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उद्धरेदात्मनात्मानम्.—The Gita.

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# THE SOUTH INDIAN TEACHER

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## THE TEACHER OF MANKIND

WALTER LEIFER

Dringenberg—Westfalen, 21a, Germany

India thinks of a fitting memorial to the greatest saint and politician she ever gave to the world. The Government and the people of the regions from the Himalayas to the tip of Cape Comorin and Lanka's southernmost point are contemplating the erection of a grand and an almost eternal monument for the Father of their nation.

The only fitting monument to perpetuate the memory of the Mahatma is the fact that men are valuing the deeds set by Gandhiji. It is the duty of all men who love Truth and Idealism, to devote themselves heart and soul to the ideals of Bapuji. The imperishable teachings of Gandhiji are enshrined in the love-seeking hearts of his countrymen and of the world. We will hope that a long chain of succeeding generations will look up to them and find inspirations from them.

It was on a Friday evening, 30th January 1948, that the world heard over the radio India's Prime Minister's anguished voice announcing the tragic news of the Mahatma's assassination. On a Friday—like another Friday, when some nineteen hundred and fifteen years ago another benefactor of men, God's son from Israel, died on the hill of Calvary. We cannot forget the words of this announcement spoken by one of Gandhiji's first disciples: "... The Light has gone out of our lives and there is darkness everywhere.

I do not know how to tell you. The Father of the Nation is no more ..."

We Europeans know that mankind has lost one of its best and greatest teachers. His task was to sow the seeds of love and understanding into the hearts of men. His faith in Satya, Truth, and Ahimsa, Non-Violence, was expressed not only in words but in his actions and also in the self-sacrifice of his life.

The best way to perpetuate Gandhiji's memory is to create institutes where the Mahatma's teaching is preached. Teachers who are worthy to teach Gandhiji's words which are inspired by a divine fire, may here co-operate and meet. The best men of all the peoples and of all the nations should come together in order to fulfil the promises of this man who has been great in his life and great in his death. At first, there should be founded a World Society in Gandhiji's honour.

### Gandhi Society

The Gandhi Society should be the meeting-point of all the men of the world who love in each man their own brother. It forms a nucleus of these peace—, men—, and god-loving people as are prepared to study, spread, disseminate, and try to live according to the life and the teaching of Gandhiji. The Gandhi Society must look forward to larger numbers of members who will

produce new ideas in the Gandhian spirit, the organisation has to be flexible and capable to meet the needs of modern times. All applicants for membership of the Gandhi Society shall sign an application form in which they express an intention to help and to support the aims of this Gandhian community. This may improve the quality of membership, but we will admit, it may tend to curb the quality. But the aim is to gather as many people as possible. There have to be annual meetings of the Society.

#### Gandhi University

The highest meeting-point of students ("Gandhians") of all the peoples should be the International Gandhi University. In some kind of ashram or mandir, the students should operate and find a balance between Eastern and Western way of thinking. These congregations should be of inter-confessional and inter-religious character. All languages should be allowed, especially the Indian languages and the world languages: English, German, Spanish, French, Russian, etc.

The International Gandhi University should teach the mystic brotherhood of mankind and the high values the teacher of which Mohandas Karamchand Gandhi has been. To be a "Gandhian" will not mean a member of a new religion. Never; it would be a matter according to the high spirit of Gandhi. I see in Gandhi, being a Christian, a man who embodies the best Christian values and who even is a member of the spiritual community of Christians according to the words of Saint Augustine: *In illis ineffabili providentia Dei multi, qui foris videntur, intus sunt, et multi, qui intus videntur, foris sunt...*

What Gandhi teaches us, is the fact that it is possible to perceive the Truth instantaneously and to put an end to the confusion we human beings in all parts of the world are suffering from.

#### Gandhi Academy

The scholars of the world inspired by the spirit of Mahatma Gandhi may

found an academy. Contributors and correspondents from everywhere may be invited to send their contributions to this high forum and community of peace-loving scholarship the aims of which are a greed-free, fear-free, and hate-free world the future of which is saved through a struggle of the scholars against the causes of wars and conflicts, against the selfishness, egoistic imperialism and hateful greed.

