the cure of the sick baby and about three teaspoonfuls ample to protect the healthy baby.

Over 99 per cent. of orange juice is made up of water, citric acid, sugar and colouring matter.

The baby needs thirty milligrams of the pure vitamin a day. A gram is 1543 grains, a milligram one thousandth of this, 30 milligrams is therefore rather less than half a gram (0.46 grain) for protection and about two grains for the whole day for cure.

Children	...	6—50
"	...	9—60
"	...	12—75
Ordinary Adults	...	75
Expectant Mothers	...	100
Nursing Mothers	...	150

Adolescent boys rather more.

What is the pure vitamin C?

It is ascorbic acid and forms white crystals which can be used as tablets.

It is soluble in water. Hence in cooking vegetables much of the vitamin is thrown away in the water.

Can one take too much—No.

Nevertheless, it should be obtained from food and almost as important is to note foods of no value in the prevention of scurvy.

Sugar (quite free from vitamins).

Almonds, dried dates, dried figs, olives, dried prunes, walnuts, bacon, butter, hen's eggs (butter, eggs are very valuable for other vitamins).

Barley, lentils, flour and cereal foods, bread, biscuits, cakes.

It is noteworthy that these form a large proportion of the diet of most people.—*Education Gazette, New South Wales.*

ARISTOTLE*

(384—322 B.C.)

By PAUL VERGHESE Esq., B.A., M.Ed. (LEEDS), L.C.P. (LOND.), M.R.S.T.,
Vice-Principal, Training College, Trichur.

ARISTOTLE was the pupil of Plato. His father was the court physician at Macedon. From him and Plato, Aristotle obtained an excellent scientific training. In his breadth of vision, he comes close to modern times and he bears the reputation of the best educated man of any age.

Socrates, Plato and Aristotle united individual interest with the social welfare. For the first two, the aim of education was knowledge, and to Aristotle it was happiness and goodness—goodness of intellect and goodness of character. To Socrates and Plato, the possession of knowledge constituted virtue. To Aristotle virtue was in the attainment of happiness or goodness; hence, it is a process, an activity, and not a condition. Plato believed in obtaining ideas (knowledge) as the highest goal, while Aristotle believed in the functioning of ideas.

Aristotle held that goodness consisted in well-being and well-doing, that is, goodness of the intellect and the goodness of action. The former is an individual concern and the latter represents the social aspect. These unite the individual and the social elements into one ideal. Happiness is the outcome of such activity, of such functioning of ideas in actual life. Consequently man's highest excellence, i.e., his goodness, lies in putting into operation of these ideas or principles of conduct in his life with his fellows. Thus it was Aristotle who gave a sound solution

to the problem of life. His outlook was objective and scientific and not subjective and philosophic as Plato's. He formulated the thought processes, Inductive and Deductive for the first time, though they were existing all through the history of the human race.

Plato was the first to apply psychology to education and his educational theory was in many respects strikingly modern. For him the soul was the dynamo which gave life to and drove the machinery of the organism, and he conceived education as a process by which the soul was developed through the gradual adjustment of the individual to his environment and to the society in which he was brought up. The purpose of instruction was to train the pupil in abstract thought, for Plato held (and his opinion has been justified by that very modern invention, the intelligence test) that the highest mark of intellectual capacity lay in the ability to perceive the relations between things. Aristotle evolved a very beautiful theory of the soul. He rejected the idea that it was separate from the body. For him it was the form which gave shape and meaning to the matter.

Matter has no meaning without form; form cannot exist without matter. Together they produce something full of reality and meaning. A block of stone, a lump of clay, when unshaped are uncouth and meaning-

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less. The sculptor transforms one into an angel, the potter moulds the other into an exquisite vase. Each individual is the sculptor of his own individuality; and soul is the form he gives to it. Soul, in other words, is the perfected state of development when all the bodily functions are working actively and in unison. This theory led Aristotle to investigate the nature of the senses. He defined sensation as a change in the mind. Memory he regarded as a permanent impression of sensations and human experience as a collection of memories. He traced a sequence between sensation and reason, and a similar one between desire and will. He established knowledge and willing as the main functions of the mind, and was careful to distinguish between mind and the bodily organ through which it worked. Thus one may see that over two thousand years ago a considerable body of psychological knowledge has been built up. Aristotle's educational scheme is equally fascinating. It is given in his book 'The Politics.' His system of education forms a component part of the system of the State. Early education is left to the parents and after six years, it should be controlled by the government. But at the same time the parent is also responsible for the moral education. He gives emphasis to the training of the body. "The care of the body ought to precede that of the soul, and the training of the impulsive side of the soul ought to come next; nevertheless, the care of it must be for the sake of the soul." He also advises that it is necessary to consider at what age the citizens should marry and who are fit to marry.

Physical training should aim to develop good habits and control of the passions and appetites and not for superiority in athletics nor at the development of the roughness and ferocity of soldiers. His counsel concerning the food, clothing and exercise of children is sensible and humane and in piece with the best modern hygiene. He does not regard industrial classes as citizens and therefore does not prescribe education for them. Women in his opinion need receive only a limited supply of training.

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The course of study for the irrational part is largely the same as that in use at Athens—gymnastics, music and literary subjects, although he recommends some modifications. Gymnastics is meant for self-control and beauty of form and not to make athletes and soldiers as it used to be. Literary subjects, including drawing, reading and writing, are not merely for utilitarian reasons. Music is to be used to acquire the habit for forming right judgments and of taking delight in good disposition and noble actions and also to afford a safe vent for our emotions (catharsis or purification). Thus the traditional subjects of music and literature are accepted as the appropriate means for moral and the earlier stage of intellectual education.

The details of the higher education, that of the rational part of the soul, are not given, because the treatise breaks off abruptly at this point. It is quite likely that it would have included a higher train-

ing in mathematical subjects and dialectic similar to that advocated by Plato. From Aristotle's own example, we may also presume that he would have been likely also to add some of the physical and biological sciences.

Aristotle like Plato attempted to harmonize individual with social interests by the creation of an ideal State. His was a narrow outlook to discountenance the demand of the times. He contributed a good deal to sciences, formulation of laws of thought and invention of terminology. The philosophy existing during his period did not consider the individual from the stand-point of membership in society. So there was no social unity. It was purely individualistic in view, relating to the personal welfare or happiness without regard to one's fellows. Aristotle had little effect upon educational practice at the time, but he has since greatly influenced education.

NEWS AND NOTES

THE XXXVII MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

The XXXVII Madras Provincial Conference will be held at Madras on the 12th, 13th and 14th of May, 1947. The following are draft resolutions for consideration at the Conference:

1. The Conference is of opinion that the Cabinet Committee appointed to go into the question of the revision of the salaries of teachers have failed to translate into action the principles which they have enunciated for the revision of scales, in their recommendations regarding salaries for teachers. The recommendations are thoroughly inadequate and unsatisfactory.

2. The Conference regrets to bring to the notice of the government and the public that the continued neglect of the salary problem and the perpetuation of the invidious distinction in respect of salaries and conditions of service of teachers have been adversely affecting the progress of education in our province. It, therefore, urges the public to impress upon the Ministry that the problem should be solved in consultation with the Provincial Advisory Board of

Education or preferably through a committee constituted on the lines of the Burnham Committee as early as possible. It further urges the public to make it clear to the Ministry that service in any recognised educational institution is national service, that the interests of teachers should be safeguarded, no matter where they happen to work, and that all schools, whether government, or Local Bodies or private, are to be equal in the eye of the government and entitled to their liberal support.

3. In view of the attitude of the government in regard to the question of the teachers' salaries and service conditions, this Conference is compelled to come to the conclusion that direct action is the only remedy open to teachers. It therefore appoints a Council of Action

(i) to secure cent per cent enrolment in every local and district association and prepare a registry of all members:

(ii) to organise a special fund to which every member shall contribute at the rate of Rs. 5 for teachers drawing Rs. 50 and above and Rs. 2 for those drawing below Rs. 50, the fund being utilised for the purpose of organising

propaganda and relief under the direction of the Working Committee of the Union:

- (iii) to get a committee like the Burnham Committee appointed to make an award regarding the scales of salaries for different grades of teachers:
- (iv) to take from every member a declaration regarding his willingness to extend whole-hearted co-operation and readiness to carry out the directions of the Council of Action:
- (v) to take, with the approval of the Working Committee, either in a local area or throughout the province such steps as may be necessary, as indicated in the Executive Board's resolution of 1st February 1947, to secure the demands of teachers.

4. The Conference views with grave concern the increasing amount of extraneous duties that teachers are being called upon to perform and it considers that if such work is to be done, it should be adequately paid for.

MADRAS TEACHERS' GUILD

The annual education conference of Madras teachers was held on April 5 under the auspices of the Madras Teachers' Guild at the Christian College High School, Mr. T. V. Apparsundara Mudaliar presiding.

Mr. T. S. Avinashilingam Chettiar, Minister for Education, opened the conference, and Dr. William H. Edwards of the United States of America delivered a lecture on the American Educational system.

Mr. P. Doraikannu Mudaliar, President of the Guild, welcomed the Minister and others present.

Declaring the conference open, Mr. Avinashilingam Chettiar said that there were two problems before the teaching fraternity, the economic and the professional.

About the economic aspect of the profession, much had been said in the past. The Government would try to do all they could in the future. Certain proposals had been made to raise the status of the teachers and they were being examined. The Madras Government was also in touch with the Government of India to help them in this matter.

The Minister said that he had been closely associated with the profession, he knew the problems which faced it and he would endeavour his best to alleviate the sufferings of the profession. They were on the dawn of a new and glorious era, and the problem of keeping and preserving a free India was much more difficult than the problem of achieving freedom. In these days, they should, therefore, devote greater attention to the approach to their studies and the ultimate end of education. Teachers should be prepared to play their role in the changing times. Recently he had heard that in certain schools importance was attached only to the marks obtained in examinations. This was unfortunate. They must build the character of the children, and the school atmosphere should be such that pupils should grow to become citizens. Parents too had a great responsibility. The Minister appealed to the teachers to have greater association with the pupils and the parents, and try to make the school a living institution.

Dr. William Edwards, speaking on "Education in America," said that India was entering a new era of freedom, and in this transitional stage the teachers had a great part to play. They must evolve a new educational system to suit the free India and this was the most opportune time for them to revive their past glorious culture. The whole school atmosphere should be changed to suit the new objective. They should have complete universal free education upto a certain stage, and every child in the land should have a chance to grow upto his full stature. The lecturer said that he attended the Asia Conference and was greatly impressed. India, with her great leaders, like Mahatma Gandhi and Pandit Nehru, could bring about greater world understanding. The schools in India should cultivate that international understanding and it should be possible in the future for men of other countries to visit India and learn of her peculiar contribution to world knowledge.

Mr. T. V. Apparsundara Mudaliar, in his presidential address, said that the main objective of a teacher was to instil into the minds of the pupils a spirit of service. He was glad to see before him teachers of all grades uniting together to consider the

EDUCATION FOR TEACHERS

The British Ministry of Education's programme of short courses for 1947, just issued, offers a comprehensive range of courses for teachers concerned with all aspects of education. There are no less than 64 national courses open to teachers and others in the educational service in all parts of England and Wales, and nine courses for those in Wales. A number of regional courses restricted to teachers from specified areas are also being arranged.

The programme is divided into six sections: primary and secondary, technical and commercial, art, adult education, youth service and special educational treatment.

In the first section, in addition to the usual school subjects, provision is made for courses on the British Commonwealth and Empire, the care and maintenance of libraries, educational guidance of children, health and sex education, rural science and juvenile employment service.

The technical and commercial section includes courses in mining and building, while the art courses comprise such subjects as dress, millinery, embroidery, hand-weaving, textile printing, gold and silver-smithing, jewellery, interior decoration and equipment of schools, national art collections, painting and decorating, pottery, typography, lithography, mural painting and modelling.

Two courses are to be held on the subject of adult education, while of the eight courses on youth service four will be on camping. A noteworthy feature of the programme is the increase in the courses on special educational treatment, which now number six.

The majority of the courses are of one to two weeks' duration. No tuition fee is charged, but those attending will be responsible for meeting their own expenses for board and lodging.

common problems of the profession. That unity brought them power, and he had every confidence that their voice would be heard in proper quarters and necessary help would be coming to them. They were engaged in a noble profession, and if the profession would conduct itself well, their grievances would be locked into with sympathy.

Stressing the need for the teachers to get into living touch with the pupils, he said that there was no use giving them model lessons, but the teachers should live with them in the school as well as in the playgrounds. The training of character was most important, and he appealed to the teachers to bear it in mind. He also pleaded that the teachers should contact parents. A pupil disciplined at home proved a better student than one without parental discipline. Concluding, he appealed to the teachers to be abreast of the times in their methods and adapt themselves to the changing conditions.

Mr. M. K. Ramamurti then initiated a discussion on 'Financing of Education' in which several took part.

Mr. L. R. Chandrasekhara Aiyar, winding up the proceedings, appealed for unity among teachers.

PERSONS KNOWING FOREIGN LANGUAGES

From time to time the need may arise for translators or interpreters in languages which are not widely studied in India, such as Russian, Chinese, Japanese or Siamese. Persons knowing these languages are invited to furnish to the Secretary to the Government of India, External Affairs Department, New Delhi, their names and addresses, the languages they know together with a clear indication of the standard they have attained and the examinations, if any, they have passed.

The object of calling for this information is to draw up a register of persons with real proficiency in these languages and has no reference to any possibility of their being offered employment.

EDITORIAL NOTES

BRUCE Truscot surveys in his book—*Red Brick University*—the position and work of the University in the modern world and urges that its prime obligation of research is one which is becoming increasingly neglected. Research is thus defined very broadly by him. "First, it will comprise all original work of a scholarly kind,...of course include the presentation of facts or ideas either in a new light, or (as a rule) in such a way as to bring them within the reach of those from whom they would be otherwise excluded. It can further be extended to keeping abreast of contemporary investigation and thought in one's own field and to critical receptiveness to new ideas in that field. Finally, it takes in not only the pursuit of all these activities oneself, but the encouraging, stimulating and training of others to pursue them, and participation in the activities of bodies devoted to their furtherance."

I. Universities and Research. Thus teaching of the kind that is conscious of its higher purpose is included in the meaning of research; "not as the passing over of a prescribed block of knowledge," but as the cooperative endeavour of staff and students. Next is the duty of the university to show to the student that it is not an institution, but a society, and that he should organise his own time for good and thus become inspired with love of initiative and adventure.

Red Brick University is specially concerned with English provincial universities, as distinguished from 'Oxbridge,' the name by which the older universities are known and subjects them to a thorough examination in respect of the academic status which they have already won for themselves against heavy odds. These provincial universities have made a name through the exertions of their brilliant poor scholars and staff, but they lack

properly organised residential life and the consequent ability to appreciate the nature of the university as a corporate society. Many among them tend to foster narrowly specialised teaching which should be corrected by a broader approach. Again stress is laid on the value of the Pass man, as separate from the Honours man and on the urgency of more adequate supervision exercised over him. The writer approves the present examination system described as a "race against the clock" as it judges the candidate's fitness for a degree on the ground that 'success in coping with an ordeal is a good test of capacity and character.'

Research should be made obligatory upon all professors and senior lecturers; and their appointment or promotion should depend not only upon the work which they have already done, but also upon the plans which they have for work during the next few years. Again it is recommended that their appointment should be reviewed periodically with special reference to the relation between their performance and planning. The ideas adumbrated in this book can be profitably studied by all those who are interested in the aims and achievements of Indian Universities.

II. The Asian Relations Conference. The Asian Relations Conference which met at New Delhi under the aegis of Pandit Nehru last month contained culture representatives of twenty Asiatic and Middle East countries, extending from the Mediterranean to the Pacific; and the proceedings have stressed the great concept of cultural co-operation and understanding constituting the true basis of international unity, as they override political and economic divisions and help to eliminate the narrow bounds of economic and ethnic nationalism. It has served to bring into prominent relief the common spiritual and

cultural foundations of the different Asiatic nations and of the prominent part that India has played in their formation. The Conference justifiably claims that the united cultural message of Asia can, by its effective dissemination, save all mankind from mutual war and destruction and lead them to world unity and co-operation. The best method of spreading the ideology of the Asian Relations Conference is by the spread of Asian cultural ideas throughout the world, first by exchange of professors, students and ideas among the different Asiatic cultural centres and then by the establishment of Asian culture institutes in Europe, Africa, America and Australia. The Asians in the U.S.A. have recently organised a pioneer institution in this field, by name, The Asia Institute in America, the programme of whose work comprehends research on theological, historical and cultural subjects of Asiatic countries by the collaboration of Asiatic and American scholars and the regular publication of the fruits of their research.

The Government of India's prompt action is to strengthen the cultural relations between India and China by offering twelve studentships to Indian scholars tenable in Chinese universities for studies in Chinese language and literature, philosophy, history, arts and crafts, sociology and archaeology. A lady has been included in the *personnel* of this group. With a view to promoting Indo-Iranian cultural relations, the Iranian Government have offered two studentships to Indian students for the study of Persian Language and Literature at the Teheran university, and two scholars have been deputed already by the Government of India.

At the same time, as there will be an increasing need for translators and interpreters in India for languages like Siamese, Chinese, Japanese and Russian primarily by Government for its External Relations Department and for promotion of the study of these languages in our culture centres, a register has been

arranged to be drawn up of persons knowing foreign languages such as these, indicating the standard they have attained,

With the prospect of political independence showing itself round the corner, it becomes more urgent than ever to destroy illiteracy, ill-health and economic want, and make the entire people socially secure. As has been well pointed out by Mr. N.A. Sarma in his book, *Social Security* (National Information and Publications Ltd., Bombay 1947) any planned social security must destroy the Five Giants of Want, Ignorance, Squalor, Idleness and Disease. The author stresses the point that the establishment of a national minimum income should not be allowed to degenerate into an inducement for the people to rely on the state dole. Productive employment should never be lost sight of. Social insurance and social assistance are the two principal techniques to be adopted. The former principle is different in certain fundamental respects from voluntary insurance and the latter subordinates all other considerations to the provision of economic security, and is based on the community's duty towards all those who are genuinely in need, irrespective of any test for eligibility to benefit. The economic effects of financing social security must be evaluated as a whole.

In India, proper training and literacy, provision of fair wages and social security are the three planks for creating efficiency of labour. The Workman's State Insurance Bill of 1946 creates a central board for compulsory state insurance, and the work to be done by it is very much similar to that of China in the economic and social spheres. National planning is however the pre-requisite, as well as a tremendous increase in production, industrial and agricultural. The demand for social security is more pressing in rural areas than in urban ones; and this unevenness is more marked in India than in other countries. Since the

urgency of social security is greater here than elsewhere, the solution should not be put off on any ground, even as the recommendations of the John Sargent committee on Educational Reorganisation were. For both, the question should be not "Can we afford it?" but "Can we any longer afford to do without it?"

"The Dawn is breaking. Know ye what to-do with the Day."

This glorious Dawn will be empty of life and inspiration with illiteracy and poverty still stalking the land.

In connection with the proposed Constitution for the New and Free India it will be beneficial to study the provisions relating to

IV. Constitutional Provision for Education. education in some advanced states. Thus the U.S.S.R. constitution provides that all citizens have the right to education; elementary

education is compulsory and universal; higher education is free of charge; a great proportion of students in universities and colleges enjoy state stipends; learning is imparted in the native language; and free, vocational, technical and agronomic training is given for the working people in factories, state farms, collective farms and machine and tractor stations.

In Ireland the constitution provides for free primary education by the state, for reasonable aid to private and corporate educational initiative and paying due regard to the rights of parents over children, especially in religious and moral instruction.

In Switzerland, the federal government provides for higher educational institutions and the cantons for primary education. Public schools are open to all sects and communities; and primary education is compulsory and free in public schools.

In Canada each province has the exclusive right to legislate in educational,

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matters, without any prejudice to the denominational schools established by law. In the Weimar constitution of Germany, compulsory education is imposed on all in primary schools, with at least an eight years' course, followed by continuation schools, up to the 18th year of age. Instruction and all accessories are free of charge in the primary and continuation schools. Private schools have to be approved by the state. There is to be no segregation of pupils in social

compartments. All schools should aim at inculcating moral character, a civic conscience, personal and vocational efficiency and at the absorption of German nationality and international good will. Religious instruction should be imparted in all schools except in undenominational secular schools, and according to the principles of the religious body concerned and with the assent of the person responsible for the child.

BOOK REVIEWS

CREATIVE EDUCATION: By W. M. Ryburn
M.A., Longman's Green & Co., Ltd.

"Creative Education"—a study for educating democracy in India, by Mr. W. M. Ryburn, is a sincere and notable attempt to reconstruct our educational system so as to fit our boys and girls to play their roles as the citizens of a free, happy and prosperous India.

The report of the Central Advisory Board discusses mostly the problems of education from an external aspect, with a view to improve the quantity of education and educational administration and thus marks a great step forward in the progress of Indian education. But Mr. Ryburn gives us useful suggestions for improvement in the quality and aims of the personnel of the educational system, in order that the administrator and the teacher may know what they are aiming at and have some idea of their main purpose of producing true citizens of the Indian democracy. He has pointed out the following defects in the present educational system—a lack of freedom in the initiative of schools, teachers and students; mass production rather than the development of the individual pupil; want of personal relationship between the officers, teachers and pupils; superficial, external examinations; subject centered and not child-centred curricula; poor knowledge of child nature and methods of dealing with children;

recruitment of weak teachers and bad training; domination of the high school by the university; and the unsuitability of the system of education to the ordinary life of the overwhelming majority of the people of the land owing to the neglect of vocational training. All the above defects are due to the fact that our present educational system aims only at imparting to the students undigested information contained in text-books, in short it is imitative and not creative in character. Therefore the author has taken much trouble to explain the nature of the creative type of education, which will be the foundation of the democratic living of all the boys and girls in the country, and to give suggestions to work it out in detail in all aspects of the educational work of the state. Creative education must be such as to change, not by force or by legislation, or by propaganda (in the bad sense), but by sending out into society individuals with creative personalities and high purposes, who will by their activities create a new political, economic and social system. The three important tasks of the new creative educator are, firstly harmonious development of the powers of the body, mind and spirit of the individual personality, secondly the development in the individual of the realisation of a great purpose for his life in his relation to the society and thirdly developing persons who will not be victims of their environment, but will react positively and creatively to that environment, revolutionising it if

possible, and becoming the apostles of a new age.