#### Gandhianism

The Gandhianism will be a sort of scholastic ashram, in which men and women live according to Gandhian way and Gandhian ideas. But the foundation of this ashram will be supported by the scholars aim to seek and to find. In other ashrams people will also live, but in that poor-rich kind of men whose goal is to be lucky and glad in simplicity. We recall the Gandhian Ashram and the Tolstoy Farm near Johannesburg founded by Gandhi with the help of the German architect, his close friend Kallenbach.

#### "Gandhi"

Reviews in all languages should offer new views in the Gandhian way to their readers. These publications should be written by members of one of the International Gandhi Institutes. In all the languages they bear the same title: "GANDHI." The "Gandhi" newspapers, reviews, etc. are periodicals, the editorial staff of which are concerned with the propaganda of the principles of Truth, they offer a complete freedom of expression within the limits of mutual tolerance and courtesy.

The publishing-houses of the Gandhi-Institutes and Gandhi-periodicals will edit translations and editions of the works of Gandhiji, his bibliography and literature written in his high and men-loving spirit.

These books will spread the philosophical thoughts of the Gandhian life, the years of which are surrounded with divine atmosphere, and succeeding generations cannot understand that such a man as this walked upon the stones and dusty roads of our earth being in flesh and blood as every man.



**Gandhijipuri**

Where has to be the centre of all these Gandhi-Institutes and Gandhi-Publishing Houses? I have a plan and the Indian people may listen to it:

Let us build a new city anywhere in India on the borders of the holy streams of Ganga or Jumna. This town may be inhabited by "Gandhians," by people who esteem, who love and admire Gandhi as one of the greatest teachers of the world. Let us call this town in honour of Bapu—Gandhijipuri. This town may be an asylum of all men, may they be of Brahman or Harijan origin, it may be the spiritual home of those who take their steps in Gandhian way anywhere in the world. The centre of this holy town, one of the hearts of the whole mankind, will be the quarter of the prayer houses, and I see there, in my phantasy, churches and temples, pagodas and mosques, synagogues and stupas, gurudwaras and open-air prayer places. I hear the people of Gandhijipuri reciting lines from the Gita, the Bible, the Quran, from all the sacred books written by men of divine flames . . . and hear the Gandhijipuri people joining together in the chorus of Ram Dhun, the favourite hymn of the Father of India.

You may ask: Is it possible to realise all these plans? I answer: It is possible if all those men of all the five continents who love Gandhiji and will listen to his words, come together and help each other.

We have to seek where there are on earth genuine movements like the Gandhian teaching. The world crisis is fundamentally moral. We must come back to a life of moral, of that "moral law from within" as it was

said by the German philosopher Kant. The peoples must re-arm morally. Here I point at the new movement which is breaking false ideologies—Moral Re-armament. This movement is one of the brightest spots in the dark picture of our mechanized world. Moral Re-armament and Gandhian way are two movements of the same kind with the same aim. In Germany, there appeared nowadays a publication "Es muss alles anders werden" (Everything's Got to Change), a book which is making great progress for Moral Re-armament in Germany. The title of this publication may also be heard elsewhere: Es muss alles anders werden . . . Everything's got to change!

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The first steps in order to found and to create these Gandhi-Institutes may be taken in the homeland of this "miraculum Gandhianum," in India. But there will be thousands in all the parts of our earth who are ready to help and to co-operate. Let us begin! Let us honour one of the most valiant and greatest teachers of the world! Gandhi ki jai!

[The author of this article is preparing to create an European-Indian review in three languages: INDRA-Review of the European friends of India—Zeitschrift europäischer Freunde Indiens—Revue d'amis européens de l'Inde in English, German, and French. The Indian offices in Germany are supporting this idea and are investigating the position regarding supply of paper etc. Walter Leifer has also the intention as is seen from our to-day's article to found the German section of an International Gandhi Society. Those interested and those who could support this paper and society with Gandhian literature, with books, pamphlets, articles from Indian papers etc. may send it to Herrn Walter Leifer, 21a, Dringenberg, Prakeel-Land, Westfalen, Germany.]

## THE NEW EDUCATION SCHEME\*

K. NARAYANAN, M.A., M. ED.

*Secretary, The Ramnad District Headmasters' Association, Abiramam.*

The Educational Problem facing India is to reorientate school studies so as to subserve ends of national development and not a handmaid to foreign autocracy that our education has hitherto been.

The Secondary system is the backbone of any educational system and the Madras Government is to be congratulated on making the backbone very strong and healthy. The New Education Scheme is a judicious mixture of the quintessence of the Hunter Commission of 1882, the Sadler Commission of 1919, the Wardha Scheme of 1937 and the Sargent Report of 1944. The Scheme recognises the functional aspect of education and the syllabuses contain all the essential elements of progressive education.

The New Scheme seeks to remove the fundamental defects of the old scheme. The old scheme was book-centred and the new scheme is craft-centred. The old scheme produced an army of educated unemployed men and women, and the new scheme is intended to produce pupils who will either take up service at the end of the High School Course or enter a polytechnic. The old Scheme did not give pupils training in citizenship and the new scheme attempts to produce good citizens. In the old scheme a pupil could pass through the secondary school course without studying the Regional language at all. In the new scheme the Regional language is the first language. It is compulsory for all children. The old scheme was examination-ridden, and the Secondary Education Board is now actively examining proposals to wipe out this fundamental defect. Proposals to assign marks to character, attendance, physical aptitudes and arts and crafts are now under active consideration.

### B. Salient Features

The most important feature of the new scheme is the introduction of craft-centred education. Every school is required to introduce one of the three approved crafts—woodwork, weaving and gardening and agriculture. Instruction in all subjects of studies is to be inextricably interwoven with the basic craft chosen. There should be integration and correlation of studies by staff conferences. All the teachers are requested to learn the craft chosen by the school. Trained hands are not available and so the Government has allowed schools to utilise the Manual Training Instructor or local skilled artisans, if necessary. The idea of craft-centred education is as old as the Wardha Scheme of Education; and is based on the well-established psychological principle of learning by doing.

At first the idea was poohpoohed because of the misconception that it was based on the bread and butter ideal of education. Craft education simply contemplates the exploitation of the educational possibilities of a craft with a view to making knowledge acquired real and meaningful. This experiment in craft education has every chance of serving as a nucleus round which we can develop a well-chartered and sound scientific education under our newly emerging free constitution.

(2) The principle of bifurcation of studies at the High School stage dates as far back as the Hunter Commission of 1882. 'The attention of high school pupils,' observed the commission, 'was largely directed towards university studies and no opportunity was afforded for the development of the modern side of schools in Europe.' Its recommendation that there should be bifurcation of

studies at the high school stage was later on endorsed by the Sadler Commission of 1919, the Abbot-Wood Report and the Sargent Report.

The Madras Scheme makes provision for technical courses at the Fourth Form stage in the existing academic high schools. The diversified courses include secretarial training, engineering, agriculture, domestic-science, and drawing and painting. Pupils taking the technical courses are preferred for admission into the six polytechnics that the Government has so far opened. Pupils taking engineering will be drafted into polytechnics. It is pleasant to note that the question of admission of the pupils taking technical courses into university courses has been taken up with the universities. The bifurcation scheme will certainly mitigate the problem of unemployment and contribute to the industrial advancement of the country.

(3) Another important feature of the new scheme is the introduction of citizenship training. This is something more than scouting. It aims at pupil participation in school Government and character training thus fostering school discipline. It is contended that citizenship training does not deserve to be treated as a regular subject in any scheme of studies. A glance at the list of books recommended for teachers of citizenship training, and a rudimentary knowledge of the educational systems abroad, amply justify the rightful place of citizenship training in any scheme of school studies. The Government has already trained 180 teachers and steps are being taken to train nearly 1000 teachers this year.

(4) Now a word about the language problem. Every pupil has to study three languages—the Regional Language, the Second Language (Hindi, or Sanskrit or Urdu or any modern Indian language other than the Regional language) and the third language English.

The second language group is much debated and criticised. Some argue that Hindi is made compulsory, and a study of Hindi would be highly detri-

mental to the growth of Tamil. This position has not found acceptance in authoritative circles. Besides being the mother-tongue the Regional language is the medium of instruction and the medium of examination, and so it is not likely to suffer at the hands of Hindi. Hindi is not made compulsory as pupils are given a wide choice in the second language group.

### C. Some Suggestions

(1) The Madras Scheme arranges for the two courses—academic and technical in one and the same school. Roughly speaking in each district at least one school will select engineering, and at least one agriculture. This means 25 high schools selecting agriculture and 25 Engineering. Technical education requires expensive equipment and the Madras scheme is bound to result in a wasteful duplication of effort and heavy outlay. Balanced educationists are needed to administer schools with diversified courses. Unless he were a genius of virtue he would be inclined to favour the academic side as against the technical side, and *vice versa*. Again a huge school means administrative inconvenience and a disastrous levelling down of educational standards. Hence well-established technical high schools may be started on the lines indicated in the Abbot-Wood Report and the Sargent Scheme.