Having defined creative education, which must be helpful for the growth of true and full democracy in India, and is a way to carry on and regulate the political, economic and social life of a community, encouraging the community to give the maximum service to each individual member on the one side and each individual member to live harmoniously with others so as to give the maximum service to the community. Mr. Ryburn proceeds to discuss in detail how the principles of cooperative society and cooperative discipline among teachers and students should be introduced in order to develop school social life and the art of their living together. He explains how education is a creative force in society and points out the effects of education on society. Next the following important educational problems are discussed in the light of the principles of creative education explained by him—the development of the child as an individual person, the proper training of his mind and emotions, his physical education, and his training for leadership; the qualities of creative teachers and administrators; the types of schools; the curricula of studies; the examinations; and experimenting. He has emphasised that the teacher should give up his own bias, know well both himself and his pupils, prepare the way for creative work among students and create interest in the parents regarding the education of their children.

He finally points out that the four fundamental and important factors that contribute to the success of creative education in India, in the order of their importance are—the urgent improvement in the status of the teacher by improving his pay and grades of salaries, the introduction of vital reforms in training teachers on creative lines, the proper recruitment of qualified and efficient teachers only, allowing them freedom in their educational work, and the creation of effective spiritual outlook in the relations and work of the officers, teachers and students.

We feel that Mr. Ryburn should have devoted a complete chapter to the pay and

salaries of all grades of teachers in these hard days of high prices, giving practical suggestions for the increase of funds required to meet the extra expenses. His scheme of creative education cannot be realised in practice if the teacher is not spiritual, efficient, and free in his work, and happy with a feeling of economic security in his mind.

RANDOM SELECTIONS: National Information and Publications, Ltd., Bombay pp. 138. Price Rs. 2-8-0.

This volume is a collection of interesting articles, published in various magazines and newspapers throughout this country and distributed through the National Press Syndicate. Among the contributors are many distinguished names, and the articles selected are on themes of lasting interest. Srimati Kamaladevi Chattopadhyaya writes about the indifference of educated girls to the social and political problems of the country. Acharya Kripalani traces the growth of the ideal of Purna Swaraj and sketches the history of the Independence Day, celebrated on the 26th of January every year. Ashok Mehta pays an enthusiastic tribute to Jayaprakash Narain. The future of Western civilization is discussed with incisive brilliance by Dr. C. E. M. Joad. Anil K. Chanda and Arniya Chakravarty discuss respectively Tagore and Mahatma Gandhi. The character, personality and mission of H. G. Wells are briefly but affectionately dealt with by Mulk Raj Anand. 'C.R.' sketches the career of the great prohibitionist, 'Pussyfoot' Johnson. The difficulties in understanding what democracy means are vividly brought out in an essay, lit alike with wit and wisdom by Khan Abdul Gani Khan, the son of the "Frontier Gandhi". Agricultural economics forms the theme of Professor M. L. Dantwala, and the boundaries of art are defined by Dr. Cousins. Altogether, interesting and varied fare, suiting all sorts of tastes. We look forward to other volumes of this kind, containing selections from the writings of our thinkers and statesmen in the periodicals of the country.

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LIBRARY SERVICE FROM DIVERS ANGLES

S. R. RANGANATHAN, M.A., L.T., F.L.A., *President, Indian Library Association, Librarian, Benares Hindu University, Secretary, Madras Library Association.*

LIBRARY SERVICE AND THE ZERO HOUR

GREAT BRITAIN has fixed June 1948 as a zero hour in Indian chronology. Before that, stupor, decadence and dependence; after that, independence, regeneration and awareness. Though ostensibly fixed by Great Britain, India has been exerting herself towards that hour during the last fifty years; and she will have to exert herself even more to live effectively after the hour. The exertion needed to make life effective after the zero hour will have to be different in quality from that needed to bring it about.

To break her chains, disarmed India had to depend solely on her emotional impulse. All the energy that shaped her during the last fifty years had to spring from emotions—the dynamic power of racial pride, leadership and faith. The induction of these emotions, especially at the level of group psychology—needed more of spoken words than of written ones. The potential had to be stepped up quickly and violently by the living voice, the powerful eyes, the changing expression that may so subtly extend or modulate the meaning of words—in short by the incalculable influence of a powerful personality in direct and immediate contact. Moreover, it was sufficient and indeed necessary, so that all may be equipped alike and made to put forth the maximum effort in concert, without anybody being distracted by any other interests. Even the students

had, on occasions, to be asked to walk out of their institutions and fall into line with the adults.

But after the zero hour, this kind of emotional energy will be of no avail to do the constructive work. It is only deliberate and constantly fed intellectual energy that can meet the situation. It is true that intellectual energy itself must have its roots in another kind of emotion—love of truth and desire for wider understanding and more detailed knowledge. That emotion of deferred result is necessary to shape India after the zero hour. This source will, however, dry up if one becomes merely a vehicle for the prevailing, popular impulsive emotions of the moment. It will keep alive only if one puts forth, in a sustained way, the so called dry intellectual effort.

In this effort, the help from the immediate presence of the master can be and must be supplemented by thought abstracted and packed in the form of books. Since the personality that can evoke intellectual advance is rarer than the one that can set impulsive emotion in action, it will often be that books are the only help in the case of many. The technique of India's effort after the zero hour should thereafter include the technique of helping the masses to draw help from books. Books are by nature so artificial that, except in the case of the gifted few, they will not by themselves either attract the potential readers or yield their contents to them. Provision of books

is, therefore, necessary but by no means sufficient.

What can be effective is a library in which specially trained staff can establish contact between the right reader and the right book in an expeditious and personal way. To make people's life effective, India will, therefore, require a net-work of well-manned public libraries offering free service of books of all standards, in all languages and on all sorts of arts, crafts, basic sciences, social sciences and every other form of current thought, so that every person may get his book, wherever he may live and whatever vocation he may pursue. A library service capable of such universal extent can be built up only on a statutory basis. Library legislation should, therefore, be given a high priority in the reconstruction programme of post-zero-hour India.

LIBRARY SERVICE AND PROGRESS OF INDIA

All human progress has to stem from ideas. It is futile to attempt progress by compulsion. History shows how often it leads to damaging reaction. It also shows that the surer way is to generate and diffuse the idea of progress—to provide a light to guide people and not a whip to drive them. Influence on thought is, however, less spectacular than effect of action and, therefore receives less attention. There is no doubt a general recognition that it is man's capacity for thought that has been responsible for human progress; but there is not adequate appreciation of the implications of that recognition.

For the spread and enduring fruition of an idea, its originator is dependent on the self-government of its receivers and transmitters—far more dependent than the initiator of an action on his executors. In the physical sphere subordination can serve as a substitute for co-operation, and although inferior, can go a long way towards producing effective action. But the progress of ideas depends almost entirely on a higher kind of ~~relationship~~. In this sphere also, the leader ~~is not~~ ~~is not~~, but instead of fusing

individuals into a mass through the suppression of their individuality and the contraction of their thought, the lead that he gives will have lighting effect only in proportion to the elevation of individuality and the extension of thought. For collective action, it suffices if the mass can be managed; but collective growth is only possible through the freedom and enlargement of individual minds.

India is now like Rip Van Winkle. She is waking up to responsibility about a century later than many other countries. There is, therefore, an impatience to make progress somehow and catch up with the world. There is a tendency to forget that we should begin with diffusion of ideas in endless spheres of thought; there does not appear to be an adequate appreciation of the need for setting up, before everything else, the proper agency to diffuse ideas.

To-day, much of this diffusion can be made through books. The printed books of to-day are not like the manuscripts of the past centuries. They are easy to reproduce. Copies can be multiplied at a trifling cost and at a great speed. A copy of a book has done its full service if it had enlightened a hundred people; it can then be discarded and a fresh copy can be put in circulation, so that the psychological tempo of the reader can be kept up. To do all this, books should be collected in adequate variety and numbers, organised in a functional manner and served by persons who are adepts at introducing books to a reader in the exact measure of his requirement. This is library service.

When we have to build and the building is to be a lasting one, we have to begin with a sound foundation. When we want our motherland to make progress by her own effort and the progress has to be stable and self-perpetuating, we must begin with the foundation. Building the foundation in this case means the creation of ideas and the permeation of the same in the minds of the people. The means for this is provision of public libraries on a nation-wide scale.

For this purpose, library legislation should be given a high priority in the programme of the State.

LIBRARY SERVICE AND SPIRITUAL FOUNDATION

The hope of making independent India whole, healthy and progressive depends on the promotion of spiritual community. The separation by religious creeds is inherently a hindrance. Claim to a monopoly of religious truth is at the bottom of such a separation. The various religious groups of India and of the world alike arose at a time when doctrinal differences were a live issue. We are now long past that time. And yet the grouping drags on its petrified existence. This hardened fossil had been used as a wedge, hard and sharp as flint, by the foreign exploiters to keep the people divided.

Now that the foreign wedge is about to be pulled out, we have to begin re-educating ourselves in the matter of religion. This re-education must lead us to see the moral and spiritual accord which is hidden by doctrinal bars and obstacles. People should be given a chance to realise the convergence of all great religions. This convergence will be patent, if one pierces through the encrustation of dead practices and blind beliefs. It is only a comparative view and study of the basic texts of all religions and of the sayings and writings of the seers of all the schools of religious thought in vogue in our land, that will bring the people to recognise their essential community of spirit and to learn to make the most of the points where they agree, instead of persistently stressing their differences and emphasising their exclusiveness.

The present mission of Mahatma Gandhi and Khan Abdul Ghaflar Khan is really to initiate an urge for that way of life. Their powerful and sincere personality does induce an impulse in the right direction. But the impulse so generated is allowed to die out, instead of being reinforced into a permanent attitude in the people. This is a colossal waste. The momentary urge created by their tour must be transformed into a conti-

nuous force, when the impress of their personality is still fresh in the minds of people.

What is the method of converting the fleeting impulse into an ever-growing force? Some five centuries ago, there was no easy method available. But a very efficient method has come into existence, thanks to the invention of printing by moveable metallic types and the progressive perfection of the art of book-production on a phenomenally cheap and rapid scale. The method is to collect books on the subject, to organise them in an efficient way and to provide men who are adepts in putting people progressively alongside the right books.

This is library service. To help our people to see for themselves the misleading religious veneer, which covers the fraudulent slogans of self-seeking power-mad politicians, and to help them to realise that a truly religious life cannot warrant exclusiveness or separatism, it is necessary that we should have a nation-wide net-work of library system which provides the needed books and the necessary reference service by librarians within a few minutes' walk of every citizen, however remote his place of residence. Otherwise, the light started by our leaders in their march through the villages will die out. To prevent this the community should insist on the State giving a high place to the library movement in the priority scale to be fixed by the State in the programme of reconstruction.

LIBRARY SERVICE AND ORGANISING INDIA'S PEOPLE FOR FREEDOM

India's freedom should not be turned into freedom for the few and thralldom for the many. To avoid that contingency, action is necessary at various levels. In the sphere of social organisation, the petrified social inequalities should be removed. At the economic level, we have to remember that during the two centuries of our state of coma the world has passed through the whole range of the development and the decay of capitalism and this appears to have to come to its dead end. The new State in India should begin acquiring all private

rights in the means of production, without proceeding to foot every inch which the older States had to do in respect of capitalism. On the political side, sovereignty must be assumed to vest in all and not in one or a few. These are necessary but not sufficient to pass on to the people at large the fullest benefits of an independent India.

Another necessary condition is to recondition the mental make-up of the people themselves. The inertia induced by a century of protected life should be melted away. The people must be made mentally and physically alert. Divine curiosity which is at the root of all mental growth had been deadened and stifled and this must be revived. This lies at the level of education. Education, it must be remembered, includes but is not exhausted by the promotion of literacy. Literacy is only a means to education and not education by itself. No doubt it has become a necessary means in modern times when variety of knowledge, numerousness of facts and the amazing rate at which they grow, throw on each man the burden of picking up for himself what he may need from time to time in the measure of his specificity of interest and capacity.

Education is not again the mere loading of the mind of a pupil with all he may require for his life's journey, as if his education would be completed and brought to a dead stop when he leaves school or college. In other words the old camel theory of education stands exploded. The present day theory regards education as a life-long process. According to this theory, the primary function of schools and colleges has gone beyond that of giving information. Indeed the emphasis has shifted to the training of the pupil in the use of his literacy for his further life-long education. The main responsibility of the school is, therefore, to ensure that the pupil can enjoy reading books, can draw inspiration from them and can extract from them every needed information, as and when he needs it. This capacity can be cultivated only if the library becomes the heart of the school and nourishes the pupil's mind with-
out any break.

Another necessary implication of this modern view of education is that the organisation of the people for freedom demands a public library within easy reach of every citizen where he can continue his self-education by the exercise of his literacy throughout his life. This had been realised by many countries during the last century. India too would have had a system of public libraries, if she had not been paralysed by foreign strangle. India has, therefore, to do much in this matter to reach the world-standard.

It is certain that the citizen of India—of the new India—cannot benefit by the new conditions brought about at the social, economic and political levels unless there is a re-charging and re-conditioning at the educational or mental level. If an appreciable number cease to benefit by them and therefore, also cease to take participative interest in their furtherance, they will all become obsolescent and relapse will set in. Thus the permanent and continuous organisation of the people for freedom will have to consist of a chain of activities, in which education and the provision of a public library system to promote it, must form the starting link. This means that a Compulsory Education Act and a Compulsory Library Act should form the opening chapters of the Statute book of free India.

LIBRARY SERVICE AND INDIAN PLANS

The period of war has seen the precipitation of several schemes of planned economy for India. There is the National Plan sponsored by the Congress under the guidance of Pt. Nehru. The capitalist group formulated the Bombay Plan. As an offset to this, we have the People's Plan of the Indian Federation of Labour. These unofficial activities were emulated by the Government of India and a series of Plans for different spheres of life was the result.

All these Plans emanate from different and often opposite points; but they have one feature in common. They all lose themselves in detail and evade facing the fundamental. The result is prescription of a cure without a proper diagnosis. The cure is

therefore, far too much in accordance with the wish of the doctor, rather than with the requirements of the patient. The purpose of a Plan should be to prevent the incidence of social maladies. Any such malady will no doubt be manifest alike in the social, economic and political functioning of the social organism. An aetiological investigation is necessary to find out the root-cause of the malady. It has to be found out to what extent ignorance and mal-information in the people are at the root.

Similarly on the side of social therapy also, it has to be ascertained how far the social organism has the vitality to absorb the curative measures and benefit by them. When treatment for hook-worm disease is given, a preliminary course of tonic is gone through to bring up the vitality of the body to a level in which it can react favourably to the treatment. Thereafter, the remedy and the nourishment are adjusted in due proportion. So it has to be in treating a social organism too.

The mental impoverishment of the people of India is now too intense for any Plan to produce the desired result. None of the above-mentioned Plans appears to have taken this factor into reckoning and provided for it. The successful working of any of these Plans will require not only a due intellectual appreciation of the objective of the Plan and of the significance of the various stages and parts of it, but also the development in the people of the necessary skill to carry out the details at the levels of production, transport, exchange, currency and management.

This skill is bound to be of a specialised and variegated nature and not one natural or involuntary in men. It will involve intimate knowledge of technological processes and machinery of all sorts. It will have to be based on a better understanding of the fundamental sciences. It will certainly require constant research and improvement in the sciences and their applications. Again there must be a ready relaying to the people at large of every kind of facts and attitudes as quickly as they get shaped. The modern

agency for the relay which will produce persistent effort on the part of the people is the library—a net-work of libraries covering the face of India and functioning as an organic whole. The provision for this agency gets, if at all, only a casual mention in the different Plans. Even that is absent in the way in which the Governments of most of the Provinces and the States set about implementing their Plans. This needs correction. The one recognised method of correction is to pass Library Acts at a very early date.

LIBRARY SERVICE AS PRODUCTIVE CAPITAL

Commodities and services fall into two groups: Those that are consumed at one stroke or at least in a short while and those that take a long time to be fully consumed or worn out beyond use. The apple that I eat at breakfast and the service that my sweeper does in dusting the books on the shelf every morning are of the first group. The plough that the village black-smith makes and the service that the professor renders in training young engineers belong to the second group. These are cases that lie clearly at the two extremities. Most of the commodities and services have a status intermediate between these two extremities—some nearer to the first and some nearer to the second. Library service definitely belongs to the second group, though books themselves do not lie at the very extremity as library service, but nearer to this extremity than to the other, as they can serve for a fairly long time though they will perish at the end of it.

Again commodities and services may be used without being worn out rapidly i.e., for a long time, but without being productive either. The diamonds with which human bodies are bedecked are an instance. Their economic value is not a little due to the standard set by the leisured class, according to which commodities and services appear to be honoured in proportion as they are wasteful and unproductive. It is usual to say that they are productive capital in a latent form. Perhaps it is more appropriate to call them parasitic capital.

In contradistinction, we have productive capital. The machinery in use in workshops is of that kind. Library service belongs to the category of productive capital. Till now all productive capital goods and services had been developed by private capitalists. Well-informed and shrewd capitalists have already begun to establish business libraries in their concerns as a form of profitable investment. Witness for example the 2,000 and odd libraries maintained by the private business houses of the United States and the excellent libraries maintained by the Tatas and Kuleskars in India itself.

In all these cases, the business concerns regard their libraries as capital investment. The recognition of the element of productive capital which inheres in libraries had taken long to come. But India should not take equally long to do so. She must take advantage of the knowledge she can get by the example of other countries which have enjoyed independence and have therefore evolved already correct and healthy attitudes and policies in this matter.

Further there is now a great tendency for many productive means to be taken away from private ownership. Most of the capital goods will, therefore, pass into the hands of the State. It is the State, therefore, which will have to discharge the duty in regard to the provision of library service as an integral part of the capital goods and services of the country.

LIBRARY SERVICE AND PUBLIC FINANCE

When a University invited me for advice on the reorganisation of its library and I drew up a Development Plan, the involuntary remark elicited by it was: "But, how can so much money be found?" When it was said that it was the business of the Government, there was a pensive reaction, "How will the Government find it?" When Public Library Development Plans are presented to the newly formed national Governments, we find a similar reaction and a sense of despair. It needs examination to what extent this reaction is due to

viewing public finance and private finance alike. Balancing income and expenditure is not similar in them. Public finance is what the State creates, manipulates and adjusts to the needs of the nation. Private finance is not created by the private party but is earned from the pool created by public finance; it has to be earned in the measure of and in exchange for services rendered or commodity supplied. Viewed this way, money is only a token created by public finance to be used as a common unit of measurement in terms of which the various resources of a nation—mineral, vegetable, animal, power, and mental—can be expressed, pooled into active use and distributed in a helpful way. The unit of measure is arbitrary, though the nation's dealings with other nations may regulate it in some measure. It is fallacious to speak in terms of absolute money—say, so many rupees—when dealing with the functions of the State and public finance, to the extent of interfering with husbanding and activating the resources of the nation. That mode of speaking is in its place in regard to private finance only.

When we enter the realm of public finance, the State has really to think in terms of services and commodities necessary and sufficient for the lasting and increasing well-being of the people as a whole. It has to provide for the different services and commodities in proper proportion. To do that, it has first to form a holistic or global and well balanced picture of them; then it must express them in terms of currency, and, for this purpose, it must decide upon the most helpful unit and also vary it whenever warranted. This would show how public income should be raised and how the proceeds should be distributed over the various services and commodities.

Till now, India had not been able to plan or deal with her problems in this way as it was a dependency. Her public finance had indeed been manipulated to fulfil the needs of the British people and not of the Indian people. It had been virtually reduced to the status of private finance. No long-range

nation-building, constructive programme was possible. Every proposal—be it education or library provision or prohibition—was turned down or truncated on financial grounds similar to those of private finance.

Sovereign India should not continue to think in that old way any longer. She should realise that her independence means the freeing of her public finance from the shackles of private finance. She must follow the example set by, say, Australia when it gained its financial independence. Public finance—currency, taxation, commercial undertakings, public debt and public expenditure—should be manipulated so as to produce the desired and intended benefit to the nation. To use the most elusive and

vital economic term, distribution is at the basis of public finance. Distribution is, concerned, at bottom, not with money but with services and commodities.

Priority among services and commodities is not, therefore, to be determined by purely monetary considerations when we are in the realm of public finance and public economy. It is only the relative potency and capacity to stimulate further services and commodities and the factors of time and available man-power and above all equitable and productive distribution, that should determine the scale of priority. Education and its universal vital agency—library movement—should have the foremost place in the scale of priority.

THE PRE-UNIVERSITY SCHOOL OF TRAVANCORE

DR. JIVANAYAKAM, M.A., L.T., Ph.D., *Principal, Training College,
Dean, Faculty of Education, Trivandrum.*

THE selection of candidates for admission to the University has been a matter of prime importance with educationists all over the world. The aim is to get men and women into the University who have the basic attainment and the necessary aptitude to profit by a University education. The tendency in India till now has been for a pupil who has passed through the high school to look up to the University as the capstone to his education. This did not produce evil results so long as high school education was confined to the few. But at present, secondary education has broadened down to the masses and the high school has ceased to be a selective institution. In the result the one way track to the University has had baleful results both on the school and the University. The high school came to be dominated by the requirements of the University. The University has received large masses of students who are unfit for the kind of work appropriate for a University and has forced upon it methods of training and instruction alien to its purpose. School education should be self-contained and must lead to life vocations

and a rigorous selection should be made of students who would carry forward the tradition of higher learning. The Sargent Report says that there are not enough Universities in India and hence the total number of students is not commensurate with the population of a great country like India. Nevertheless in the Universities that exist too many from the schools find their way into them. One in every fifteen of the high school population would be a good proportion to be admitted into the college. The restriction of the number of students who wish to enter on University studies is brought about naturally in England and America by the number of occupations open to the pupil finishing high school. In the army, in the navy, in adventure abroad, in business, trade, industry, and commerce, there were openings which absorbed the major portion of the high school products. Till recently such avenues to gainful occupations were not open to the Indian boy, with the result that he took the high road to the University in the naive hope that a University degree will be the open sesame to a successful and prosperous career. Today times have changed

and are changing. Great fortunes have been made in trade, commerce and industry and an army of young men is earning a satisfactory livelihood in trades and callings which do not require a University education. The time is come therefore to open side-doors in the corridor to the University. Diversion points have been made at the end of the primary, middle and high school stage, to life vocations. High schools have been divided into academic, technical and commercial leading directly to life or showing the way to higher qualifications in such lines to polytechnics and institutions which award diplomas. Only the remnant, that is left over, need be considered for a University education.