(2) Lovers of Sanskrit argue that their pupils are asked to choose Hindi or Sanskrit, i.e.: livelihood or culture. Knowledge of Hindi is bound to be an essential qualification for the central services and they have to study Hindi. They want to study Sanskrit also in addition because of its cultural heritage. It is not difficult to make provision for those who take Hindi as the second language to study Sanskrit also as the fourth language of their choice. Such pupils may be exempted from the study of the detailed text in the regional language and the periods thus saved may well be devoted to the study of Sanskrit. This suggestion, if accepted, will mean that such pupils will have to study only

(Continued on Page 339)

\* (Paper read at the Second Annual Conference of the Ramnad District Headmasters Association, on 21-8-1948 at the A. R. High School, Madura.)

## CONFUSION OF THOUGHT AS TO WHAT BASIC EDUCATION IS AND ITS RELATION TO SECONDARY EDUCATION

N. KUPPUSWAMI AYYANGAR, M.A., L.T.

Basic Education is not Elementary Education as the Madras Government seems to think. This confusion is due perhaps, to the fact that Gandhiji at first referred to the Wardha Scheme as one for Primary Education. But he did not leave it at that; he divided the whole educational scheme into only two parts, namely, Primary and College Education.

"The propositions that I wish to put forward refer to both primary and college education, but we shall have to give special consideration to primary education. I have included secondary in primary education etc.,"—page 125, *Educational Reconstruction*, 4th Edition. "—We must combine Secondary with Primary Education—and should include the general knowledge gained up to the Matriculation standard less English and plus a substantial vocation."—page 117.—Again, in winding up the proceedings of the first conference, Gandhiji said: "After considering my proposals, a question arises: Shall we close down the present Primary and Secondary Schools? I have no hesitation in making an affirmative answer."—Page 175. In another place he says, "Primary Education should take the place of what passes to-day under the name of Primary Middle and High School Education." But for politicians and out of date educationists, primary education has come to mean elementary education in the first 5 classes. Perhaps it is to remove this confusion the Zakir Hussain Committee called it Basic Education. Both Gandhiji and Zakir Hussain Committee have clearly explained why Basic Education should be of at least the Matriculation Standard. One main reason is Basic Education is "the minimum of education required for the intelligent exercise of the rights and duties of citizens."

I think I have quoted enough to show that whatever else other people may

say or think, Basic Education as recommended by Gandhiji is not Elementary Education. It is to be of the Matriculation Standard. The idea was made clearer by his answer to a question put to him by one of those who attended the three weeks course held at Wardha to study the scheme. Question:—A matriculate can go to College if he wishes to. Can one who has completed the Basic Education Course do so? Gandhiji answered that a product of Basic Education would give better account of himself in the College than a Matriculate.

The identification of Basic Education with Elementary Education seems to be something peculiar to Madras. Sri R. Suryanarayana Rao, M. L. C., both in his presidential address at the Trichy Conference and on the floor of the Council expressed his belief that in 1938 the Director of Public Instruction convinced the honourable Premier that the revised Elementary School syllabus contained the essential elements of the Wardha Scheme. I do not know where he got this idea from. But I know that the then Director of Public Instruction was trying to make the then Minister for Education—not the Premier—believe that the revised syllabus contained the essential elements of the Wardha Scheme. When the matter was taken up with C. R. by the Sevagram people, according to the information I got, C. R. explained that the delay in introducing Basic Education in Madras is not due to anything else but to the want of teachers trained in that scheme, that he did not want to risk failure by appointing teachers who cannot do the work and that he intended to start Basic Schools as soon as the teachers that were being trained in the new Basic Training School at Coimbatore were out.

The other idea that the revised syllabus contained the essential elements

of the Wardha Scheme is a travesty of facts. The new Syllabus differs from the old one in that it contains an additional subject—a pre-vocational subject. It is not even dreamt that anything else should be taught through the vocational subject much less every other subject. Gandhiji has repeatedly emphasised "I wish to make one more point clear. I do not want to teach the village children only handicrafts. I want to teach through handwork all other subjects such as history, geography, arithmetic etc." The revised syllabus does not contemplate any such thing.