The first step to stem the tide towards the University was taken when the Matriculation was superseded by the School Leaving Certificate Examination, which had the dual purpose of leading to life vocations and to admission to the University. Contrary to expectations it only opened wider the gates to the University. Therefore incentives are being offered to enter life occupations by fixing maximum qualifications for clerical and other ministerial duties connected with the Government, thereby abolishing the need for a University degree for such qualifications. It was also felt that two examinations and two curricula would be required. Hereafter the school examination will test education for life and another for entrance to a University.

The Intermediate classes have always been looked upon as merely a continuation of the high school carrying on work, which was not University grade and so may be attached to the high schools. The Calcutta University Commission, which took this view, thought it would be better to segregate Intermediate classes from Degree classes. So Intermediate colleges arose. They have not proved a success, as their purpose was not made plain. They carried on the same work as before and were within the University. They were preparatory institutions for the University but formed an integral part of it. Standing by themselves they were not able to create a tradition, as they kept their

students only for a short period of two years and they rapidly degenerated into glorified high schools. Another suggestion of the Calcutta University Commission was that one of the two years of the Intermediate should be added on to the high school and another to the University making the Degree course of three years' duration. A modified form of this suggestion is now acted up to by making the student spend the year following the School Final Examination in a pre-University school with an entrance examination at the end leading to a three year Degree course.

One reason why the Intermediate classes were removed from the University was because the students entering it were too immature. From 1858 to 1880 in the Calcutta University, it was prescribed that a pupil should have completed his 16th year before Matriculation, but since the age of admission to school was not fixed, the practice of interpolating pupils into higher classes of the school course, brought pupils earlier than the 16th year into the Matriculation. Numerous exceptions were granted to the rule and students were nowhere near 16 when they entered the University. In 1880 the age limit was abrogated and for the next thirty years a student could enter the University as early as humanly possible. The Inter-University Commission of 1902, took up the matter, but did not fix a lower age limit for University admission. The 1904 University Act left it to be fixed by University regulations. In 1910 the lower limit was finally fixed at 16. The same history repeated itself in Madras though the limit was 15 years and exemptions were granted. With compulsion the age of admission to school has been fixed at 5, not earlier not later, and with eleven years of schooling, no pupil can come up to the School Final examination before the age of 16. With one year in the Pre-University school he will complete 17 when he reaches the University. In British Universities where the age of compulsion is 6, a student enters the University at the age of 18.

Secondary education involves responsibility of an intimate kind for the student, for

the subject matter he studies, even for the way he works, lives and conducts himself—for his manners, his morals and his mind. The University has no such complicated concern. At the University the student must take chances with himself, with his studies, with the way in which he works. The freedom of the University does not mean that the Professor is indifferent to the discipline of the student but that the student should shape his independence for himself. At the end of a learned class lecture, by an eminent Professor in one of the older Universities of England, a fresh man stood up and enquired, whether he might ask a question. The answer was "No sir, it is not done here." Both on the side of knowledge and on the side of conduct, there is a break between the school and the college. The student in the college must be capable of individual work of self-direction. He must study by himself. High school education is still in the fact stage of knowledge. College education is in the law stage of relationship among facts. In the High school the pupil has not yet reached that stage of abstraction that college studies demand. William James, the great American philosopher, complained that many of his students were failures in philosophy, because they had joined the class too young. Conduct is ruled less by 'do's and don'ts' but by the atmosphere of the place, by public opinion and the student is capable of being appealed to by the rationale of moral behaviour. Evidently therefore, there is a jolt, a break between the high school and college and the transition has to be smoothed over by a preparatory institution. The Pre-University school would be such an institution. The knowledge already acquired by the pupils should be bent to the needs of the University. This is already done in medical studies through a Pre-registration course. The Pre-University school is then an antichamber to the University. It is a nursery for the University. The paddy plant is grown in a nursery and then transplanted in the field where it grows and bears fruit. So too, the high school pupil should be prepared in the Pre-University school for life in a University.

The University is a corporation or society which devotes itself to a search after knowledge for the sake of its intrinsic value. It is devoted to the conservation of knowledge and ideas, the search for truth and the training of students who will practise and carry on. A University must serve in the discovery of knowledge and its diffusion. Without research it would be nothing more than a super secondary school. Research and teaching are its true function and yet these two are not distinct. They merge in the discipline of the student. It should promote in those who come under its influence the spirit of enquiry. Through its eminent faculty, its libraries, laboratories, museums, learned societies, extra-curricular activities, its pomp and ceremonies, its tradition, the acolyte is inducted into this corporation and made a member of it. Problems need not have reached their post mortem stage before they are dissected. The student is not engaged in passive reception and absorption of pre-fabricated knowledge. Knowledge is no longer an inert solid. It has been liquified and thrown into circulation. The student runs and reads. Lectures and examinations are almost apologetic in their existence. The student is in the position of an original discoverer and in this atmosphere of *lern-freiheit*, he develops into a personality and shapes into a social asset. Thus he becomes the member of a fraternity which aims at the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying the true principle to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power and refining the intercourse of private life.

The Norwood Report has classified the students who find their way into a University into three categories. Bruce Truscot has elaborated these into five. The first comprises students of outstanding and exceptional intellectual ability and of scholarly mind to whom work comes naturally and examinations do not come amiss: they take both in their stride. This is a very small class. The next is the

student of good intellectual ability, alert and able and interested; with broad interests and not over-academic in mind. They are useful members of society. The third is of good ability but narrow interests. This is by far the largest class. It gives more than it takes from the University. The fourth is only of reasonable ability and of broad interest. It takes more than it gives. The last class is narrow of interests and in the opinion of many should not have been admitted. The first class is what keeps the torch of learning alight and since learning has become very wide and deep, it must satisfy the most exacting standards. It finds its way into the honour schools and drift into research making its contribution to the sum of human knowledge. The second becomes the leaders of social progress. The third will make itself a real asset to society. The fourth may find its way into the learned professions. The great requisite is many-sided interest, to secure which it is even suggested that the British aspirant to University entrance should take service in the army, navy, commerce or industry for six months which is the interval between school leaving and college entrance. Since this is not possible with us, the Pre-University school should make the most of its extra-curricular activities, the O.T.C., sports and games, the literary associations, the open forum, the various clubs, the excursion and the like. For the rest it lies with the lecturer to make a broad presentation of the subject correlated with life activities. Unless the student is interested in ideas the University can do no good to him and he will be there only to cram and take examinations.

The method of teaching in the Pre-University school should prepare the student for work in the University. Till now in the Intermediate the dictation and learn-by-heart method has been practised. This is not calculated to stimulate independence of mind or the habit of intelligent and steady

thinking which a University training ought to give. In the University the lecture method is used, but lectures are not to be taken on an empty stomach. Required reading prepares for their assimilation and essay writing provides expression which deepens the impression. The Pre-University school may prepare its studies for this method all along the line. Silent reading should have been perfected in the school. Supervised reading may be resorted to in the pre-University school. Conscious instruction may be given in the art of study, the use of reference books, in reference reading, the use of the index and table of contents, to recognise major heads, to analyse contents and in concentrating attention and in all the other items of a supervised study lesson. Lectures should be of the summarising orientating type and not always of the expository exegetical type. Outlines of lectures may be placed before the students and instruction may be given in note-making. This involves small classes and the tutorial system. Individual work and laboratory practice should be ensured. It depends upon the staff how these methods are put to use in the Pre-University school. Perhaps there are a very few teachers in the school of long experience who have felt with Browning the little more and what worlds away and many who have long experience in the Intermediate classes who have felt the little less and how much they are. If such have the faculty of generalising their experiences and are deeply imbued with the spirit of a University they will form apt recruits for work in the Pre-University school. The Travancore University is standing out of the Pre-University school but holds a watching brief that the work in the Pre-University school sends unto itself students who would fall in line with its work without dragging it down to school standards. The Pre-University school is starting under good auspices and there is no reason why it should not achieve its purposes.

EDUCATION IN THE UPANISHADS

R. SRINIVASA AYYANGAR, B.A., L.T., Headmaster, Sarva Jana High School, Peelamedu

A RECENT book on 'Total Education' by Prof. M. L. Jacks contains valuable ideas emphasising a new approach to educational problems as a result of the 'total war' just ended. It gives a doleful picture of the present system of education where "the child is seen to-day as a de-intellectualised and de-spiritualised body, a disembodied mind or a pure soul." The author complains that the personality and experience of childhood have been 'departmentalised', and therefore urges "the need for symphony of human personality, co-education of body, mind and spirit, and of the whole human being in action." He claims the demand of 'total education' to be 'the integration of the individual child', and stresses that "the new education should be 'conversation with a man's whole self.' Quoting Plato's definition, "a soul using a body", he says that "the Greeks had a synoptic view of life, and genius for synthesis, and saw man as a whole."

As I read the tribute paid by Prof. M. L. Jacks to the Greeks' synthetic comprehension of 'man', the following passage from Katha Upanishad ran to my mind:—

(Know: the self is the lord of the chariot, and the body is verily the chariot.

Know: the intellect is the charioteer, and the mind is verily the reins.)

How beautifully and forcibly this simile brings out the wonderful synthetic relationship between the body, the mind, the intellect and the self!

This verse from the same Upanishad describes the senses as the horses, and the sense-objects as the sphere for them. The enjoyer is the individual 'self' bound up or yoked together with the body, the senses and the mind.

The inter-relationship sketched in the above two verses lays bare the concept of the 'integrated personality of the child', and strikingly suggests the soundness of the

pedagogical precept that "self-expression should follow upon self-awareness." The educators' function is to cultivate in the child an awareness of a self with co-ordinated powers of body, mind and spirit, and use all subjects and activities as instruments to this end; in other words, his primary duty is to introduce a child to himself, i.e., to discover the individual, reveal him to himself, and enable him to develop to the highest the powers of which he is capable. Our ancient seers had conceived, ages ago, a synoptic view of life so necessary for evolving a sane, sound scheme of education.

2. To discover the child the teacher should try to know the child. As the great educationist Sir John Adams used to explain, it is essential for the teacher to "know both John and Latin" before he teaches John Latin. He must have "a composite picture of John as a unitary personality. The process of effective teaching lies in the successful contact all the time of just two personalities—John's and the teacher's. The play and the inter-play of personalities in the imparting and acquisition of knowledge find clear expression in the following verse from Taittiriya Upanishad;

(The teacher is the forepart; the disciple is the hind-part; knowledge is the middle part; and exposition is the link or the connection between the perceptor and the pupil).

The teacher and the taught are conceived as correlates of knowledge which is the basis of correlation. An idea of great pedagogical value!

3. Sometime back, the Education Minister of Madras Province outlined a method of postal tuition for rural education. Apart from the transparent fact that postal tuition could be thought of only after a high level of literacy had been achieved for a fairly satisfactory period of time, the influence of

the teacher's work is totally ignored. Chandogya Upanishad says:—

(Knowledge can be obtained most efficiently only when it is learned from an acharya or preceptor).

The personal influence of the teacher has been admitted to be of immense significance in our scriptures. The teacher of to-day stands to profit by studying the mantras which the Upanishadic teacher recited, praying for his (intellectual vigour), the discipline and self-control of his disciples, his status in society to be among men of repute, and be more renowned among the wealthy, and for prosperity all-round. The ancient teacher's parting message to pupils is a classical model for Convocation Addresses for all time to come; and Sri C. Rajagopalachariar paid his reverential gratitude to the Holy Scriptures by simply reciting the verses from the Taithirya Upanishad as his Convocation Address to the Andhra University graduates in 1938. The approach of the disciple to knowledge and enlightenment, his faith in the guru of his choice, the penance and discipline that he subjected himself to deliberately, willingly, and under command, the preceptor's response in novel ways, these and several more factors of pedagogical value even to-day in the Acharya-Sishya-Bhava are graphically narrated in stories of romantic charm and interest in the several Upanishads, and form India's most valuable contribution to the world's inspiring and dynamic educational thought.

4. One is struck with amazement at the number of connotations given to the term (prajna) in this verse from Aiteraya Upanishad. The subtle distinctions between the several connotations of this term indicate the world of difference between the yet undeveloped field of present-day psychology and the mastery which our ancient Rishis had attained in their knowledge of this science of the 'mind.' Have we not got to sit at their feet to-day, and learn in all humbleness the mysteries which they have lucidly expounded?

5. A recipe for the cultivation of memory is found in this verse from the Chandogya Upanishad:—

Purity of intellect is the outcome of purity of food; and firm, steady memory is the outcome of the purity of intellect.

6. The latent educational wealth of the Upanishads lies in the mystifying references to 'consciousness when asleep', the eight senses (grihas) and their functions, the dream-state, the transmigration of souls, the transcendental quests, and so on.

The significance and meaning of these expressions should be studied by psychologists with the help of Sanskrit scholars. The psycho-alysts have sounded depths with which few of us can claim the least acquaintance, and established that human behaviour and the human mind could be studied objectively and in a scientific way. They have found out how character, personality and intelligence grow up, and what the adult character has in it. They have studied the effects of body and mind on each other, and on character. The discovery of the 'unconscious' or the 'sub-conscious' has effected a tremendous revolution in modern educational methods of bringing up or dealing with children as well as adults. Even a cursory study of the Upanishads reveals the truth that in the field of psychology, our Upanishadic seers had, to a prominent degree, anticipated the modern discoveries by centuries. Baudouin, in his "Suggestion and Auto-Suggestion" rightly observes: "As one of the curiosities of history, and further as a lesson in humility, we may point out that the states just described under the names of collectedness, contention, and auto-hypnosis are described with considerable psychological acumen, though not of course in modern psychological terminology, in the precepts by which, for centuries past, the yogis of Hindustan have been accustomed to attain self-mastery."

Educationists have therefore a rich mine of precious gems of educational concepts, ideas and thoughts to explore, discover and cull in the Upanishads which, will be helpful to harmonising the modernness and the Indianness of our education in the years to come. The justification for this brief article is to provoke scholar-educationists to attempt research for pedagogical, psychological or educational gems of ideas in the Upanishads.

XXXVII MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

(From Our Special Correspondent)

OVER seven hundred teachers from all over the Presidency of Madras met in conference at the spacious Singrachariar Hall, in the second floor of the Hindu High School, Triplicane, Madras, on the 12th, 13th and 14th of May, 1947, under the presidency of Mr. T. T. Krishnamachari, Member, Constituent Assembly. The hall was tastefully decorated and the walls were adorned with the portraits that the school had long ago installed of national leaders like Gandhiji and eminent educationists like the late Rt. Hon. V. S. Srinivasa Sastri, who was for some years a Headmaster of the school. Many delegates found accommodation in the spacious premises of the school. Mr. T. P. Srinivasavaradan, a zealous worker in the cause of the teachers and the Headmaster-in-charge, had made excellent arrangements for ensuring the comforts of the delegates and visitors.

WELCOME ADDRESS

Precisely at 10 a.m. on the 12th, the Conference began with an address from Rao Bahadur S.K. Yegnanarayana Ayyar, Chairman of the Reception Committee. He said that their most pressing problem was that of service conditions, and their very unsatisfactory nature, especially in schools under private management. They were most anxious to evolve an effective method of calling public attention both to the seriousness of the problem and to the urgency of the need for its immediate and satisfactory solution. Dazzled by the successes of workers who resorted to strikes to gain their objectives, some of the teachers had begun to advocate adopting the same weapon to get the grievances of teachers redressed. "To strike or not to strike," was the issue facing them.

The sudden emergence of the problem was due to dissatisfaction with the views and deeds of the Provincial Government. They still hoped to see a change on the part of the Government, and a new vision ins-

piring those in power, in the matter of education.

A plea of inadequacy of resources could not excuse the Government for not doing their duty. Unfortunately the Government did not think on these lines.

The homily preached to them that they should practice the ideal of high thinking and plain living and not bemoan themselves by discussing the debasing problems connected with sordid pelf, was exasperating. There was ample justification for the discontent among the teachers about their present lot and future prospects. His advice, however, to the profession would be "Hasten slowly." They should remember that teaching was not as urgently necessary for society as scavenging, railway transport or postal service. Direct action by them was not likely to create a situation radically different from what was now obtaining in Calcutta, Lahore and other unfortunate places in North India, where the schools were closed owing to disturbed political conditions. He would, therefore, plead with them most earnestly not to do anything as a result of impulse in haste. They should have confidence in their men who ran the South India Teachers' Union whose stock was going up every day.

As one who had worked for over 30 years in the field of co-operation, wherein all worked for the elimination of the middlemen, he was thinking whether it might be possible for teachers to join together into a sort of co-operative society for the purpose of running schools. "We ourselves will be the management and there will be no extraneous element in it. The popular Minister for Education has welcomed the idea and has assured me that such institutions can be worked even under the existing rules; but if rules do not permit, he has promised to modify them. I am also endeavouring to get the support of the Registrar of Co-operative Societies, and I hope we shall start a

few Co-operative Societies as an experimental measure and consisting purely of teachers who will give their services direct to the consumer boys, without the middleman of a manager butting in. He hoped that if the scheme materialises, it would go a long way towards improving the conditions of service of teachers."

Educational planning was a kind of super-planning and his submission was that it had not been viewed in a comprehensive way; it would mean the co-operation of all experts and not planning by teachers and educationists only. "We of the Education Department shall do the secretariat work of this grand committee, he said, "and not arrogate to ourselves the exclusive right of overhauling the tumble-down structure we are in. The best intellects of the nation and other missionaries have as important a place in educational reconstruction as hardboiled businessmen and successful industrialists who take a realistic view of things. I would suggest to the leaders in charge of national planning to see that all these plans functioning in time are worked out with the younger generation now in schools or likely to come unto them as the proper agencies for implementing them."

PRESIDENTIAL ADDRESS

Mr. M. S. Sabhesan proposed Mr. T. T. Krishnamachari to the chair. The motion was supported by Mr. M. S. Ekambara Rao (South Kanara), Miss Mathew, Principal, St. Christopher Training College, Madras, Mr. E. N. Subramaniam (Madanapalle) and Mr. C. A. Samuel (Vellore).

Delivering the Presidential address, Mr. Krishnamachari said:

In the first place, we have the immense problem of devising the machinery for educating the millions of youth who go without education. The duration of the educational course and the content of education are still matters of dispute, notwithstanding the fact that public opinion on this subject was focussed by the Sargent Report. The problem of how to provide higher education either for the purpose of qualifying for a vocation after the basic school course,

or for the purpose of going to a university, or university technical colleges, not to speak of the further preparation needed for those, who are entering life in administrative and similar services, also claims attention. An administrative organisation has to be provided, modern and flexible, in order to be able to control the vast machinery that is proposed to be created. Lastly, apart from the problem of housing these educational

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institutions and the provision of the equipment necessary for them, there is the great problem of finding teachers to man this complex machinery, training them and keeping them up to scratch by refresher courses and above all, paying them adequately and providing them with the necessary amenities, all of which will make them devote the major part of their time and attention to their work instead of striving perpetually as they have to do now, to keep hunger, poverty and misery away from their doors.

A committee appointed by President Hoover of U.S.A. in 1930 as a result of a conference of educationists at the White House convened to search for a basic programme to serve the educational need of the United States and presided over by Dr. Wilbur, the then Secretary of the Interior, have summarised in 19 points a "Children's Charter". Clause 10 there reads thus:

"For every child, an education which through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance, prepares him for a living which will yield him the maximum satisfaction."

In my view, this clause covers the two aspects of education which we have to consider. Both are equally important, though the aspect of discovering and developing the individual abilities of a child and preparing him for life covers a much larger number of children in our country. For nearly ten years past, educationists have been battling against the generally accepted proposition that it is necessary to educate every child in the three 'Rs' and thereafter the function of a high school is to prepare him for a college and not for life, though in reality the majority of pupils who pass through the high school stage do not enter a college. It does not seem that either the profession or, the Government is taking up this matter seriously. The consequences of this transformation, are almost incalculable and to the extent of my knowledge, there does not seem to have been any systematic attempt to organise education on these lines in any country in the world. Reorganisation of education at this stage cannot be thought of

except against a background of growth and change. The safest method in determining the content and duration of basic education which would prepare children for life and the nature of further education to prepare the subject for earning a living, is the method of trial and error. The set-up of the educational organisation that has to deal with this problem must remain dynamic and able to meet and master problems as and when they appear.

BASIC EDUCATION

I am personally a believer in a basic educational course of 8 years for children between the ages of 6 and 14, which ultimately ought to be compulsory for all and free for those who cannot afford to pay for it. With the acceptance of the medium of instruction being in the mother-tongue of the child concerned, it ought to be possible for experts to devise a curriculum by which general education in practically all the subjects necessary for a person to know, can be provided within these eight years. But even more difficult than the provision of a curriculum is to link the present higher elementary schools with the secondary schools and to condense the 11-years course into 8. But considering that the study of English might perhaps be relegated to the importance of the study of a second language, if it is at all in the school curriculum and that the specialisation similar to what is now obtaining at the fifth form stage providing specialised instruction in the subjects which the pupil chooses, will no longer exist, it ought not to be difficult within these eight years to provide an education for a boy or a girl equal, if not better, in quality in the matter of general subjects to what boys and girls passing out of the school final standard now possess. The changes necessary for this purpose are largely a matter of mechanics. If the conference accepts this proposal, the Government should set about making the change right from the next academic year.

PUBLIC EXAMINATION

The question might be asked whether there should be a public examination at the end of this period. Speaking for myself, I am against examinations generally. Even

if we have no other yard-stick to separate the sheep from the goats, we should limit the use of this type of test to once only in the course of the educational career of a boy or girl. That, in my view, should not be at the tender age of 14 or 15. I would suggest that, even though it might be a reversion to the S.S.L.C. idea conceived thirty-seven years back, certificates should be given on school record culminating in a school examination conducted in the presence of an assessor or assessors, who might be a senior master or masters from some other school nominated for that purpose.

CURRICULA IN BASIC SCHOOLS

One more word about the curriculum to be followed in these basic schools. My suggestion will be that there should be a higher school course, call it by whatever name you like, of three years which will provide room for specialisation, side by side with a higher quantum of general education than that furnished in the basic schools, in order to prepare the pupils for getting into the vocational and technical institutions and the university. These schools ought to take upon themselves the preliminary teaching done in certain technical colleges like the Medical and the Engineering, so that the duration of the course in such colleges might be cut down appropriately. Similarly, the university should also be in a position to cut down the number of years for a degree course to three and abandon the intermediate course, taking advantage of the better type of education that would be provided by the preparatory schools. Again, the education furnished in these schools ought to make the pupils fit to go to a training institution for teachers, in order to meet the demand for teachers from the first to sixth standards in the basic school. Those who seek to enter ministerial services either under Government or any business and industrial undertakings and qualify themselves to become accountants, secretaries, steno-typists, and so on, would have to complete the preparatory course before taking up to specialised training for their vocation. In fact, the curriculum for these preparatory schools has to be very varied

and the atmosphere in which the pupils will be working has got to be carefully regulated. I would even suggest that pupils who pass through this stage should all be boarders eliminating day scholars, so as to inculcate in them the team spirit that such institutions create; but that may not perhaps be feasible. I would suggest that it ought to be so planned that there should be one preparatory school giving suitable training for entry into technical colleges and into the university, at least in every reasonably sized town, and the Government should maintain at least one model school in each district providing all the different courses.

HIGHER EDUCATION

I would like to take this opportunity of addressing those sceptics who do not believe in a three-year university course consequent on its failure in the Mysore University and what they consider to be the doubtful results obtained in the Delhi University. I have been told by responsible people that the bulk of the opposition to cutting down the number of years in the university course comes from the private institutions to whom the first year fee income is an important factor. But apart from that, while the present school final standard does not completely equip a pupil to enter life even to serve in the ministerial services, the type of education provided in the intermediate course adds nothing materially to the equipment of the person who wishes to enter life thereafter. In fact, I would like that the only public examination which a boy or a girl would have to face, should be at the end of the preparatory school course, neither before nor thereafter.

EDUCATIONAL ADMINISTRATION

The next subject I would like to touch in this connection is the present educational registration, beginning from slowly dying single teacher school and passing on to the higher elementary school, from there to the incomplete secondary school and then to full-blown secondary school and thence to the university, with different authorities in charge of this type of educational institutions, the privately endowed

managed higher elementary and secondary schools which, in some cases, are run by Christian missions, the local and municipal boards schools and the few Government schools which complete the picture. From the point of view of the financial position of these schools they fall into three categories—the aided schools which come under the beneficent influence of the grant-in-aid code, the board schools and the Government schools. How the present educational department works with the Minister at the head, with a permanent Secretary to assist him and the rest of the department acting under the Director of Public Instruction, is a matter of common knowledge to all of you. The administrative set-up has undergone several changes during the last four decades; but viewing these changes from the resultant effect obtained on education, it seems that education in the Province would not have been any worse, if no changes had taken place in the educational administration during all these years. It is a pity that this administrative system has not even produced a few outstanding educationists in this Province, which fact alone would serve as a justification for the whole system being scrapped. I would personally favour the creation of an Education Board analogous to the Central Advisory Council contemplated in Section 4 of the English Education Act of 1944 with the majority of its members being drawn from amongst people who have experience in teaching, together with some who, while they have not had actual experience in teaching, have as laymen been connected in some form or other with educational activities with powers not only to advise on matters referred to them by the Minister, but also statutorily enjoined to offer advice on all matters connected with educational theory and practice as they think fit. In fact, I would even suggest the creation of three such boards, one for each district linguistic area in this Province. The creation of these boards will eliminate the need for the Directorate of Public Instruction, as the administrative officers that are needed by this department can very well be placed under the Education Secretariat. If the grant-in-aid code is to be continued

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(though I am suggesting later on the scrapping of this system), the audit side of the work now done by the education department may well be transferred to a provincial audit department with only a general supervision over the expenditure on Government grants being left with the education department's officers. The Inspectorate must be remodelled and put in charge of zonal commissions of experienced teachers with a headmaster being at the head of them assisted by a permanent servant of the Government. Such a commission should not merely inspect but also instruct. I would suggest the cutting up of the Province into several zones, each zone comprising of three to four districts with one such commission. The members to man these inspecting commissions may be drawn from the teaching profession to serve for a period of two years, their salaries and travelling expenses being paid by the Government. The mechanical work in so far as compulsory education is concerned and routine inspection can be done by the District Educational Officers and their assistants.

RECRUITMENT OF TEACHERS

The lynch pin of any scheme of educational organisation is undoubtedly provided by the teaching profession, and I feel the efforts of this Conference must be mainly directed to get the Government and the public to fully realise this fact. All the world over, governments and educational authorities are now concerned with solving the urgent need for the recruitment of teachers and also to assuage the discontent amongst those who are already members of the profession.

It seems the first problem will, in some measure, be solved if the element of discontent is removed.—

(a) by improving the status of the teacher;

(b) by adequately increasing his emoluments so as to provide him with reasonable living conditions, and

(c) by banishing the fear of insecurity for the future, against which he cannot, as at present placed, build up any defences, as

his income cannot, under the most liberally conceived scheme of salaries, leave a surplus for saving.

A report on the subject of "General Education" in a Free Society drawn up by leading educationists and publicists in the United States at the instance of the Harvard University is prefaced with a condemnation of the practice that now obtains in the United States of paying teachers less and less, the younger the class they teach, unrelated either to the importance of their work or to the difficulty that it entails. That the situation in the United Kingdom is even worse is revealed by the Nuffield College Report on the existing conditions of the profession and the paucity of new recruits. Apparently, the Burnham Committee's Report on teacher's salaries has had no more effect on the Government in U.K. than the Sargent Report has had on Indian governments, Central and Provincial.

TEACHERS' SALARIES

I am aware of the serious situation that the question of teachers' salaries has created in the Province. The problem has two aspects, the short-term and the long-term aspect. The intensification of distress amongst the bulk of the members of the profession is due to the economic conditions brought about principally by a war economy. The short-term remedy has to be of a two-fold nature. A substantial addition to the income of the teachers is needed, whether it is in the shape of an addition to the basic salary or an increase of the dearness allowance. The prices of commodities essential for life have to be stabilised at a level much lower than that ruling to-day, no matter which Government, Central or Provincial, has to do it. The cry for more and more increases in salaries and allowances cannot be stopped unless inflation is at least in part curbed by rigid price control. If members of professions like that of the teachers, not having the facilities of the day labourer to demand and obtain increase in wages periodically, keep silent over their troubles, it is unlikely that they would ever get any relief. Justice, however, demands

that the onus of the investigation and the redress of their suffering must be placed squarely on the Provincial government, who will be failing in their elementary duty, if they allow the voiceless people to suffer, while helping those that are vociferous. In this instance, however, it does not appear that the Provincial government denies the justice of the teachers' demands, but they seem to plead in justification of the non-fulfilment of these demands the usual slogan of want of funds. To-day, when the technique of managed economy has been very nearly perfected, finance cannot be an insuperable obstacle.

NATIONALISATION

In regard to the long term plan, the authorities will have to realise that whatever grandiose schemes they might draw up for educational expansion, these schemes cannot be put into operation without the human element necessary for the purpose. The service conditions, being what they are, the teaching profession does not now attract new recruits even for the purpose of filling up current vacancies, not to speak of serving the needs of an expansionist programme. My suggestion, therefore, is that while the present diversity in the types of school management might be allowed to continue, the teaching profession should be nationalised. All teachers must be made Government servants and the responsibility for the payment of their salaries must rest with the Government. A teacher may, in the first instance, be appointed by the school management in non-Governmental schools with due notice to the local treasury authority and the departmental officers controlling the school. Such appointments should be subject to the final confirmation of the inspecting commission and the interim sanction of the District Educational Officer. The teachers will be under the disciplinary control of the headmaster, whose certificate in regard to attendance will be necessary for their drawing their monthly salary.

If this scheme is adopted, then the grant-in-aid code will have to be substantially altered. The Government can claim the entire fee income of a school. It might

agree to pay a portion of the contingent expenses, leaving the other portion to be met from the income derived from the endowments belonging to aided institutions, or in the alternative permit such institutions to retain a small percentage of the fee income, say 13 per cent, for such purposes, the Government agreeing to pay a contribution only in cases of substantial addition to the school equipment, buildings and the like. The actual financial implications of this proposal have to be worked out. This scheme seems to be the only alternative to Government taking over the entire responsibility for education and abolishing the aided institutions.

On the question of grades in the teaching profession, I feel that there should not be more than two grades, viz., those who have graduated from the University and have obtained thereafter a degree in teaching and those who have completed the preparatory school course or its equivalent and have thereafter obtained a diploma in teaching at one of the schools provided for the purpose. I feel that the two types of courses, each one of them, should in the aggregate cover two years. It might be useful to have a year's training in the first instance and the balance of the period after a period of time when the teacher had acquired some practicable experience.

In the matter of remuneration, I feel that there is room for considerable improvement over the suggestions contained in the Sargent Report. I am not satisfied that the initial salary mentioned in the Sargent Report can be accepted without further investigation. The remuneration of a teacher should be made up of a basic pay, a cost of living allowance worked out for each district or zone as the authorities think it desirable, to provide for increases in the price of necessities of life over and above the level of prices on which the basic salary was computed, a family allowance for teachers with children, allowing provision upto three children, while taking the basic salary as covering the needs of a bachelor or a married couple, and a house rent allowance with varying rates for teachers in urban areas. The cost of living allowance

can be varied once in three months, if necessary, if the prices alter, the determination of such variation being left with the Government's Statistical Department. It might appear that I am extraordinarily liberal; but I may at once say that I am not enamoured with the graded scales of pay outlined in page 19 of the Sargent Report.

PENSION SCHEME

I have made no mention about the contribution to the provident fund as, while I feel that the employer might very well contribute, the teacher has no surplus left out of his salary to enable him to make a contribution. On the question of merits a provident fund provides practically no safeguard against the needs of a teacher after he ceases to earn when he reaches the age of superannuation. Ideas of social security have now sufficiently advanced to enable us to insist on a pension for the teacher, which will also be available to his widow, in case the teacher predeceases his wife, whether while in service or after retirement. The amount of the pension should be not less than the initial basic salary of the grade to which the teacher belongs, and as the intention is that the pension should provide a minimum living allowance, the ideas of relating the amount of the pension to the last salary drawn now obtained in Government service need not be followed.

GOVERNMENT APATHY

I am completely with the teaching profession in believing in the justice of their demands for better remuneration. Even the Adviser regime which formulated a post-war reconstruction development scheme for a period of five years, have stated in page 10 of their introductory note to the report containing those schemes, as follows:

"An essential preliminary to all educational schemes is the elevation of the status of the teaching profession, which is now deplorably low. It is proposed to spend about Rs. 9 crores in bringing the pay of all teachers, by whatever agency they are

employed, upto the minimum scales recommended by the Central Advisory Board."

An elaboration of this idea is contained in page 116 of this report, where they have made provision for Rs. 8.94 lakhs for a period of five years on the basis of Rs. 1 crore and 78 lakhs and odd for each year for improving the scales of pay of establishments in schools and colleges, while at the same time provision had been made for the continuance of a war and dearness allowance at the rates they were paid in 1946 in the period of five years during which the scheme was to be operated. But in the press note No. 45, dated 14th February 1947, the Government seem to have not merely no ideas of standardising the salaries on the basis of the Sargent Report's recommendations, but also justify the stratification of the existing classes with all the inequalities. Again, in the matter of aided schools, the Government communique says that it is not possible to treat such schools on a par with local board or Government schools "for the simple reason, that these are private schools receiving only aid from Government and are not subject to the same control." It is the person responsible for this communique that is suffering from a misapprehension and an inability to properly appreciate facts.

DIRECT ACTION

Before closing, I would like to touch on a very delicate subject. I appreciate the intensity of your feeling against the apathy of the Government, which makes you decide on resorting to direct action. I would not plead with you to desist from such action on the grounds that the respectability of the profession is involved or that your own prestige before your pupils would suffer. In the case of teachers resorting to direct action, two factors will have to be considered—whether the suspension of educational activity by itself would gather enough public support for the teachers' cause and whether such public support can compel Government to meet the teachers' demands. In fact, I believe that if you depend upon public opinion to achieve the desired end,

it can be done even without a suspension of educational activities, and a strike will, therefore, be a futile gesture. Your cause is just. The service you do to the public and to the youth of this country is a service of the highest quality, and the need for such service is increasingly great day after day. An honourable position is assured for you in any decent democracy and we hope we shall forge one before long. I would, therefore, ask you to pause and look about you before you take the plunge.

THE BOOK EXHIBITION

Mr. T. P. Srinivasavaradan read messages wishing the Conference success from Dr. T. S. S. Rajan. Food Minister, and others.

Mr. P. Duraikannu Mudaliar requested Mrs. Mona Hensman to open the Book Exhibition.

Mrs. Hensman said that books were the weapons of teachers for constructive purpose and would enable them to keep in touch with the ideas of the world. She appealed to them to build up libraries in schools. She also stressed the need for publishing books in the regional languages.

The object of the Exhibition is to help teachers to concentrate on the important problem of book preparation and book selection. The publishing houses in the City have exhibited a collection of books on different subjects and in different languages with their titles, which would be helpful to the teachers in choosing the right type of books for their school libraries.

The Exhibition was intended to display the book resources of Madras in dealing with the problems of education. Most of the leading publishers cooperated in the undertaking. Several rooms were taken up by the Exhibition. Books were arranged duly classified according to their subject matter. There was a section showing the important educational journals in India.

A SYMPOSIUM

The Conference held a symposium on "Teachers' position and the Government Communique" in the evening.

Mr. T. P. Srinivasavaradan (Hony. Secretary) who opened the symposium said that (a) there should not be any discrimination in the scales of pay of teachers; (b) salaries of teachers should be based on the cost of living and (c) the State should ultimately take up the responsibility of education.

Mr. C. Ragunatha Ayyar referred to the appalling condition of teachers and said that all their hopes in the National Government

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for a better standard was wishful thinking. He felt that a strike was the only remedy to gain their objective.

Mr. E. N. Subramanyam felt that an impartial tribunal should be set up to investigate the miserable condition of teachers, not to speak of the unjust victimisation they were subjected to.

Mr. V. P. Angappa made out a strong case for giving free education to teachers' children.

Mr. S. V. Purshotham condemned the treatment meted out to teachers and sounded a note of warning that much as they disliked it Communistic tendencies were likely to gather momentum among teachers.

Mr. Srinivasa Rao said that Government did not appreciate adequately the part teachers had to play in the education of children. If they did, they would not treat them in the niggardly manner they were at present treating them.

Mr. Padmanabhan Nair said that education should be the first consideration of a National Government and with that background the condition of teachers should be improved.

Mr. Rajagopalan criticised a statement reported to have been made by Sardar Patel that society did not care for teachers. He requested that president of the Conference to convey to Sardar Patel the strong feelings of Madras teachers on this observation.

Mr. B. Ramanuja Reddi criticised the policy of Government in offering better scales of pay to those Pandits who had passed the S. S. L. C. examination and the training course.

Mr. A. Sundaresan stressed the need for the constitution of a public relations committee in every taluk to carry on intensive propaganda to secure public support for the teachers' cause.

Mr. Gopalayya emphasised the need for improving the lot of primary school teachers.

At this stage the Conference broke up for the day. The President suggested that dis-

cussion on the subject might be continued the next day.

In the evening the delegates were entertained to tea by the President. Later, an educational film was shown to them.

On the morning of the 13th, the discussion on teachers' salaries was resumed.

Mr. S. Guruswami Sastrigal, President of the Tanjore Teachers' Guild, stressed the necessity of enhancing the salaries of teachers, as the cost of living had increased abnormally.

Mr. Ramayya Choudhry (Chittoor) said it was a pity that the popular Ministry had not understood the plight of the teachers. Lack of finance was no excuse.

Mr. Lingam (Nilgiris) said they were demanding only a living wage.

Mr. R. Mahadevan (Mayavaram) outlined some suggestions for strengthening the South India Teachers' Union and Mr. Avadhanigal (North Arcot) exhorted teachers of all categories to present a united front in order to achieve their objects.

Mr. K. Subramanyam (Shiyali) said that the secondary grade teachers were ignored both by Government and the South Indian Teachers' Union.

Mr. Chengalvarayan (Salem) pleaded that teachers dissatisfied with the pay given by District Boards should be permitted to resign without any obstacle.

Mr. Seshacharlu (Kistna) said that it was not proper on the part of Government to hold that they were unable to raise the teachers' salaries because of lack of funds.

Mr. Naga Reddi spoke on the importance of raising the status of physical instructors.

Mr. Iyah Naicker (North Arcot) stressed the need for removing discrimination against Indian language teachers. He urged Government to consider their case sympathetically.

Messrs. Maria Ratnam, Gnananandam, Satyanarayana and others also spoke.

Mr. T. P. Srinivasavaradan, Secretary, winding up the debate said that though they were dissatisfied with the Government's communique regarding their salary, they should not blame the S.I.T.U. It was wrong to hold that these were the recommendations of the S.I.T.U.

RESOLUTIONS

Prof. A. Rama Ayyar, Principal, National College, Trichy, moved and Mr. E. N. Subramanyam (Madanapalle) seconded the first resolution, which stated that the Cabinet Committee appointed to go into the question of revision of salaries of teachers had failed to translate into action the principles they had enunciated for the revision of scales. The resolution added that the recommendations were thoroughly inadequate, unsatisfactory and disappointing.

The resolution was carried unanimously.

Mr. A. Sundaresan of Tuticorin moved the next resolution, which sought to bring to the notice of the public that the continued neglect of the salary problem and the perpetuation of invidious distinction in respect of salaries and conditions of service of teachers had been adversely affecting the progress of education. It therefore "urged the public to impress upon the Ministry that the problem should be solved without any further delay." The appointment of a representative Committee on the lines of the Burnham Committee in England was essential. It was the duty of the public to impress on the Government that education was a service of the highest national importance and it was a fundamental obligation of the State to safeguard the interests of the teachers, whatever might be the agency under which they discharged their duties.

Mr. C. A. Samuel of Vellore seconded the resolution, which was further supported by Mr. Avadhanigal of Arni and Mr. A. S. Narayana Ayyar of Palghat. The resolution was duly carried.

The third and last resolution, which evoked keen discussion and was voted upon, related to the question of direct action.

Mr. Angappan of Coimbatore moved and Mr. A. Srinivasaraghavan (Tinnevely)

seconded: "In view of the attitude of the Government in regard to the question of the teachers' salaries and service conditions, this Conference is compelled to come to the conclusion that its members should be called upon to desist from work. It therefore appoints a Council of Action, consisting of the President and the Secretary of the South Indian Teachers' Union and two members of each of the District Teachers' Guilds (1) to formulate the demands of teachers and to present them to the Government; (2) to negotiate with the Government; (3) to secure public support for the teachers' cause; (4) to create organisational efficiency and (5) to organise a special fund for the purpose of bringing relief under the direction of the Working Committee of South Indian Teachers' Union, and if the Council of Action feels that the response from the Government is unsatisfactory, to notify the Government of the decision of the profession to strike and to organise the strike in such manner and method as it may deem necessary. The Council of Action, the resolution further stated, shall elect its own convenor. Until one is elected, the Secretary of the Union shall act as convenor. The Council shall frame such rules as may be necessary for the conduct of its business. In the event of no settlement being arrived at by the Government and if no action is taken by the Council of Action thereon, the Working Committee of the Union shall dissolve the Council of Action on August 31, 1947, and shall forthwith summon a plenary session of the Conference to consider any further steps that may be necessary."

Mr. G. Krishnamurthi from Trichy moved an amendment to the resolution.

The President said he allowed the member to move his amendment, as it had secured the support of the requisite number of delegates.

The amendment was to add at the end of the first clause of the resolution after the words "desist from work" the following words and delete the rest:

"It therefore resolves to resort to direct action and form a Council of Action with two members from each district to launch a strike on or before July 1, 1947, and

continue the same until the demands of the teachers in respect of the Government guaranteeing decent salaries, free education at all stages for teachers' children, old age provision and other service conditions, are met by the Government to the satisfaction of the Council of Action. The Council of Action is empowered to form a Directorate of nine members to work out details and carry on the work expeditiously."

The mover of the amendment said that it was the duty of the members to stand by the elementary school teachers in the province as a whole.

Messrs. P. M. Kunhiraman Nambiar and V. Ramunni from Malabar supported the amendment.

Mr. M. S. Sabhesan counselled patience. The original resolution did not say "No" to the forward policy sought by the amendment. In conclusion, Mr. Sabhesan appealed to the members not to give an ultimatum to themselves, which was what the amendment meant, and urged them to accept the original resolution.

Voting by a show of hands revealed that 148 members were for the amendment and 128 against. Poll was demanded by one of the members and the President explained that under the rules he had to allow taking a poll on the matter. The result of the poll was that 47 voted for the amendment, while 40 opposed it. The resolution as amended was next put to the Conference and declared carried.

CONCLUDING REMARKS

The President, in winding up the proceedings, said he would only hope that something might happen between now and July 1, and the Government would relent and make them not to strike. He would, however, only advise them that should the Government offer concession to any section they should accept it and carry on without going on a strike. He personally would like a levelling down and a levelling up, there being no special difference in pay and increments for different categories of teachers. He hoped that good sense would prevail and that ultimately a strike would not become necessary.