Why then is there so much misunderstanding about what basic Education is? The Wardha Scheme was propounded at a time when the Government of India

Circular on Educational Reconstruction was widely discussed. The Government of India Circular contemplated diversion of pupil from Higher Education to vocation education at an early age. When this idea was prominent in the minds of the people they naturally thought the Wardha Scheme was intended to teach people some craft by which they could earn their living. It was difficult for the English educated people to understand the philosophy behind the Wardha Scheme. Many of these people welcomed the Wardha Scheme with the idea that it would lessen competition in the field of white-collar employments by diverting pupils at an early age from any kind of higher education.

(Continued from page 337)

comprehension, non-detailed text and composition in the Regional Language course.

(3) It is undeniable that religious education is a powerful aid in the modification of character. The best way to impart religious instructions in India, a land of many religions is to evolve a science of religion and teach it scientifically, and comparatively dwelling on the salient features found in all religions. For this purpose a committee may be appointed under the chairmanship of Dr. S. Radhakrishnan.

### Conclusion

Thus it will be seen that the scheme has many good points and a few black

spots. Let us ignore the latter for the present and accept the scheme as is given to us. "The new reorganisation contemplates the introduction of various activities which will make children strong, independent and confident and which will make the school a cheerful place and a social centre." Text books have already appeared in the market. Let us try to work the scheme as efficiently as possible and thus produce a new and glorious India that the scheme envisages. To make the scheme a distinct success, the Government should give financial aid very liberally and adequately without demur, in fine it should provide us with the "where-withals" of the scheme, and raise the status of Teachers.

## PERSONALITY TESTS\*

DR. JOHNSON

*Psychiatrist, Government Mental Hospital, Kilpauk*

In the second year of our National Independence we stand at the threshold of many a reformation in our country's national structure. The subject of education is probably the foremost in the scheme, as it should be. There is a thorough reorientation in the aim and scope of education in front of us. The teachers of this Guild, whom I have got the privilege to address to-day, are the main props on which the stupendous scheme of reorganisation of India has to be built. On their heads lie the responsibilities of the welfare and future of the millions of India. I don't make this remark in any light-hearted fashion; but I am fully aware of the significance and importance of the teachers in the formative years of the youth of our country. It is no wonder that men and women like you, who are assembled here, who hold the destiny of shaping the personality of the youth of India, are destined to shape the future of our motherland. This is no exaggeration. The great task is before you and presently you would see how you ought to be the great reformers of this great land.

While attempting to tackle the subject "Personality Tests" it would prove profitable if we just review the factors that go to make personality, and how personality traits are integrated and rectified, so that we could lay down the lines to be adopted in assessing personality. Therefore, our next step would be a brief study of personality itself.

Personality is not an individual matter but it is a relation between individuals. Personality is revealed by man's action in society or while alone. Our evidence of a person's personality is seen while he is in action and we may describe him and his qualities when he is at rest. His permanent structural

characteristic is demonstrated while he demonstrates active behaviour. His personality is specific for him whether he be in rest or in action.

The general trend of definitions about personality falls into two classes. One class defines personality as the unique pattern or organisation of the individual's adjustment habits, that is the fundamental organisation of his mental life as developed through his capacities interacting with a complex, social and physical world. The other class of definition emphasises the effect the individual has on other people with whom he comes in contact, his so-called social stimulus value. Personality is not something that you have or are; personality is what you do when you are with others. It is an activity, not a possession. The dynamic nature of personality is fortunate. The only way for a girl to learn how to handle men, or for a boy to learn how to get along with girls, is for both to go through a long practice period of training where each successful skill in getting along with people is learned through hard experiences plus intelligent judgments. Socially speaking, everyman is his own ancestor and his own heir—he makes his own future and inherits his own past. What he does on a great occasion depends upon what he already is, and both depend upon the years of training acquired in the social arenas of life: the playground, the office, the shop, the park bench on a moonlit night.