Mr. T. P. Srinivasavardan proposed a vote of thanks.

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BOOK REVIEWS

NETAJI SUBASH CHANDRA BOSE, HIS LIFE AND WORK: By Sopan, Joint Editor: Janmabhoomi group of newspapers, Azad Bhandar, Sandhurst Road, Bombay: pp. 558. Price Rs. 11.

The career of Subash Chandra Bose has many elements of romance and even a few touches of the epic about it. Mr. Sopan has striven to write a colourful biography of the great nationalist leader. A great deal of hard work and much patriotic fervour have gone to the making of this book.

Mr. Sopan divides his work into five sections. The first section of 88 pages deals with Subash Bose's career till his departure from India in 1941. The second section (up to page 272) is entitled 'Background and Conflict'. It is of the nature of a digression, furnishing an interesting account of the political activities of Indians in the Japanese-occupied countries in the Far East. The story of Subash is next continued. His activities in Germany are detailed, and his adventurous trip to the Far East described. We have then an account of his work in organising Indians in the Far East. Section IV (pp. 361-484) is appropriately enough called the 'Ordeal of Fire' and narrates the formation of the Azad Hind Government and the campaigns of the Indian National Army until the fall of Japan. In the last section, the I.N.A. trials in India are dealt with, and some important documents reproduced.

Dr. Pattabhi Sitaramayya has hailed this work as a combination of history, biography and ballad. And there is justice in this commendation. But it cannot be said that we have now before us the standard biography of Subash Bose. His career up to the time he left India receives very scanty attention in this book. And even after his departure from India, there are phases of his activities on which sufficient information is not yet available. Here and there mis-

takes of fact also occur. For instance, the libel suit which Bose instituted against the *Statesman* is most cavalierly dealt with, and it is simply not true that 'at the end of six months, the thing was hushed up.' The account of Col. Lakshmi's life is also not free from mistakes, and it is strange to find her first husband referred to as Mr. Nununda Rao.

Mr. Sopan wields a nervous and enthusiastic style, but occasionally idiom is ignored and metaphors are confused. The proof-reading is far from satisfactory, and there are quite a few mistakes of spelling and punctuation. In the next edition, careful revision can eliminate all these mistakes.

Mr. Sopan has performed the work of a pioneer and blazed the trail for his successors. When the full biography of Subash comes to be written, Mr. Sopan's book will be assessed at its true value for having brought together much unknown and scattered material. In the meanwhile, we have now in this book as much information about the later career of Subash as is now available. The value of the book is further enhanced by the numerous pictures it contains of Subash Bose and the I.N.A.

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EDITORIAL NOTES

Professor Rao Bahadur S. K. Yegnanarayana Ayyar has in his Welcome Address at the XXXVII Madras Provincial Educational Conference held at Madras in the early part of this month, rightly condemned as valueless the homily that teachers

I The XXXVII Provincial Educational Conference.

should not debase themselves by discussing problems and situations concerning their poverty and inadequate remuneration. He would, however, caution the teaching profession not to resort to direct action, because it would not be as effective as direct action by members of some other professions like railway transport, postal service etc. He put the valuable suggestion to the conference whether it might not be possible for teachers to join together into a sort of co-operative society for the purpose of running schools. The teachers would be the management and there would be no extraneous element in it. The Education Minister had welcomed the idea and had assured him that such institutions would be started even under the existing rules, and if the rules did not permit, he had promised to modify them. If the Registrar of Co-operative Societies agreed, they could start a few co-operative societies as an experimental measure without the middleman of a manager butting in. He hoped that if the scheme materialised, it would go a long way towards the improvement of the service conditions of teachers.

Mr. T. T. Krishnamachari, the President of the Conference, advocated the creation of an Education Board analogous to the Central Advisory Committee contemplated in the English Education Act of

1944, with a majority of non-officials of experience in teaching and laymen connected with the educational effort of some kind or other. This Council should be statutorily empowered to advise the Minister of Education on all matters connected with the educational theory and practice as they should think fit. He would even advocate the creation of such a council for each distinct linguistic area in the province, and would recommend the elimination of the directorate of public instruction, because all the Administrative officers could very well be placed under the Educational Secretariat, who would conduct the audit of the accounts of the institution, supervise the expenditure of grants and do other administrative essential work.

One reform that has been envisaged by him is peculiar. With reference to the reform of the inspecting Agency he suggests that the Inspectorate must be remodelled and put in charge of zonal commissions of experienced teachers with a Headmaster being at the head of them assisted by permanent servant of the Government. Such a commission should not merely inspect but also instruct. He would suggest the cutting up of the Province into several zones, each zone comprising three to four districts with one such commission. The members to man these inspecting commissions might be drawn from the teaching profession to serve for a period of two years, their salaries and travelling expenses to be paid by the Government. The mechanical work in far as compulsory education was concerned and routine inspection could be done by District Educational Officers and their assistants.

Mr. Krishnamachari is of the opinion that while the present diversity in the types of school management might continue, the teaching profession should be nationalised. All teachers must be made Government servants and the responsibility for the payment of their salaries must rest with the Government. A teacher may, in the first instance, be appointed by the school management in non-Government schools with due notice to the local treasury authority and the departmental officers controlling the school. Such appointments should be subject to the final confirmation of the inspecting commission and the interim sanction of the District Educational Officer. The teachers will be under the disciplinary control of the Headmaster, whose certificate in regard to attendance will be necessary for their drawing their monthly salary. Such a scheme will do away with the three classes of teachers that now exist and will be subject only to such grades as may be prescribed by the department bearing some relation to the academic qualifications and the record of service of the individual teacher. It is rather complicated in its implications and bound to cause numerous difficulties in the practical working out of the ideas which are, however, very refreshing and just.

We learn from The Teachers' Journal, Calcutta, that the All Bengal Primary School Teachers Association has been goaded into declaring a strike from April end and as a consequence about

50,000 schools, 125,000 teachers and three million pupils in Bengal would cease work. The teachers demanded a living wage of Rs. 50 for trained teachers, Rs. 40 for the untrained ones and a dearness allowance of Rs. 15/- in each case. The Government of Bombay have already granted 50 per cent more than these figures to the primary teachers under their jurisdiction. The Bengal Ministry only granted Rs. 27, Rs. 19 and Rs. 15

for the different grades of primary teachers with a dearness allowance of Rs. 3/- The Ministry of Education in U.P. has accepted the major demands of the non-Government secondary school teachers in that province that their salary scale would be equalised with that of the teachers of Government schools. On this assurance the Council of Action of the U.P. teachers called off the threatened strike. 400 professors and teachers of the non-Government colleges in Bihar have been on strike and 5,000 college students of the province have been sitting idle as a consequence. This is the situation that has developed elsewhere.

In our Province teachers and teachers' organisations have been very modest in their demands and restrained in their expression. An appeal signed by leading citizens from many centres in the Presidency and published in the *South Indian Teacher* draws the attention of the Government and the public to the gathering volume of discontent and the growing talk and planning of protests, demonstrations, processions and councils of action and urges on Government the necessity of taking immediate action particularly pointing out (1) that reasonable scales of pay should be instituted; (2) there should be uniformity maintained in salary scales in all schools; and (3) these scales should be made obligatory on the managements of all schools; and (4) the application of the new scales should be made everywhere on a uniform principle. The appeal calls for action on the lines recommended by the Central Advisory Board of Education and by the Madras Post-War Reconstruction Committee. It also suggests the appointment of a small representative body to recommend appropriate scales of pay for the several grades of teachers, and in the meantime to introduce in schools under all agencies the scales of salaries prescribed for Government schools. This appeal is very timely and Government is requested to take action on the lines laid down in it. The feeling

of frustration is running high among all sections of teachers, whose good sense of self-respect and restraint has restrained them from resorting to any form of direct action.

Mrs. Vijaya Lakshmi Pandit, in her Convocation Address at the Lucknow University, made a fervent plea

III
Mrs. Pandit's Convocation Address
for giving equal opportunities to women and urged women graduates, and through them all other women to look upon life from a new angle. They were not to be bound in their activity by the aim of marriage and a happy domestic life only; but while enjoying domestic felicity, each educated woman should work in some field of endeavour where she might happen to live. Not only should women make their homes beautiful and rear up their families with care, but they should work in professions and in public service with distinction. Thus she expressed her idea which we commend: "The Indian woman has an ancient heritage of equality of opportunity with man. In the distant Vedic age and right down to the 12th century A. D. Indian women more than held their own in every sphere and our history is luminous with the names of women-statesmen, warriors, scholars — women who worked for the public good as well as those who devoted themselves to their homes and families; but nowhere do we find until in later years, the Indian woman becoming a liability, almost a parasite on society. Women's contribution to the nation must be judged in individual terms and not in the contribution she may make as her father's daughter or her husband's wife. Men and women must be equals — comrades of the road, sharing responsibilities and privileges alike and using their talents to further the interests of humanity and in making the world a better place for all to live in."

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SALARIES OF TEACHERS

By SRI R. SUBYANARAYANA RAO, M.L.C., Madras.

IT is a recognised fact that the success of all education depends on the quality of the teacher. To attract the right type of persons to the teaching profession, both the pay and status of the teacher will have to be considerably improved. Every one is agreed that the teaching profession in this country is miserably paid. It may be difficult to fix with certainty and for all time to come scales of salaries which will not admit of improvement. However, it will be agreed that the basic salary and allowances should be consistent with the increased cost of living. If the status of the teacher is to be raised, his standard of living also should be consistent with the improved status. Therefore, in regard to the teachers, increased cost of living as also improved status should enter into any consideration of their salaries.

Then there is the question of teachers employed under different agencies. Whatever may be the agency under which a teacher is employed, it will be conceded that the nature of his work is the same. There is no branch of public service in which the principle of equal pay for equal work can be so easily and legitimately applied as in the teaching profession. Any attempt to treat teachers working under different agencies in different ways is to betray lack of proper perspective in regard to education. Above all, education is the main concern of the State, and if other agencies come forward to assist the State in this task, they should not only be welcomed, but even encouraged, as

they are to a great extent sharing the burden and the responsibility for the spread of education. It is necessary to emphasise this fact, because, in the treatment of other agencies and those employed by them, the Government seem to adopt an attitude of patronage, and such assistance as they are rendering is considered more as conferring favour. They are not being treated as a part of machinery engaged in the task of nation-building. If the Press Note No 45 of Government dated 14th February 1947, is carefully perused, it will be seen how strong the obsession of Government in favour of differential treatment is and how in order to support their point of view, they are forced to adopt arguments which cannot stand the test of scrutiny.

The Press Note deals with three categories of teachers, working under three different agencies. Of course, as usual, those under Government agency are placed in a category of their own. As regards those under local boards, a difference is also sought to be made. Dealing with aided schools, the Press Note declares that the Government grants are only an aid which Government give and the rest of the amount is expected to be contributed by the Managements. It is not possible to treat the aided schools on a par with local board or Government schools for the simple reason that "they are private schools receiving aid only from Government and are not subject to the same control". In making these statements, the Govern-

ment have failed to appraise correctly the contribution made by the Managements till now. Nor have they been fair to the Managements, when they state that private schools are not subject to the same control. The Managements have contributed in the past and are willing to continue their contribution to the extent possible. But it is good to remember that even charity has its limits and it has in many places reached the point of saturation. With the increasing number of schools, the scope for such response as was forthcoming some years ago, has been narrowed down to the locality which the institution serves, and not all places are affluent enough to meet the growing demands. This aspect of the matter has been completely lost sight of. Then again, as regards control, it is wrong to say they are not subject to the same control. The Managements know and realise as to how much control they should submit themselves to. If, however, it is for lack of sufficient control the Government propose to deny aid, it is needless to say that the Managements will be glad to come forward to place themselves under such control as the Government demand, if they are assured of grants to make good the deficits which must necessarily increase with increased expenditure due to increased salaries. To the general public these statements appear as mere excuses offered to ward off their responsibility.

The difference between the Government and the local board schools, is sought to be justified on the ground "of 'the administrative and executive work which those in Government service have to perform and the large financial responsibility they have to bear from the beginning". Those who know the working of Government and local board institutions know how plausible this argument is. The functions of all L.T.'s are similar in all institutions. Nor is the financial responsibility borne any less or more in any institution, whatever may be the agency running the institution.

From the foregoing paragraphs, it will be seen that the distinction sought to be made in the treatment of teachers employed under

different agencies is not based on any recognised and acceptable principle. It should be done away with immediately, if the spread of education is to be ensured. The question came up before the Post-war reconstruction Committee. The Education Sub-Committee adopted the following recommendation:

(a) that one of the major post-war, educational reforms should be the improvement of teachers' salaries;

(b) that every effort should be made to introduce the minimum scales suggested by the report of the Central Advisory Board of Education;

(c) that while lower elementary and higher elementary grade teachers continue to be employed, a minimum salary of Rs. 9 should be laid down for any class of teachers under any management; and

(d) "that the cost of the enhanced scales should, in the case of aided and local board schools be borne by the Government to the extent the managements could not be made to share it". The Sub Committee were, however, of the opinion that the management must not be allowed to evade their responsibility in the matter and that some way must be devised to compel all managements, who are in a position to do so, to pay the minimum salary laid down without Government subsidies.

The question of implementing the principle of having uniform scales of salary for all teachers under all types of management, a principle already accepted by the Sub-Committee in regard to certain classes of teachers, was raised by me and the Mr. Abdul Rawoof in a minute appended to the Sub-Committee's Report, and the matter was discussed in the General Committee. Evidently the Government were impressed that the plea put forward was reasonable and accepted it, as will be seen from the following extract on Page 10, in the introductory note to the report on Post-war reconstruction and Development scheme of the Government of Madras:

"An essential preliminary to all educational schemes is the elevation of the status of the teaching profession which is now deplorably low. It is proposed to spend about Rs. 9 crores in bringing the pay of all teachers, by whatever agency they are employed, up to the minimum scales recommended by the Central Advisory Board."

It will also be seen that an elaboration of this idea is continued in page 116 of the Report, where the Government have made a provision for Rs. 8,34.33 lakhs for a period of five years on the basis Rs. 1 crore and 78 lakhs odd for each year for improving the scales of pay of the staffs and establishments employed in schools and colleges. Under the caption 'Brief description of the scheme' are the following words:

"Brief description of the scheme: The aim is to introduce the minimum scales of pay suggested in the report of the Central Advisory Board of Education. While the additional cost of applying the scales will fall wholly on Government in so far as institutions maintained directly by them are concerned, the additional cost in respect of institutions maintained by local bodies and private managements will be borne by Government to the extent to which the managing agencies cannot be made to share it."

Therefore, what is now demanded is standardisation of salaries as was contemplated by the Adviser Regime and abandoning 'stratification of the existing classes with all the inequalities according to the nature of the employer', and the Government undertaking to bear the extra cost involved.

Now, the question may be asked what portion of the expenditure involved on account of the uniform scales of salary should be borne by the Managements. Already reference has been made to the plight of the Managements. Moreover, it is doubtful if the Managements will bear the responsibility, when it is left to themselves. The glaring injustice perpetrated by the Manage-

ments in regard to the payment of dearness allowance to teachers in secondary schools is an instance in point. The formula devised for payment of grants towards dearness allowances has not been of any benefit at all to the teachers. The Education Sub-Committee already referred to anticipated such a contingency and expressed themselves as follows:

"The 'Sub-Committee were, however, of the opinion that the managements must not be allowed to evade their responsibility in the matter and that some way must be devised to compel all managements which are in a position to do so, to pay the minimum salary laid down without Government subsidies."

Therefore, it is suggested that in regard to the actual deficit incurred in respect of uniform scales of salary adopted, as also of allowances, the Government should undertake to reimburse the Managements. If there are Managements which can afford to bear a portion of the increased expenditure, they should be compelled to do so, and in their case only the deficit, if any, will be borne by Government. There are some Managements, which have sources of income from endowments and obtain large amounts as fee income etc. Even they are not prepared to improve the salaries of teachers. The Department of Education can easily devise ways to give effect to this.

The next point for consideration is why, a scheme, adopted by the Advisers' regime should be abandoned by the present Government. One of the reasons stated is that the loss of excise revenue, owing to the introduction of prohibition, has crippled the finances of the province. Granting that there is considerable loss in the revenue due to prohibition, it is not correct to say that our finances are at such a low ebb as to compel Government to abandon the scheme for the improvement of the salary and status of the teachers, which should secure highest priority in any scheme of post-war reconstruction. There is the Revenue Reserve Fund of Rs. 22,24.14 lakhs, though

during 1946-47 an amount of Rs. 826,00 lakhs has been withdrawn and an amount of Rs. 14,900 lakhs is proposed to be withdrawn in 1947-48 to make up the deficit in the Budget Estimate. The Advisers' Regime anticipated that the Revenue Reserve Fund at the beginning of 1947-48 would amount to Rs. 25 crores. It is satisfactory to note that in spite of less of revenue due to prohibition and the ear-marking of Rs. 4 crores for village development and Harijan uplift, the Revenue Reserve Fund has not been greatly depleted. Moreover, a large amount equal to nearly Rs. 10 crores on paper, but much more actually, has been obtained as supplementary grants for further expenditure in 1946-47. A careful examination of the items for which supplementary grants were obtained is sure to result in stopping continuance of many of the services for which grants have been sanctioned, and for the continuance of those services provision must have been made in the budget for 1947-48.

Attention is invited to paragraph 3 of the introductory note to the Report on Post-war Reconstruction and Development schemes which gives an estimate of the total amount likely to be available. If debit is given to loss of income from excise due to the introduction of prohibition, and the amounts available under various heads also undergo changes, even then the financial position of the province is not such as to cause dismay or a feeling of despondency. What is necessary is to examine the post-war schemes again, weed out those which can afford to wait, rearrange the order of priority consistent with the changing circumstances and carry them out. Education must have highest priority, and under Education, the improvement of the status and emoluments of teachers should occupy the first place. It should not be forgotten that these teachers who are to be entrusted with our children, the most precious thing in the nation's heritage, must be men of good education, character and integrity. As Sir John Sargent recently said at Hyderabad: "We can get the teachers we want, only if we make the profession

reasonably attractive, and it is up to the State and the community to do so". In this connection, an extract from the Report of Post-war Educational Development India is given below :

"In regard to the large financial issue raised by these proposals, the Board realises that the cost of education, like that of other essential services, must ultimately be met out of current revenues, and that this will not be possible unless the taxable capacity of the country is increased many times. For this, they can only look to an all-out development of the national resources through a rational expansion of industry on the one hand and the improvement of agriculture on the other. They believe, however, that neither of these will be possible without a wider extension of educational facilities and the spread of enlightenment and expert knowledge which this will promote. Indeed, they are convinced that the development of India's economic resources and the expansion of her social services are inseparably connected and must proceed side by side. To enable a start to be made, some risk, perhaps, even a great risk, must be taken and the Board recommend that for this purpose the early stages of development will have to be financed out of loans or out of such capital balances as may be available. In no other way can a vicious circle be broken."

There is a suggestion to raise the scale of fees and the number of instalments payable by pupils to augment the resources of local bodies and managements to meet the extra expenditure. Besides, it is also proposed to levy separate fees for extra-curricular activities. It is doubtful if this is a step in the right direction. In England secondary education has been treated as the responsibility of the State. Though responsibility may not be borne by the State here to that extent, at least nothing should be done to retard the progress of education by methods such as those mentioned. The poor and the deserving who will be deprived of the benefits of education, is not a result which can be looked

with equanimity. Moreover, these extra collections proposed may in some cases result in reducing the strength of classes and thus indirectly affect the fee income also. On paper the proposals for increasing fee income appear to be all right; their repercussions are far-reaching and will become visible in the years to come. If, however, a slight increase in the rates of fees and the number of instalments is considered desirable, that should be confined to advanced areas, and in backward areas this device should not be resorted to. Wherever these increases are permitted, the extra income received should be ear-marked for the purpose of meeting the extra expenditure consequent on the increase of salaries, and the Managements should under no circumstances be permitted to appropriate the income for any other purpose.

From what has been said, it will be seen that it is possible to find funds for the purpose by properly husbanding the resources of the province, as also by careful adjustment of expenditure even by resorting to retrenchment. Even otherwise, the expenditure may be met out of reserves, if not from current revenues and when the reserves become depleted, by raising funds either by fresh taxation or by loans as suggested by the Central Board of Education. Only the Government must make up their mind to give the highest priority to this item of expenditure and even make it a first charge on 'block grants' received from the Government of India during the next five years.

On the quantum of relief given by the Cabinet Sub-Committee to the teachers in Government service, there is a great deal of dissatisfaction. Though comparisons are odious, there is no denying the fact that the status and emoluments of teachers who equip themselves for the profession by undergoing special training are comparatively inferior to those given to recruits for clerical posts, both upper and lower divi-

sion, and decidedly inferior to those accorded to recruits who have undergone other professional courses. Though the Central Pay Commission have not dealt with teachers as such, the minima prescribed and the grades fixed for various services make it incumbent that the minimum scales prescribed for various grades should undergo radical alterations. As already stated, the question of status, besides the cost of living, should be taken into account in regard to emoluments to teachers.

To sum up, the following main points among others emerge from this note :

- (1) Uniform scales of salaries should be applicable to all teachers, whatever may be the agency under which they are working.
- (2) Government should bear, in the case of aided and local body schools, the cost of the enhanced scales and allowances to the extent they find it difficult to share the increased expenditure.
- (3) Funds necessary to meet the extra cost must be found from current revenue by careful adjustment of expenditure, confining it to absolute services, or from reserves, or even from loans.
- (4) Education should receive the highest priority in the post-war development schemes and under Education, improvement of the status and emoluments of teachers should occupy the first place.
- (5) The scales of salaries and allowances to all teachers should be revised in accordance with the recommendations of the Central Pay Commission.
- (6) Increase in the scales of fees and the number of instalments should not be accepted as a general rule, lest they should retard the progress of education in backward areas. Where such increases are permitted, the proceeds should be wholly available for defraying expenditure on account of increased salaries.

NEW DEAL IN STUDENT GUIDANCE IN AUSTRALIA

BY MR. GEORGE MULORUE.

THE days are gone in New South Wales, Australia, when the parent of a child at a government school could say: "I'm going to make him into a doctor whether he likes it or not". The decision is no longer entirely in the parent's hands.

It has not been decided, of course, that father never knows best. But henceforth the State Education Department will do a good deal towards making sure that the ideas in his head are the right ones.

Already, specially trained psychologists are advising parents about the most suitable vocations for their children, and recently, Robert J. Heffron, State Minister for Education, announced that a new division within his department had for some time been going a great deal further.

This is called the Division of Research, Guidance and Adjustment. Briefly, its work consists of the maintenance of an up-to-date educational research and information service, the administration of the school counsellor system of educational and vocational guidance, and the selection and education of specially chosen sub-normal and above-normal children.

Ten years ago, New South Wales authorities appointed two school counsellors to advise school children on their problems, and to help them in their choice of careers. Those two appointments were in the nature of an experiment, so successful that, to day, the number has grown to twenty-four, spread all over the State. Before long there will be even more.

The team of counsellors is made up of almost equal number of men and women, all of whom have taken a minimum two-years course in psychology at the University of Sydney. But more than that, all of them are experienced teachers, trained in the problems of learning and behaviour that beset the path of the average child. Eight

of them are at present working in country areas, and the others in Sydney. Although they are attached to the staffs of high schools, much of their work is done in the primary schools, among the children who will go on to the high school to which they are attached.

Forty thousand children completed primary school education in New South Wales last year, and twice during the course of this schooling, each child went through a general ability test, administered by his school counsellor. Each test helped the counsellor to assess the child's capacity and needs, and to guide him along the lines of study that would be most helpful. When a child doesn't seem to be making satisfactory progress, the counsellor will often interview its parent. That's how the parents are being educated too.

In the old days, a child went on from primary to high school by means of a competitive examination. If he passed well enough, he went to high school. If he didn't, his education was finished. He went to work. All that has gone by the board.

To-day, from the time a child enters a primary school, the story of his progress is meticulously set down. Naturally, personal ability to study and absorb is still most important, but he is no longer left to struggle on by himself as best he may. People other than his parents and himself are interested in his progress, and are prepared to find out what is best for him to do.

Health, of course, is most important. The days are long gone when bad sight or hearing were allowed to pass unnoticed. Children labouring under these difficulties are soon found out, and something is done to see that the trouble is put right. Attendance records show whether a child has a tendency to absenteeism and truancy. Check-

ing up shows the reason for the tendency and it is usually soon eliminated.

Along with health, attendance, and psychological reports, others are filed away: on a child's hobbies, his aptitude for certain subjects, his sporting abilities. All of them go to make up what to the trained counsellor is a precise blueprint of the child's capabilities, and this intimate knowledge has to a certain degree been substituted for examination as a means of determining whether he shall go to high school.

The decision is in the hands of a board made up of a child's primary school headmaster, the headmaster of the high school he wishes to attend, the district counsellor, and the inspector of schools. The counsellor and the primary school headmaster from their own knowledge of the child, advise the board as to his capabilities, and they make recommendations. From the board's decision there is a right of appeal to a reviewing committee, and hundreds of such appeals are made every year, but usually the board is proved to be right.

And even at high school, a boy's studies are chosen for him. For instance, it is perhaps, likely that a boy whose father intends him to be a doctor, would be happier in a course that combines a good cultural basis of English and social studies with practical subjects like woodwork, metal work or perhaps commerce and agriculture. Yet he would have been forced into the normal high school course of two languages, mathematics and science, had it not been for the counsellor's knowledge.

Parents who insist upon these normal courses often argue against the board's decision, but an interview with the board usually proves to them that their determined plan for their children's future has been very wide of the mark. Actually, long experience has shown that only one child in ten is really fitted for a two-language course, and that most children should have a quite differently planned training.

But whatever the choice of study, the system keeps open as long as possible the

door to the university. The final decision about a career is also deferred until the very last moment. One of the weaknesses of the old plan was that a child might be committed to a given future at an early age, only to find himself unfitted to it after much useless training. Nowadays training is as wide as possible until the final choice.

And this is still made with an eye on past records. When he arrives at high school, a child is still under the eye of the counsellor, and he comes too, under the notice of a careers adviser. New South Wales schools have, in addition to the counsellors, something over three hundred of these careers advisers: teachers specially trained to help in the choice of occupation and more advanced courses of education. They also put in touch with the vocational guidance bureau of the Department of Labour and Industry children who are leaving school to look for work. And here, once again, come into use the cards which set out the course of their whole school career.

From now on, the whole of this system, which up to now has been more or less of an experiment, is to be administered by the new Division. The organisation is under the control of a chief officer, who is answerable only to the Director-General of Education, and who is responsible for the working out of policy. The division is broken up

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into three sections, each of them controlled by a senior officer with a staff of assistants.

The research office maintains an information service upon all matters concerning the theory and practice of education in other parts of the world. It carries out planned educational research, maintains statistics on the New South Wales education system, and supplies information to other bodies asking for it. There is already being built up a specialised library of educational research, which is at the disposal of any educationalist working in the state.

It also carries on a great deal of administrative research, and investigation aimed at improving the technique of existing psychological examinations. It studies methods adopted in other countries on such widely diverse matters, for instance, as apprenticeship and difficulties in reading.

The guidance section actually administers the work of the school counsellors and careers advisers, and arranges for their selection and training. It also provides educational and vocational guidance to individual pupils. An average of fifty new cases a week is referred to the section for action. They come from school counsellors, careers advisers, teachers, by personal application from pupils, and from various other sources. The section has become, in effect, an educational clinic.

The third section is the adjustment section, and it is mainly concerned with Opportunity classes, which are special classes established in the more densely populated areas to deal with children who are especially dull or especially bright. In the case of dull children, there are three different groups to which they are allotted, depending on their age. The bright children

are gathered into what are called Opportunity C classes, and given much wider opportunities for reading and study.

In addition, there are certain other types of special education provided for backward children at the Glenfield special school, and retarded but not dull boys, at the Enmore Activity school. These are cared for by the section.

Something like 8,000 pupils are admitted to all kinds of Opportunity classes throughout the year, and each of the entries must be carefully scrutinised by officers of the section. This is specially so in the case of the Opportunity A children, who are thought to be backward when they are of primary school age, and in that of the Opportunity C children. In each of these cases the decision is only made after an extensive programme of testing. The section is continually forming new classes as a result of information collated, and nominations for enrolment in them are made by the section.

Officers of the section do a great deal to keep teachers and inspectors advised about up-to-date methods and developments in their field of education by means of bulletins, visits to the classes, correspondence and submission of reports.

Working together in co-operation with the state's 14,000 teachers, the division's three sections are doing a great work in giving the children a new educational deal. Instead of the old haphazard methods, there is now scientific guidance along paths that are suited to children's capabilities. From now on they will do the things they are best fitted to do, and square pegs will no longer be forced into round holes.

DR. RABINDRANATH TAGORE AS AN EDUCATIONIST.

BY SRI R. SRINIVASA IYENGAR, B.A., L.T. *Headmaster, Sarvajana High School, Peelamedu.*

IN paying a tribute to the memory of Dr. Tagore, Mahatma Gandhi observed: "In Santiniketan and Sriniketan, he has left a legacy to the whole nation, indeed, to the whole world." But Tagore the poet seems to have eclipsed Tagore the educationist; and Tagore the internationalist has outshone the pioneer, the pathfinder, the explorer and the inspirer of a scheme of national education for India. The fecund imagination that inspired the poet, and the poignance of emotions that stirred the patriot in Tagore did not exercise greater influence than those that impelled the educationist in Tagore to discharge the noble life-mission referred to by Gandhiji. What made him the great educationist that he became? May be, the tyranny and boredom that he felt regarding his education at home and in his school which he considered to be a kind of Andamans, created in his mind the compelling sense of duty to serve the children of India by rescuing them from similar oppression. The all-round education that his father had planned for him produced only undesirable effects on Tagore. Tagore started Santiniketan "to rescue our children from the grip of a mechanical system of education, to call them away from the dead enclosure of classes into a sympathetic relationship with nature and life, to help them to grow in an atmosphere of creative and social activity and discipline them by the responsibility of freedom." As the poems in "The Crescent Moon" will testify, he possessed in an abundant measure the knowledge of psychology of childhood, and could easily enter with sympathy into the emotions of childhood. May be, as Thompson hints, the revulsion from politics was the gateway to the field of education. The political work seemed to him unreal to the core, and pitifully feeble in utter helplessness. He really felt that we must seek for our own inheritance and with it buy our place in the world. What-

ever might be the spring or the motive-force of his actions, it cannot be gainsaid that he was well-equipped for the great task that he placed before himself.

TAGORE'S PHILOSOPHY OF EDUCATION

There are educationists and educationists. Some claim to be called so, from the mere fact that they belong to the teaching profession, and have done class-work for a number of years, though they may have neither opened their mouths or penned a single line to express their ideas on education. Again, there are some who base their claim on a few stray speeches they have made or casual articles they have contributed. In my opinion, only those can claim a place in the hierarchy of great educationists who, having penetrated with their minds and hearts into the fundamentals of education, make genuine contributions to the progress of education by the elucidation of the aims, methods or ideals of education, and the practice of them in their theatres of action. Dr. Tagore has a unique place among the world's greatest educationists; for he conceived or evolved a philosophy of education, and attained a high degree of success in translating his philosophy into the realm of action. Again, his philosophy of education was unique; for his philosophy of education was based upon, and correlated to his own philosophy of life, existence, culture, patriotism, civilisation, and religion.

Tagore's theses on education are couched in a ponderous style full of thought-weighted expressions; and he was in the habit of reading them often at the several centres of his tours. This repetition is helpful to us in understanding his philosophy of education. As Tagore explained in his Convocation address at the Benares Hindu University, "the ultimate purpose of education is to enable us to live a complete life which can be realised through our complete unity

with existence, a part of which consists of the physical nature and the other part, that of the human community." Tagore repeatedly emphasises that one of the noble functions of education is to reconcile our human mind with the world of nature through perfect knowledge and enjoyment. We should understand Nature's laws and modulate them to our needs, if we are to reach *shantam* in the extra-human world. Civilisation indicates merely an adjustment of Nature's workings to human intelligence. But, according to Tagore, the whole object of education cannot be fulfilled in the attainment of *shantam*, the spirit of peace through the realisation of truth; it needs for finality *shivam*, Goodness, through the training of moral perfection and the achievement of perfect harmony with the human world. The union of our self with Brahma as Viswakarma may bring us success in the province of living; but for the peace and perfection in the realm of our being, we need our union with Brahma who is Mahatma, the Infinite Spirit dwelling in the hearts of all peoples. Man's individual self, when isolated from all other selves, misses its reality and suffers unhappiness, just as his physical body is thwarted in its function when out of harmony with the physical world. For Tagore, science means intellectual probity in our dealings with the material world; truth is spiritual in itself; and materialistic is the mind which is unscientific. Our relationship with the human world is as important as our relationship with Nature. The activity represented in human education is, for Tagore, a world-wide one, and it is a great movement of universal cooperation interlinked by different ages and countries. The human mind longing for emancipation strives to realise its aspirations for freedom in truth, freedom in love, and freedom in the unity of man. Man has his instinctive belief and faith in the objectivity of spiritual ideals. Tagore believed that India, though defeated in her political destiny, has her responsibility to hold up the cause of truth and offer her lessons to the world in the best gifts which he could produce, and that it is India's

special responsibility that the ideals that have been matured in the spiritual life through ages of human endeavour for perfection are shared universally, and that the human civilisation is a spiritual form the invitation to which is open to all. We have thus tried to sum up in brief Tagore's philosophy of education which is the synthesis of his philosophies concerning fundamental issues. Tagore's philosophy of education is, therefore, in short, the emancipation of the human mind by living in harmony with Nature and the world man. We had our own mind in India. It was living. It thought, it felt, it expressed itself. It was receptive as well as productive. But it (the mind) has now long been deprived of its natural food of truth and freedom of growth.

FREEDOM IN EDUCATION

Freedom was, therefore, the dominant note of Santiniketan, freedom, more freedom, always freedom. Children's freedom was to be the prerequisite of the nation's political freedom, and is the foundation for the cultivation of spiritual freedom. Classes take place in the open air, whenever possible, and a boy sits where he will—up a tree if he chooses. There is no rigidity of timetable; as J.A. Spender wrote: "Children learn what they please, and when they please." Dr. Tagore observed in 1933, "Real freedom is of the mind and spirit, it can never come to us from outside. He only has freedom who ideally loves freedom himself and is glad to extend it to others. He who cares to have slaves must chain himself to them. He who distrusts freedom in others, and builds walls across his own freedom loses his moral right to it. I would urge my countrymen to ask themselves, if they are ready to make space in their society for the minds of their children to grow up in ideal human dignity, unhindered by restrictions that are unjust and irrational. We have ignored the laws of life and growth. We have forced living souls into permanent passivity, making them incapable of mastering their own destiny." It is tragic that the century-old use of the birch is not being

given up and that teachers do not realise that children should grow in freedom from fear, if the future of the country is not to be imperilled. Rajaji sometime back gave this tender message to parents and teachers. "Do not put faith in harshness or in your capacity to induce fear. The child's inner being is nourished only by affection." Hence Tagore laid great stress on the importance of all-embracing freedom in education; and he wrote: "Education, according to me, has for its object FREEDOM, freedom of intellect, freedom of sympathy, freedom in material universe through our truthful dealings with universal laws, freedom in society through our maintaining truth and love in all human relationship. It is a most difficult idea, and the immense difficulty only proves the majesty of the human soul and the magnificence of true civilisation." Each child is a spiritual self, a life force. Freedom in education means belief in the spiritual basis of human life, and by such faith alone is real education possible.

WESTERN EDUCATION AND FOREIGN MEDIUM

Out of the cherished regard for the child's freedom was born the conviction that the western education and the foreign medium of instruction crushed the nation's soul. In running a campaign against them, he drove the point home into the minds of the people by using impressive similes. It may not be proper to refer to the disastrous consequences of the use of the foreign medium, when our Education Ministers have issued orders for the replacement of the foreign medium, and when the Britishers would be going away shortly, as it were, in fulfilment of the prophecy made by Tagore in April 1941: "The wheels of Fate will some day compel the English to give up their Indian empire." But the mania for the foreign medium still exists in many English-educated people; and moreover, the present generation may not know the travails which the previous generation of patriots underwent. Tagore's imagery is very educative. The western education dwells in the cold storage compartments of

lessons and the ice-packed minds of school-masters. It represented an artificial method of training specially calculated to produce the carriers of the white man's burden. The effect on the victim was very much the same as a tree might have, which was not allowed to live its own full life, but was cut down to be made into packing-cases. We forget that, for proficiency in walking, it is better to train the muscles of our own legs than to strut upon wooden ones of foreign make, although they clatter and cause more surprise at our skill in using them than if they were living and real. Another picturesque image. The fettered bird has forgotten that its wings are to be used for soaring; instead of trying to cut the chain which holds it to its perch, the bird prides itself on using its chain as an ornament simply because the chain jingles in fairly respectable English. Again, another metaphor. A language is not like an umbrella or an overcoat, that can be borrowed by unconscious or deliberate mistake; it is like the living skin itself. If the body of a draught-horse enters into the skin of a race-horse, it will be safe to wager that such an anomaly will never win a race, and will fail even to drag a cart. The foreign language must constantly hamper the indigenous growth of culture and destroy individuality of judgment and the perfect freedom of self-expression. Educational institutions, in Tagore's judgment, are India's alms-bowl of knowledge; they lower our intellectual self-respect; they encourage us to make a foolish display of decorations composed of borrowed feathers.

AESTHETIC EDUCATION

Tagore believed that fulness of expression is fulness of life. A large part of man can never find its expression in the mere language of words. It must therefore seek for its use other languages—lines and colours, sounds and movements. Man must master not only the language of intellect, but also that personality which is the language of Art. Life has various mediums of expression of joy and delight and vitality. The timber-merchant may think that the flowers and

foliage are mere frivolous decorations of a tree; but if these are suppressed, he will know to his cost that the timber too will fail. We must not ignore the aesthetic life of man, leaving it uncultivated, and allowing weeds to grow there. To be brought up in ignorance of the world of Art is to remain deaf to the eternal voice of man, that speaks to all men messages that are beyond speech. Hence music and art have a prominent place in Tagore's centre of Indian culture. The perfection of colour, form and expression helps the perfection of vitality; the joy of life adds to the strength of life.

WAS TAGORE MODERN?

Tagore used to say that the ancient system of education had poetry for its expression and heroism for its conduct. He had great admiration for our *Tapovanas* which he called "our natural Universities." Folk-education, indigenous to India in the past and intimately related to the life of the people, worked through social channels. Indian teachers in their humble villages represented to the masses the ideals of the land, by readings of the Puranas which were the classical records of old history, and by dramatic narratives of the lives of ancient heroes. Hence the common people of India, though tremendously illiterate, had self-control by observing the ideals collectively expressed in the term "DHARMA". One writer says, "Tagore's Indian ancestry had left deep in his being the legacy of its philosophy, the philosophy which speaks of fulfilment through harmony with all things." Dr. G. S. Arundale wrote of Tagore during the poet's visit to Adyar in 1928: "Tagore brought us into wonderfully close contact with the India of the Rishis, with the India of the Forests, with the India of the true Yogis, with the India of the Ashramas, with the India of the Mystic Song and Music, with the India of Infinite Calm and Peace, with Eternal India, India which changes not, yet grows, India which is the Eternal Heart of a Growing World." Tagore once said: "It would be a degradation and an insult to our culture if we stray away from the paths of our ancient

wisdom." Yet Tagore felt highly sensitive about his being considered not modern. He used to say: "Do not think I am no longer modern, for it is the impertinence of materialism that is old. The spirit of progress is ever modern. All that is deep human is never old. It has the perpetual freshness of imperishable life. Our ancient believed in the principle of perfection and in truths that are everlasting." He considered himself a modern and progressive educationist. He had attempted many experiments in Indian education: and the experiment of student-self-government at Santiniketan is enough to establish his claim to modernist.

TAGORE AND GANDHI ON A COMMON PLANK

Tagore and Gandhiji have differed in several respects. The one was a poet and the other, pre-eminently a politician. The former was a seer and philosopher, and the latter, a day-to-day practical worker. Their ideologies have been at marked variance with each other. But strangely, there has been perfect unanimity of agreement with regard to one important aspect of education. Both agree that education should not be dragged out of its native element, the life-current of the people, and that educational institutions in order to obtain the fulness of truth must have close association with the economic life which covers the entire width of the fundamental basis of society. Civilisation can be held together by a spirit of economic cooperation, the spirit of mutual help and the common sharing of benefits in the elemental necessities of life. Hence our educational institutions, in Tagore's opinion, should not only instruct, but *live*; not only think, but *produce*. Our centre of culture should not only be the centre of the intellectual life of India, but the centre of her economic life also. It must cooperate with the villages round it, cultivate land, breed cattle, spin cloths, press oil from her oil-seeds. It must produce all the necessities, calling science to its aid. The very existence of the centre of culture should depend upon the success

of its industrial activities carried out on the co-operative principle, which will unite the teachers and students and villagers of the neighbourhood in a living and active bond of necessity. Along with this, there should be some common sharing of life with the tillers of the soil and the humble workers in the neighbouring villages: studying their crafts, inviting them to their feasts, joining them in works of cooperation for communal welfare; and in our intercourse we should be guided, not by moral maxims or the condescension of social superiority, but by natural sympathy of life for life, and by sheer necessity of love's sacrifice for its own sake. In such an atmosphere, students would learn to understand that humanity is a divine harp of many strings, waiting for its one grand music. The above description of the centre of culture has been given in the language of Tagore; but would not Gandhiji endorse every line of it?

TAGORE, A PRACTICAL VISIONARY

J. A. Spender wrote: "Certainly at Santiniketan, if anywhere, the practical visionary is seen at work." The Poet claimed, while addressing a Madras audience in 1934, to have started village reconstruction work, long before other people thought about it and Mahatma Gandhi undertook it. Here is C. F. Andrews' tribute to Tagore's work in this sphere. "The Poet had set his heart to doing something in his own neighbourhood which should restore the villages to their former healthy and prosperous condition. He felt from the very first that only when the inner life of the villagers themselves could be moved and stirred to action could there be any chance of solving the village problem. His own idea was to use the children of the villages to build up a generation more healthy and active than the old. In every way the Poet himself has been the inspirer and creator of this village work. He has gone into the smallest details, such as, the revival of arts and crafts of each village according to its special capacity and opportunity. He has been among the first to reintroduce music into the villages, and some of his own songs

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are sung by the villagers in preference to any other. The Poet's one guiding principle in all this work has been that the village has always been the centre of life in India and must always remain so. He regards the village problem as by far the most important political and social issue of India to-day." As Miss Sykes points out, it was the Poet's ambition to make every village in India a Sriniketan, a home of welfare and beauty.

Again, in the Prospectus of the Siksha-Satra (an important branch of Visvabharati) in 1928, L. K. Elmhirst writes: "From the earliest years it is well to introduce to the children some special craft, easily grasped by small hands, which is of definite economic value. The product should be of real value in the home, or have a ready sale outside. In the carrying out of everyone of these crafts, again, some art, some science, some element of business enters in." Thus Tagore has anticipated Gandhiji, and unconsciously and in advance paid a tribute to the Wardha scheme of education.

PERSONALITY IN EDUCATION

Addressing an American audience in 1931, Dr. Tagore said: "Do not think that Santiniketan is an ordinary school. I have my relationship there. Those boys and girls, they are my children; there is something that is indescribable in that school. Our relationship is spiritual—and I may not merit that epithet, but I know that they do reverence the supreme person in my person; not the school-master, but something higher than that. And it is not their superstition. In the East we believe in Personality which is above all things." Again, Tagore has reiterated more than once the teacher's function by this simile. "How can a teacher teach unless he is always learning? How can a lamp light another lamp unless it is kept aflame? Only a teacher such as this can improve the minds of the students and pursue the quest of truth. A teacher should not only inform, but inspire. Education should be the pursuit of truth, from which the imparting of truth naturally follows. The atmosphere

of education should be informed by creative art, in which a man who explores truth and pounds something that is human, something that constitutes his capital, the product of his skill. Education should seek truth in its living association with authors, discoverers: the most important function of university is the concentration of mind forces scattered throughout the country."

People who have started national education institutions claim to have realised their goal, simply because of the indigenous nature of the management, of the celebration of National Days, the adoption of the mother-tongue as the medium of instruction, the introduction of the lingua franca, viz., the Hindustani, or the imparting of craft-instruction. National education depends upon everyone of those factors. But National Education, in my opinion, cannot exist or flourish, unless it is fostered in an atmosphere generated by a living personality with an innate understanding of the requirements of national efficiency and a capacity and genius for organising and directing the untamed nature of youths along channels of national genius and culture towards national efficiency. Personality is an all important factor in education.

The picture that one still forms about Tagore is as of one sitting in his great chair in the large open portico of his house with the Indian sunlight playing on the wall round him, or discoursing of loving kindness and homely duties or plunging deep into the mysteries of the Divine Being and its manifestations in art and nature, or ruminating and revolving in his mind schemes for the further development of Visvabharati, a University representing Indian culture at its highest, an institution based upon the spiritual unity of all races, which has to serve as an intellectual and spiritual guest-house of India, where the representatives of the cultures of the world might drink at India's eternal springs.

The Free, Resurgent India will have her Educational Renaissance if she would be inspired by the practical idealism of the

Philosopher-Educationist, who has left us a rich legacy of vision and achievement. May the Gurudev of Santiniketan be the Gurudev of the Independent India! May educational institutions be guided by the ideal conceived by the Poet-Educationist for Viswa-Bharati!

"This Institution should be a perpetual creation by the cooperative enthusiasm of teachers and students, growing with the

growth of their soul; a world in itself, self-sustaining, independent, rich with ever renewing life, radiating life across space and time, attracting and maintaining round it a planetary system of dependent bodies. Its aim should lie in imparting life, breath to the complete man who is intellectual as well as economic, bound by social bonds, but aspiring towards spiritual freedom and final perfection."

TRAINING THE TEACHERS OF TOMORROW

Two Systems at Work

By MR. H. C. DENT, Editor of "The Times Educational Supplement"

IN Britain the training of teachers is in the melting pot. In the space of an article all one can hope to do is to present the broad outlines of a complicated and dynamic situation.

First, as there are two separate and distinct systems of public education in Britain,* one for England and Wales and the other for Scotland, so there are two separate systems of teacher training.

In England and Wales there are at present three main types of training available for would-be teachers, obtainable respectively at (i) a university or university college, (ii) a permanent training college, or (iii) an emergency training college. The last is, as the name suggests, a temporary provision, set up to repair the ravages of war. But it is also, in many respects, the most exciting.

The course of education and training at a university or university college lasts for four years. Of these, the first three are occupied with preparation for a university degree and the fourth, taken at a university training department (U. T. D.), with professional training. Students taking this "Four Year Course" are normally aiming at posts in what were before the Education Act, 1944, the only secondary schools, and are now designated "Grammar Schools".

There are 22 university training departments; four in the University of Wales (one at each of the constituent colleges), two each in the Universities of London and Durham, and one in each of the other nine universities and the five university colleges. Before World War II, there were about 1,500 students in the U.T.D.'s; in November 1946 there were 1,100—750 women and 350 men—the decrease being due to the exclusion from the universities during the war of almost all men.

MINIMUM AGE FOR ADMISSION.

The minimum age for admission to a university or university college is 17, and the minimum academic qualification required is the university matriculation. On the successful completion of the U.T.D. course, the student receives the university diploma or certificate in education.

The training college course neither involves nor leads to the taking of a university degree, and at present, save in one or two exceptional cases, the training colleges are not linked organically with the universities. Of the 83 training colleges (29 provided by local education authorities; 54 by voluntary bodies), which are officially recognized by the English Ministry of Education, more than three-quarters offer a two-year course of general education and profes-

* Northern Ireland is omitted from this survey

sional training, as a rule taken concurrently. The remainder, including the 11 domestic subjects colleges, offer a three-year course.

There are also six non-recognised (but highly efficient as well reputed) colleges of physical education for women, offering three-year courses. A few of the two-year colleges offer a third year to selected students wishing to obtain special qualifications in subjects such as art, handicrafts or music; and one or two offer facilities for students to complete a university degree during a third year. Most of the colleges are residential.

Students entering training colleges before World War II were destined to serve as teachers in public elementary schools; they now go to primary schools and the new types of secondary school. On completion of the two-year course and of one year's probationary teaching, they receive the Teacher's Certificate.

Normally, the minimum age of entry to a two or three-year training college is 18, and the minimum academic qualification required is a pass in the First School Examination (the School Certificate). During the war, however, these requirements were modified, younger students being admitted and some without a School Certificate.

Before the war, there were about 10,000 recognized students in the training colleges, in November 1946, there were 13,500—10,500 women and 3,000 men.

POVERTY NO BAR.

Until recently the financial arrangements of the training colleges were extraordinarily varied, but in February 1946 the Minister of Education made Regulations to ensure that:

(a) No suitable student shall be debarred from training because his parents are unable to pay the necessary fees; and

(b) Training colleges, whether provided by local education authorities or voluntary bodies, shall be able to make proper provision for their students.

As from April 1946, the provision of training college facilities by local education authorities was made a common service. Each of the 145 authorities pays an annual contribution based on the number of pupils in attendance at its maintained schools, and this is divided among the authorities actually providing colleges. Voluntary training colleges are aided financially by the Ministry to enable them to sustain an appropriate level of efficiency and to make any necessary additions to their buildings. Fees are remitted, and maintenance grants paid, to students in accordance with nationally applied income scales. If the parent's net income is below £300 a year, the student pays no fees.

The Emergency Scheme for the Recruitment and Training of Teachers was announced in the Board (now the Ministry of Education) of Education's Circular 1652, issued in May 1943. This circular included a report by a committee set up by the President of the Board of Education in December 1942 outlining a proposed scheme.

The committee suggested that, for the teachers of mature age it was hoped to recruit from the Forces and other forms of national service, an intensive one-year course, followed by two years of probationary teaching, would be adequate, and practicable to administer.

This course, they considered, should cover on the professional side the general principles of education and teaching method, the philosophy of education, psychology, and health education. In addition, students should be required to take a course in the use of the English language (or Welsh, for service in Welsh-speaking schools), with a directed course in general reading, and two other subjects to be chosen from English (or Welsh) literature, history, religious knowledge, geography, modern languages, mathematics, general science, physics, chemistry, biology, rural science, gardening, music, art, handicraft, and physical education. A most important feature of the course should be prolonged periods of teaching practice in schools as regular members of staff.

ALLOCATION OF TIME.

The suggested allocation of time during the course was:

Preparatory Stage	6 weeks
Main Course, Part I	4 "
Teaching Practice	3 "
Vacation	1 week
Main Course, Part II	12 weeks
Vacation	2 "
Teaching Practice	9 "
Vacation	1 week
Main Course, Part III	14 weeks
	—
Total	52 weeks
	—

A formal examination at the end of the course was not recommended; instead, the work of students should be assessed by internal tests for which the college staff would be responsible. On successful completion of the course, students should be granted provisional recognition as qualified teachers, the recognition to be confirmed after the two years' probation.

Students should be accepted only on the basis of careful individual selection, carried out by expert panels of interviewers. They should have to show themselves capable of profiting by training and likely to make effective teachers; but paper qualifications would not be insisted upon. Personal suitability should be the overriding consideration, and service records should receive particular attention. All students should receive free tuition and be eligible for maintenance grants. The teaching staff should be selected largely from teachers actually in service in the schools.

The emergency colleges, it was suggested, should in general be planned to accommodate about 200 students and where possible be sited near large centres of population, or within easy travelling distance of one.

There is no space to tell here of the agonising delays, due to shortage of labour and materials, in the setting up of the

LIII—6—3

colleges, and of the consequent huge waiting list of accepted candidates. The programme has so far been always behind schedule, but otherwise the scheme has been highly successful. An experimental course was begun in 1944, the first emergency training colleges opened months later and by the end of 1946, 32 colleges had been opened, about 7,000 students were undergoing training and over 1,000 students had completed their training and begun teaching. Altogether, some 90,000 applications have been received, and some 35,000 accepted.

VALUABLE EXPERIMENTAL WORK

All reports speak well of the students, and some of the emergency colleges are already throwing up valuable experimental work. The cry of "half-baked teachers" raised by many voices on the announcement of the scheme and for months after has been almost completely stilled, and competent judges believe that these emergency trained teachers will prove an invaluable reinforcement to their chosen profession.

Though the Minister of Education is responsible for seeing that there are adequate facilities for training, there is no central direction of teacher training in England and Wales. In Scotland all training of teachers is conducted under regulations made by the National Committee for the Training of Teachers, a statutory body of 45 members set up in 1920 by the Secretary of State for Scotland, and elected by the local education authorities from among the members of their education committees. The National Committee acts through a Central Executive Committee, and delegates the management of the four training centres in Scotland (one at each university) to Provincial Committees for the Training of Teachers, and of the three training colleges to Committees of Management.

Broadly speaking, one can distinguish the same three main types of training in Scotland as in England, but the subdivisions are more numerous. This is due largely to the greater respect the Scots have for the university degree and for specialist qualifications.

To teach a subject up to the highest classes in the senior secondary schools (12-18) a teacher should have the Teacher's Special Certificate. No student can apply for admission to a course of training leading up to the Special Certificate unless he has a first or second class honours degree in the subject in which he proposes to qualify. The course takes one year, and may be extended by one term to enable the student to gain also the Teacher's General Certificate. There is no comparable specialist qualification called the Teacher's Technical Certificate, obtainable on completion of a course of two terms of professional training following the taking of a university degree or a diploma granted by a Central Institution for higher technical commercial, or art education.

For the junior classes of senior secondary schools and for service in junior secondary schools (12-15) teachers are employed who have obtained the Teacher's General Certificate and added thereto what is called the Article 39 endorsement. This can only be secured by a teacher who holds a university degree, or the diploma of a recognised Central Institution, or who has had a course of training of not less than four years. Training for an Article 39 endorsement in academic subjects (usually two) is taken as part of the course for the Teacher's General or Special Certificate, but for a practical subject an additional course of one year (one term for music) must be taken. There is no endorsement for physical education.

TWO TYPES OF TRAINING

For teachers of general subjects in primary schools (5-12) there are two main types of training available; non-graduating and graduating. The first is open to women only, and may be taken in one of two ways. First, after obtaining at secondary school the Senior Leaving Certificate, the student goes to a training college for three years. Second, the student may take the first year of training while still at secondary school, and spend only two years at a training college. In either case the course consists of

general education and professional training taken concurrently. Men who do the latter must obtain their degrees before they can be granted the General Certificate. Students who choose the non-concurrent course have to spend one year and one term in professional training. Opportunity to stay longer to secure a special qualification is provided as for the non-graduating student.

Broadly speaking, emergency training being conducted in Scotland along very much the same lines as in England, with this important difference that it has not been necessary to set up separate emergency colleges. All the students are being accommodated in existing training centres and colleges.

Space will not permit more than mention of the fact that in both England and Wales and Scotland there are recognized training facilities for teachers of various types physically handicapped children, and of the mentally handicapped. One striking lack in England and Wales is the absence of any organized training for teachers of technical subjects, except in two emergency colleges set up in 1946. In Scotland teachers for Approved Schools (for young delinquents) are trained by the education authority; in England this is done by the Home Office.

Far-reaching reforms in the organization and content of teacher training have been officially advocated in both England and Wales and Scotland notably in the reports of the McNair Committee and the Advisory Council on Education in Scotland, published in 1944 and 1946 respectively. It is possible here to note only one or two main points.

ASSOCIATION WITH UNIVERSITIES

Both committees recommended a closer and more organic association of teacher training with the universities, though on half the McNair Committee supported a more drastic of the two proposals embodied in its report. This was that each university should establish a School of Education, more than one, that each university School of Education should consist of an org-

TRAINING THE TEACHERS OF TOMORROW

federation of approved training institutions working in co-operation with other approved educational institutions, and that these Schools of Education should be responsible for the training and the assessment of the work of all students seeking to be recognized as qualified teachers. Some, but not all, of the English universities are making plans to establish such Schools of Education.

The Scottish Council—like the other half of the McNair Committee—rejected the idea that the responsibility for the training of teachers should be transferred to the universities. Its proposal was that there should be established four Institutes of Education, at Aberdeen, Edinburgh, Glasgow and St. Andrews, to be conducted in association with the universities and other institutions of higher education, and to serve the needs of the existing provinces into which Scotland is divided for the training of teachers. This proposal does not appear yet to have commanded large support in Scotland.

Both committees strongly recommended that the field of recruitment for the teaching profession should be greatly widened, by the admission of both young candidates and men and women of more mature age possessing qualifications other than those hitherto recognised. These recommendations have already been put into effect in both countries.

The McNair Committee urged that the period of education and training for young candidates not taking a university degree course should be extended from two to three years; and both committees stressed the need for periodic "refresher" courses for teachers in service. Both emphasized the great importance of practice teaching for students in training, and the McNair Committee went so far as to recommend that in a three-year course about a term should be spent in continuous teaching practice in a school as a member of the staff. This recommendation, as has been noted earlier in this article, has in effect been put into operation in the Emergency Scheme of Training, and the heads and staffs of the schools receiving students are in the main most gratified with the results.

Life Size Marble Statue of the Late Ranees of North East Vallur Estate, Pangidigudem.



Latest work of M. N. Raja Ram, Artist & Sculptor, eldest son of the late Rao Bahadur M. S. Nagappa.

'Highly appreciated by the Rajah'

Works of this kind are undertaken at "Art Castle", Kilpauk, Madras.

SOCIAL STUDIES

Systematic training in the usage of the English language, greatly increased attention to social studies, and more and better facilities for the training of teachers who wish to teach art, handicrafts, music, and physical education, or to serve in schools for physically or mentally handicapped children are others among the numerous recommendations made by these nationally repre-

sentative committees. On the bulk of their recommendations as by professional opinion.

In a sentence, the general feeling teachers have in the past been in too small a field, and that their training has been too narrowly concentrated on studies; and that these defects can be tolerated. Today, the effort made on a national scale to eliminate

PLAIN WORDS TO PARENTS

BY MR. PAUL VERGHESE, Vice-Principal, Training College, Trichur

FEW people marry to beget children. After they are married, not all want children. Yet sooner or later almost all women and the majority of men wish to have them. Moreover, sex instinct is now more and more being used for recreation than procreation. Because man is growing up in mind and wishes to extend childhood as much as he can he grows reluctant to should the parental responsibility; and when these 'crown-up' children often marry and become parents then trouble begins. Of course some will 'settle-down' without any extraordinary difficulties, but others will find their dream-boats shattered to pieces. To this second class of people these words are directed. They do not consider the coming of children, a natural consummation of their love or each other, but a hindrance to their perpetual honey-moon, a bar to their perpetual life. They are parents who have not reached the required point in the psychological development of parenthood.

Types of Parents: There are women who curse their husbands while in birth-

pangs, there are some who grieve the birth of a child fearing good looks will be lost. There are some who are jealous over the birth of a child because the wife will be more occupied with the child. Frustrated, he may go out with a number of women to get the attention and the admiration he craves or may force his wife to share the attention between himself and the baby.

Sometimes we meet with the
ing parents who think that children
be seen and not heard. They lack
child's individuality or personality.
When the child does not come up to
expectations they reprimand him
come resentful. They expect
from the child.

The opposite type is the parent over-indulgent, self sacrificing, meet the child's every whim, too life easy, comfortable and happy. Parents store up trouble for the well as for themselves by over-indulgent individual who expects from life

much and who feels unduly discouraged by normal difficulties with which it will have to contend.

There is the *over protective parent*, very often a mother, with an only child, who in her anxiety to do her best, rears a hot-house-plant incapable of standing up against cold winds. The child becomes frail and delicate, because he has never been hardened by exposure to any dangers or difficulties. He is tormented by fears, because the world seems full of dangers. Everything about him may carry a hidden germ, every cold wind bring rheumatism or pneumonia, every fall a tetanus infection, every mushroom may be a toadstool; every cow a bull, every molehill a mountain. Every one seems hostile and he goes through life pursued by fears and anxieties that make him miserable. In illness and in misfortune such mothers are fussy and intolerable. The child of the over-protective mother is predominantly frightened and timid and the child of the over-indulgent mother, the spoilt and pampered child, is predominantly angry and frustrated.

The Over-Protected Child: George is the only son of his parents. The mother saw to it that he never got cold and never slept in a bed against a window, that he never slept in a bed with others lest he breathed their breath; that he never drank out of a cup in a restaurant or drank water without boiling, that he never used a public lavatory, never went out by himself and that without closing the mouth and nostrils with a kerchief; in short, that as far as she could avoid it, he would be exposed to no unnecessary dangers. The result? The boy grew sickly. He grew up with the conviction that he was not as other boys were, but a frail and precious flower that would wither if left alone without his mother's attention. In short, he was an over-protected child.

Efficient Mother: The mother in this case is efficient, but looks only to the

PLAIN WORDS TO PARENTS

externals—the child's walk and look, lothes, physical health, good teeth (Even in this the child may not possess the necessary immunity to stand against any slight disease). To these considerations she is inclined to dwarf its individuality and very often its personality. Its freedom is curtailed for the sake of cleanliness and good manners and what other people think dominates her decisions. The child is often blamed for its particularities, in that it ought to thrive on the diet she gives it; it ought to appreciate the clothes she gives, it ought to be happy with the pleasures she provides. It is the child's fault if anything goes wrong, and the mother feels that she has done all that is possible to do and therefore no blame attaches to her. To such a mother all children are of one pattern and ought to respond equally to the correct thing she does for them.

The Spoilt Child is familiar to everybody. He is one who shows off. He is noisy, aggressive and ostentatious. He is clamorous, constantly demanding attention from his parents and those about him. When he cannot get the things he wants he creates a scene; he screams and is at once provided with them. If screaming is not effective, he will do something intolerable that compliance becomes unavoidable. He knows very well how to exploit a situation. He soon becomes unpopular in school and grows to be petulant, irritable and peevish. He is likely to lose confidence in the sense of his own values.

Parental love develops and endures chiefly because of the long period of infancy and the helplessness of the young of human beings. Parents who either kick or kiss children are not creating a good environment for their children to grow properly. Difficulties with children can arise both from too great regularity in handling and from too much irregularity. Rules if supplied rigidly without modification by common sense may do more harm than where there are no rules at all.

+ Older generation thought that a woman improved in her health every time she gave birth. It is not just an old wife's tale that motherhood improves the health. It has, been shown that hormones in women are more potent than in men--especially during pregnancy--and not a antidotes to many diseases. Female hormones, in fact are being used in the treatment of stomach ulcers, for example.

Contact with other children is of immense value for social adjustment. The delight in human companionship is an inherent tendency of all normal human beings. Children at a very early age seek and enjoy the companionship of other children. One of the greatest misfortunes that can befall a child is to be left entirely or even largely in the society of adults. The lonely child, deprived of actual playmates, not infrequently creates imaginary companions with whom he plays in fancy, and thus attempts to make up in this unreal manner for the vital lack of actual associates. The young person and the adult, like the child, are social beings and bereft of society, they are generally wretched. There is no punishment so severe as that of solitary confinement. It has been even recognised that individuals marooned on lonely islands are likely to be in danger of mental derangement.

Punishment: Many parents will smack a child because it has frightened them.

as, for example, when it has nearly been run over when crossing a road, or knocked something over in the house, the only consequence of which might have been injury to itself. Or they may shout at a child that is getting into a dangerous position in that it might fall downstairs or touch a hot pot. In either case, the child is dismayed and confused by the parent's behaviour and is handicapped, instead of helped, in dealing with a similar situation when it arises again. Other parents disparage and ridicule their children as an expression of their irritation. It leads to a feeling of dismay combined with hatred in the child, which cannot gain expression, and may lead to a rich and unpleasant harvest in adolescence.

The child's desire to do a forbidden act, added to the desire to assert its own will against mother or father is too strong, and it must be helped over this difficulty. The parents should not feel that their

“STILL GROWING STRONG.”

MARTIN'S

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COMPOSITION

The sales of these books are still on the increase, because teachers who have adopted these textbooks would continue their use and not change them till more suitable books are available. No doubt, their judgment in this matter is sound.

But what shall we say of those teachers who, quite thoughtlessly, change their textbooks without any solid reason?

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authority is being flouted, and set out to break the child's will. They should find a way of avoiding the conflict. Any unnecessary restriction of the child's activities is always undesirable; but it naturally requires constant assistance and guidance. A child can suffer from too much freedom as from too little. In dealing with tempers, parents must consider how far their own behaviour has contributed to it and how far the cause, which is usually some frustration, can be dealt with. In any case the adult must be firm but understanding and avoid, as far as possible, the use of force. Sympathetic and wise treatment will invariably save the situation.

It is a dangerous experiment to send the child to bed as a sort of punishment. Going to bed will be, and remain, a pleasure for all children at the right time and in the right place. But once used as a punishment a very different state of affairs arises. Battles of will there must be, but let them not occur over things of vital importance to the child's health, such as food, bedtimes and clothing. Punishment must be sensible and just. Parents must be consistent in what they permit and forbid. To allow a thing one day and forbid it the next is to bring confusion into the mind of the child. It will destroy its sense of security and belief in the parents' authority.

To a normal healthy child, *eating like sleeping is a pleasure.* No child should be forced to eat when he has no appetite. If compelled, it will only gain a distaste for the food which is forced upon it, a perfectly natural consequence. It may be that the child is feeling unwell, is looking rather pale or out of sorts, and many a mother will then try and persuade the child to eat more, precisely at a time when it should be eating less. Meal time will be an item to be dreaded by both mother and child, if it is always the occasion of irritated chivying on the part of the mother and unwilling acceptance or obstinate refusal on the part of the child. If the mother is constantly nagging at the

child to drink its milk or get on with its food, the time comes when these admonitions pass over its head without having any effect at all and in other cases it reacts negatively. It is in this way that distastes for such articles and other specific foods often start and may persist throughout life. When meal times have become battle-grounds of wills, the child would rather give up the pleasure of eating in order to have the pleasure of defeating the mother. The best rule of all is to *avoid emotional scenes at meal times*, whether between parents and children or between one parent and another.

The child, too is interested in dirt, but it has quite different ideas of where it should be put and what should be done with it, and there can be no compromise on this issue. Allow the child to have its dirt and be happy. The only alternative is a repressed, resentful, if clean and pretty, child who will wreak an awful revenge in later life for the sacrifices that have been demanded of it. Any child who is treated fairly in this matter will be prepared on not too frequent occasions to please parents by wearing clean clothes and keeping them clean in special circumstances, but it will expect and deserve due gratitude and appreciation for its self-sacrifice. Clothes must be made to suit the child and not the child forced to suit the clothes.

Adolescence brings a difficult phase in both sexes, consequent upon rapid physical growth, sexual and emotional development. Self consciousness and a sense of social responsibility appear, combined with physical and emotional awkwardness. A number of cross currents and contradictions are expressed in vitality and lassitude; elation and depression; selfishness and altruism; idealism and cynicism; rebellion and need for leadership; radicalism and conservatism; and the tendencies to be over trusting and yet over critical. It is a period when parental guidance and assistance is greatly needed and yet is often greatly resented, and from

the parents' side much tact is called for. Interference as little as possible, while being prepared to help and advise at any time, quietly and unobtrusively is the best way. The confidence of the child can be maintained, if it is treated more and more as an equal, whose opinion is invited and whose advice is sought and valued by the parents. The one-sided parent-child relationship can pass over naturally into a reciprocal, adult relationship, provided the parents can grow out of looking upon their children as children still, who are young and foolish and ignorant. This is not so simple as it sounds.

Difficulties of all kinds will be minimised, if parents will be frank with themselves about their feelings where they disapprove of them, because these feelings cannot be hidden from the child and are better in the open than underground. It is all too common to find one child in

a family who grows up with a lasting sense of grievance that he has not had his fair share of attention, privileges and assistance.

Let parents tell truth when questions are asked of them. Parents who try to dodge children by putting off the answer or twist them rightly lose the respect of their children who are very severe critics. Above all there should not be a conflict of authority at home where one parent permits what the other forbids or fails to assist in enforcing discipline. A house divided against itself cannot stand. The child should not be kicked from pillar to post. The child becomes a scene of battle between the parents who attack each other through the child, and the child does not often escape unscathed. It undermines the very foundation of security which is so essential for the child's normal development.

SECONDARY EDUCATION IN BOMBAY

BY GAUTAMA

THE fierce light of publicity is now beating on education in every province. What has added to the public anxieties is the trodden worm showing dangerous signs of turning. Too often teachers have been taught to be content with the maxim that virtue is its own reward. Seeing that the preceptors have generally measured their conduct by other standards, teachers have in recent years imbibed the general spirit of insurgence and been agitating for a greater recognition of their status and a corresponding increase in salaries. It used to be said that when an Englishman begins to economise in expenditure he generally begins by cutting down his charities. Just so also, governments in this country have too often been prone to stint in expenditure on education and public health. Though there had been a welcome change in climate nowadays, old departmental habits die hard. The same in ray of our teachers in the lower

cadres has not been commensurate with the rise in the cost of living or their increasing responsibilities. The Government of Bombay recently raised the scales of salary and dearness allowance of the teachers in primary schools; but not before threats of a strike grew very insistent. It is indeed one of the most distressing symptoms of the times that no considerable body of Government servants seems able to escape the contagion of strikes. As matters stand, some district local boards in this presidency do not seem to be carrying out the suggestions of the Government in respect of elementary school teachers. I shall not stop to enquire how far this arises from the straitened financial resources of these bodies. But there had been widespread discontent in the minds of secondary teachers that Government were unwilling to help them, to accept the responsibility of revising the grant-in-aid code and generally to treat them with

justice. In answer to these criticisms, the Government of Bombay have just appointed a committee to go into the question of improving the conditions of service of secondary teachers.

Mr. R. V. Parulekar, a former Secretary of the Bombay Municipal Schools Committee, and Mr. V. D. Ghate, a Deputy Director of Public Instruction compose the committee; and there is no reason to think that they will not go into the questions thoroughly, with a view to see that justice is done to this deserving class of public servants. Its terms of reference are reasonably wide. The Committee is charged with an enquiry into what scales should be laid down for purposes of grants-in-aid; what should be the minima and the maxima for for these scales; whether there should be one uniform standard and whether these should vary with the localities. Further the Committee has been asked to report on the basis for fixation of salaries of secondary teachers in comparison with those of Government servants of comparable classes and conditions of service. Though it is difficult to understand precisely how the Committee would fix upon comparable classes of Government servants, it is hoped that the labours of the Committee would bring speedy justice to this class. Another important task entrusted to the Committee is the regulation of fees in secondary schools. The Committee has been asked to submit its report before the end of June. This is an index of the earnestness of the Government to come the relief of this harassed class.

Inevitably, a great part of the Committee's labours will be devoted to the question of grants-in-aid to schools and the conditions of service. It is of course true that the whole grant-in-aid code were reviewed and a satisfactory system arrived at. But should the emphasis be on ensuring "adequate assistance and encouragement of managements." Some misgivings here may arise; and not all of them will be dispelled by the assurance that one of the objects is to prevent managements profiteering at the cost of the Education Department and the guardians. But have not managements shown a

tendency to profiteer at the cost of teachers; and should this have been omitted from reference? This is the more surprising since the Ministry had removed some of the invidious distinctions introduced by the bureaucracy in the manner of allotting grants. As long as there is a teaching staff with a high level of efficiency, and the management conform to the requirements of the education code, the correct thing would be to maintain a uniform level of grants. This does not preclude variations in the types of education imparted. For it is possible, in the future much more than in the past, education may vary with the milieu of the schools, and in accord with the needs of the locality. Though in all areas due emphasis should be placed on ultra-literary activities like drawing and physical culture, the type of education in an industrial area will vary from that suited to a predominantly agricultural locale, quite as much as both will vary from schools catering for pupils drawn from the upper middle classes.

The Government of Bombay recognise the need for assuring "stable and secure" conditions to the secondary teachers, and the urgency of ending their discontent, which is adversely affecting the progress of education. One way of assuring security and stability may be to follow the Madras recommendation that teachers should have a voice in the administration of schools. Opinion in Bombay has also been growing in volume in favour of that desirable reform. One difficulty doubtless is the very large number of proprietary schools in this province: perhaps that is the greater reason that teachers should be on the committees of management, to prevent a corporation of proprietors being able to join together against the teaching profession, and render nugatory all the well-meant endeavours of the Government. It is doubtful, if, without assuring the teacher a voice in the management, any improvement in pay, prospects and conditions of service, will allay the present discontent.

To one matter, though not included in the terms of reference, I may refer; and that is the curricula of studies. The first Con-

gress Ministry changed the curriculum to this extent that emphasis was laid on the teaching of Hindusthani in the lower standards. Advantage might have been taken of the appointment of the Parulekar Committee to examine the present stage of Hindusthani teaching. Great as are the advantages of a national language, it is a pity that the battle of the scripts has marred its wide usefulness. Secondly, the question of a national language seems somewhat premature in a country where not even ten per cent of the people can boast of literacy in the mother tongue. At the moment this

national language question is being pursued as if it were a fad and not a plank in education. It is for educationists to decide at what stage it ought to come in and how it should be taught. That Indian students should learn thoroughly well one modern European language, if possible in addition to English, few will gainsay today. The addition of a national language is a matter that deserves to be examined at the academic level. This has never been done so far, educationists being forced to obey the behests of politicians.

THE BEGINNING OF HISTORY

BY KATHLEEN COURLANDER

A NEW, exciting method of teaching history to Britain's boys and girls is being introduced into schools by a sound film which is a component part of a complete visual unit. Prepared for the Ministry of Education by the Central Office of Information, this film called "The Beginning of History," promises to impart to the youngsters who will have an opportunity of seeing it a fascinating survey of the origin of the long story of their island home.

The sound film is by no means the only method of imparting this knowledge, for others will include wall panels with photographs and other illustrations of life in the Stone, Bronze and Iron Ages as well as additional film strips on the same subject, and models. Comprehensive notes for the teacher have been provided with the sound film.

The underlying theme of "Beginning of History" is the continuity of human life and culture—the emphasis that events which occurred thousands of years ago helped to shape history and national characteristics. The factual story deals first with the emergence of man and the beginning of civilisation, and then with the sequence of events in prehistoric Britain to the arrival of the Romans. It is a story that began half-a-million years ago and in Britain there is no written record of anything that happened more than about 2,000 years ago. Nevertheless the country is full of the things made

by prehistoric man—here is shown a former finding in his own fields a prehistoric stone axe. The hill fort of Maiden Castle, Dorset, is visible in the background.

SHOTS OF THE IRON AGE

Then come shots illustrating the Iron Age village of Chysauster, Cornwall; the Bronze Age Stone Circles at Stennis, Orkney; and the Bronze Age Burial Mounds (round barrows) where the prehistoric people are buried. In these places are the remains of their stone houses, of the rough hand-mills where they ground corn for their bread and the temples they built to worship their gods.

Then the school children are shown an animated map showing the position of Britain and the advances and retreats of the ice during the Ice Age. "At the beginning of our story," runs the commentary, "Britain was not an island at all, but part of Europe...during the immensely long stage of man's history known as the Old Stone Age. There were several periods so cold that ice spread down from the Arctic north to cover large parts of Europe. Southern England, however, remained just beyond the region of the ice."

During these cold periods there were beasts like the great Mammoth tramping along the banks of the Thames. Men were ape-like, living on wild animals; their weapons were flint and bones, and they

lived in caves, such as the famous ones at Cheddar Gorge in the west of England. Thousands of years passed, the climate grew warmer, the ice retreated to the Arctic and the mountain tops, and the shape of Europe changed. About 8,000 years ago the last land bridge joining southern England to the Continent was broken down, and the Britain became an island.

MAN BECAME A FARMER

Man became a farmer—the first farmers of the New Stone Age are the earliest people who have left remains that can be seen still in Britain's countryside. A view of Windmill Hill near Avebury, Wiltshire, is prominent, showing the site of an early settlement. The pots they made are the earliest examples of Britain's pottery.

Then man learnt to produce metals, and as copper and tin ores were to be found in Wales and Cornwall, Britain developed a bronze-making industry. Bronze Age invaders crossed the Channel and the North Sea—the temple at Avebury is shown as an example of where they worshipped their gods. The Middle Bronze Age was a time of peace in Britain, the bronze smiths improved their methods and designs, and axe-heads, spears and daggers were made as well as ornaments—an elaborate necklace of Yorkshire jet is shown. They loaded themselves with Irish gold and made gold collars.

FARMING LIFE WAS GROWING

But Britain's peace was not to last, and about 3,000 years ago began a long series of

invasions by war-like Celts, who brought wheeled cars to the island. Besides being warriors they were also artists; they cut the famous white horse of Uffington in the chalk of the Berkshire Downs, they made mirrors and shields—and strong fortifications which are now only grassy banks. Chunn Castle, near Penzance, Cornwall, with its great wall and gateway, is another type of Iron Age fortress.

But Britain then was not only a land of forts and warriors; for the peaceful farming life of the country was growing. A long sequence in the film illustrates the reconstructed Iron Age farm of Little Woodbury, near Salisbury, where the spectator can revert 2,000 years and see the round farmstead built of wattle and mud on a strong frame-work of logs; there are no windows, and an opening is made in the turf roof, in the centre of the house a fire burns. This section of the film shows the kind of life that Britons were leading before Julius Caesar's expeditions to Britain, 55-54 B.C. "Later invasions—Saxons—Danes—Normans—were to make changes," states the commentary, "but there was no complete break in our history. Many, even, of the tools used by the pre-historic peoples are still in use among countrymen today. We have an inheritance from their speech and their blood, so that we say that, as a race our very faces owe something to these early ancestors."

The film ends with a return to the farmer in the field near Maiden Castle, Dorset.

BOOK REVIEWS

SON OF ADAM BY HARINDRANATH CHATTOPADHYAYA. PADMA PUBLICATIONS, LTD. FORT, BOMBAY. pp. 20, Rs. 2/-

India was probably the inventor of the beast-fable, and in *The Son of Adam*, a short narrative in verse, Mr. Harindranath Chattopadhyaya shows that the hands of our poets have not yet lost their cunning in the ancient art. The theme is man, as he is seen by fellow-creatures of the creation, birds and animals. A peacock with his peahen bride retires to a sequestered isle.

A terror-stricken duck one day comes to them and tells of the Son of Adam and his cunning ways. Even the king of beasts is trapped by him. The noble lion is to him only a poor desert dog.

The story is told in swift dramatic verse, with picturesque descriptions and jewelled phrases. Here is a description of the happy island in which the peacock and his bride lived:

there night above the island spread
Its starry silences and glooms as any peacock spreads his plumes:

And dawn like a flamingo came flapping
her wings of pinky flame,
And noon, a noble bird and bold, with
plume of purple, throat of gold,
And dusk was just a silver swan sailing
towards another dawn.

Observe the bird-similes. Looking at a
jet-black horse, the Lion remarks:

Why, he is like a storm
Which meets one on a mountain track, as
wild, as beautiful, as black.

The peacock, is to his mate, a 'green-
enamelled God'. He had

preserved his spray,
Of brilliant plumes that spread and shone
like a wide jewelled fan at dawn.

The Lion sat

as if he was a statue, carved out of a pause.
There are occasional touches of irony and
humour, as when the Ass says:

My name is Ass, and I belong the ass-genus,
known for song.

And that is why all things rejoice to hear
my clear melodious voice,

Our bray is but the classic tongue from
which all languages have sprung.

There are a few printing mistakes. We
suspect that 'It is' at the beginning of line
34 (page 7) is a misprint for 'This'.
Similarly the 'A' with which the next line
begins is probably a printer's devil for 'O'.
Punctuation requires to be corrected in one
or two places. Line 3 (page 5) should end
with a full stop, instead of a comma,
whereas line 19 (page 7) should have a
comma at its end instead of a stop. Careful
proof correction in the next edition should
eliminate errors of this kind from an other-
wise beautifully produced work.

From the specimen quoted, it may be
seen that the metre employed, though ap-
parently unrhymed verse of sixteen sym-
bles, is only our old friend, the *ottava
rima*, two lines being printed as one. The
rhyme has now become internal. There are
a few imperfect or at least unusual rhymes
—*prayer* with *snare* and *care*; *one* with
son; *sat* with *at*, etc. Generally, however,
the effect is satisfactory.

The book is gorgeously produced and
profusely illustrated by Mr. P. S. Goray.

It will make an ideal gift book to children
of all ages, from five to three score and ten.
And why not make an experiment of
introducing English verse to our children
through books of this kind?

THE ELEPHANT IN THE TAMIL LAND BY
E. S. VARADARAJA IYER, B.A., LECTURER
IN TAMIL, ANNAMALAI UNIVERSITY TAMIL
SERIES No. 8.

The learned author has here collected
and collated the numerous references to the
elephant made in the ancient Tamil poems,
particularly the apt metaphors and similes
drawn from its habits of life. Thus the
slow and dignified gait of the Pandyan
king on the field of battle is likened by a
poet to the elephant's gait. There is a
reference to cooked elephant's flesh being
eaten by the village folk. The modes of
catching and taming wild elephants that
were in vogue in ancient times are interest-
ing to read. A *Kural* verse tells us that
capturing wild elephants by means of
tame ones was well known. The elephant
on the battle-field has been a favourite
theme with the poets. The royal flag was
usually carried on the back of an elephant;
and the animals were used in battering the
gates of the enemy's fort or city. The
poet tells us also of the music-loving
elephant which actually became a slave to
the lyre of Prince Udayana and came to
his rescue when he was in danger. There
is a theory that Vinayaka worship was
imported into the Tamil land during the
Pallava period from the Chalukya country.
The epics of *Suappadikaram* and *Mani-
mekhalai* make mention of Indra worship
and of temples erected to that god and his
vehicle, *Airavatam*, known as *Airavata-
kottam*. The *Madurakutani* contains an
account of an elephant in rut; and there is
a tradition that in ancient times the corona-
tion water for anointing the king was
poured over his head through the trunk of
a tame elephant. The interesting narrative
form in which all this information is put
does great credit to the author and is
evidence of his intensive research into the
subject.

EDITORIAL NOTES

RAYNARD West has offered a psycholo-
gist's solution to the problem of World
Order and Peace. He urges

I. The Teach- ing of World Order

that all men are to be
taught the habit of unbiass-
ed judgment of all disputes,
with a bent of mind extern-
ally focussed and accustomed to judge
correctly as to on what occasions force
may be resorted to. World Order needs
new machinery to enforce it, like a World
Legislature, a World Charter of the Rights
of Man, a World Police and a World Court,
as well as a truly World Executive. The
way of effecting these is through Nation
States more or less as they are constituted,
which take part as States in a World Court
and a World Legislature and are to be
controlled by a World Force or World
Guard. But though this is the way that
the United Nations Organisation is passing
through, it is neither the correct, nor the
effective way. Men and women of the
World should really start governing them-
selves through one another, not as organised
in states, but as World Citizens in a com-
prehensive World Democracy. Elections to
a World Parliament cannot be real with
half a dozen armed states looking cynically
on with their powers of interference intact.
The idea of national self-help must be
given up and the World Guard should,
under no circumstances, consist of state or
nation units, but it should be recruited
from suitable young men of all nations,
enlisting individually and brigaded irrespec-
tive of nationalities. After this comes the
election of the First World Assembly which
is to be composed of candidates elected on
a population basis and to comprehend within
it custodianship for undeveloped peoples.
This custodianship should specially be
correlated to two fundamental principles of
the World Charter; viz., (a) the affirmation

of the fundamental equality of men and
women everywhere, and (b) the principle
that the prime concern of World Govern-
ment is human welfare placed above all
partisan interests of all groups of men
everywhere.

A few principles have been enunciated by
which democratic states that desire world
peace should declare themselves to be bound
and which should guide a World Authority
in framing its laws and judgments. Thus
equity and the welfare of all men should
prevail whenever they are in conflict with
any other law. Treaties which are out of
date or inapplicable in equity should be
abrogated and replaced by agreements
integrating the life of the concerned
communities with the good life of the
World as a whole. "No nation or people
shall suffer curtailment in the good life
of its citizens because of overcrowded
territories or remediable lack of access to
the means of that good life." The World
Court shall be primarily concerned with
human welfare and not with partisan
interests of groups of men everywhere. The
principle of custodianship can apply only
where the court is satisfied that it is in the
highest interests of the peoples so guarded
and then only by direct mandate of the
World Authority. Access to the World
Court should be open to all democratically
elected governments of states as such.

These principles or similar ones should
be taught to our students, and not merely
the ideology and structure of the League
of Nations and the United Nations Organisa-
tion as enforced. Then and thus alone will
real world unity consciousness develop in
the minds of our citizens.

Now that the question of striking work
has come up in one form or another

II To Strike or Not to Strike.

before teachers all over India, the arguments for and against such strikes which have appeared in a recent issue of *The American Teacher* will be read with interest. A few important arguments urged against the proposal deserve serious examination. It is urged that it is neither legal nor ethical for teachers to strike. Waiving the question of legality which may not be viewed in identical fashion in America and India, the ethical issue may be examined. The industrial strike is a weapon to curtail the profits of the capitalist. But a teachers' strike seems to be aimed directly only at public interest. Moreover, its evil effects are felt only by students who are not parties to the quarrel between the teacher and his employer. The student has a right to receive education, and this right is attacked by the teachers striking. Again most of the students are the children of workers like teachers themselves. And a teachers' strike thus takes the shape of one set of workers injuring another set.

On the other hand, it seems unfair to deny to teachers the right enjoyed and utilised by many other sections of the community. Even workers employed in occupations vital to the health or maintenance of necessary social activities have not hesitated to strike, for enforcing their rights. It cannot be argued that a strike by teachers will cause irreparable damage to the community, or that social life will come to a standstill unless the schools keep going. The teachers have found from bitter experience that constitutional agitation by pleas and petitions cuts no ice. And they have a right therefore to urge their grievances in the most effective way open to them. Students may suffer for a while, but the result of the strike may well prove beneficial to them. Teachers returning to work with their

grievances redressed will teach with greater enthusiasm. The rise in the teacher's status may well bring better men to the teaching profession.

A good case can thus be argued both ways. The decision in every case requires to be taken on merits. All that can be said is that no decision should be taken in a hurry, and that a decision once taken should be loyally followed by the whole profession.

The Education of Lucknow has brought out a special number entitled "The Teacher's Distress Special." In the Foreword, it is pointed out: "Teachers' salaries in the whole world are lower than the salaries

of other public servants; and in India, they are a positive national disgrace." In the issue, the terrible plight in which the teacher finds himself today is surveyed from various angles. Typical family budgets of teachers are given, and the gap that has now grown up between their income and expenditure pointed out with relentless figures. The Charter of Demands adopted by the teachers of the United Provinces is next given. Among other interesting articles in the issue, one describes the plans that are being formulated in U.S.A. to raise the status of teachers. Others deal with the questions of the Pay Commission and the attitude of the U.P. Government to the recommendations of the Commission. Various alterations are also suggested in the Education Code and the form of agreement between teachers and their employers. Extracts from the daily press are given about the crisis in the teaching profession. On the whole, we have an impressive survey of the teachers' distress from various points of view. We commend this special number to the attention of all who have anything to do with education, as teacher, parent, politician or manager of an aided institution.

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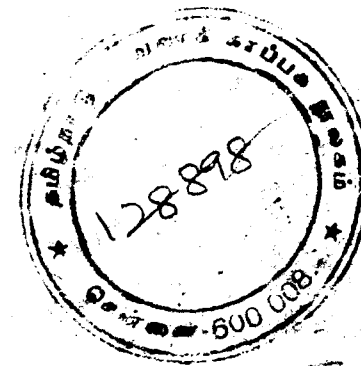
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