Is character a necessary component of personality or are these aspects of our nature distinct and unrelated? Some say personality is character at work. Personality makes us think of a person (1) as a social influence and (2) to consider the strength and quality of that influence. Bad habits destroy social effectiveness. Positive tenden-

cies towards desirable behaviour make a desirable character. Dynamic qualities like aggressiveness, cheerfulness, co-operation, courage, courtesy, friendliness, industriousness, honesty, initiative, perseverance, sympathy, tactfulness and thoroughness make a man socially efficient. More accurately speaking we should say that the dynamic qualities mentioned are expressions of character. In other words ideals, attitudes and purposes are the determinants of those acts by which we judge the worth of a man. Overt behaviour is the language of character. That is we could make out character by overt activities from persons who possess the qualities mentioned above. Character often speaks a language that is not understood until it is translated in the light of all modifying elements of environmental situations. The value or strength of personality is, not as frequently pointed out, measured by the response others make. There would be a shift in the value of personality after the character is known as could be interpreted by the overt activities of the person. Therefore, there is no doubt about the influence of character on personality. We need not dwell on the hair-splitting differences noticed in our consideration of personality and character. Suffice it to say that the beauty of personality is enhanced by character.

Human mind has to be considered from the threefold ways of its development. Growth takes place in three directions.

(1) Knowing—the receptive or cognitive aspect of human mind. In this all the sensations, perception, ideation, memory, etc., work together towards the attainment of information, etc., the raw material on which other forces act to produce effects.

(2) Feeling—the affective, experiencing or realising the emotional side of the mind.

(3) Striving—the dynamic or conative factor which acts as the vital force to set things going in the mechanism of the mind. The will is one such force.

When the raw material assimilated by the receptive mechanism is utilised by

the motive force during general activity some emotional change is noticed to occur. The urges, which are activated by the instinctive forces in man are employed in utilising what the cognitive forces have assimilated. Success or failure may follow. In either case a feeling state results which is the resulting emotional reaction.

Now all these three factors are important. Of these the feeling state is one of the most important in actual practice. As the child grows from infancy to adulthood, it experiences many an obstacle to its wishes and aspirations. Further many outward elements of fear arising from outward environmental influences augment or distort the feeling state of the individual. Such an individual is really loaded with a heavy weight which serves as a great handicap to the ease with which ideas that have been assimilated have to be translated into action. Anxieties, fears, inhibitions and actual inability to act, although the individual is actively alive otherwise are the influences of an emotional upset. It is through the emotional reaction we notice how far the individual is able to face the group. It is really a test for the individual in a social setting. Normally an individual has to adjust himself in a larger world where there are men and women who also will and act and counteract for every action of the individual. This involves adjustment and competition and consequent emotional adjustment. Therefore, one could see how emotional reactions are forced on individuals by the environment and therefore, the individual has to be ready to meet any contingency if he is to be successful at all.

Looking at the difficulties of growth of a child, and knowing how far the environment has its influence on children, one often feels desperate as he thinks man is after all a creature of chance. Environment shapes him. Nature has provided certain safety valves and at present man is attempting to adjust the environment so that a better personality could be evolved out of the conflicting forces acting on the growing child.

\* An address delivered at the 54th Annual Meeting of the Madras Teachers' Guild on 4-9-48.

Religion, which is the subject of controversy very often in this country of religions, has been the cause of wars in the past. Yet it is that same influence and belief in One Supernatural influence that offers relief and consolation in the emotional field. Many a soul who is tossed about by the emotional conflicts and commotions in this world, finds a steadying influence in a firm belief in the guiding influence of the Supernatural powers. There is no dispute about the fact that we stick to our religious beliefs with a fanatic zeal because our beliefs are conditioned emotionally early in life and the need for such conditioning is great indeed.

We notice two factors: (1) The need for religion for the growing mind is imperative. (2) It produces a fanatic zeal in most of us. We should try and find out how the zeal is formed, since very often this zeal is the cause of conflagrations. Hitler initially tackled the youth of his country. He tackled them from childhood when the minds are fresh. He gave them toys and taught them a martial life. He made them overlook parental influences even, and in the end developed a force, a nation, with a creed of its own, a religion of its own and a Superman-God of its own and in the end threw this world of ours into chaos. If a man, like him, could muster the forces of the youth of our country to bringing peace and good-will and tolerance into this world, by making our children to view at all religions with reverence and by teaching them all religions with a sincerity and tolerance and without showing any preference to any one religion, the sore-tried world needs it. The teachers are the people to implement it. They are the prime forces in any social transformation. If only religion were made a personal factor and allowed to be a personal concern of each one of us, and if we allowed our children to choose their own religions when they attain their majority, a large part of the strained interpersonal relationships, the seeds for which are laid early at present, would not make their appearance. The individual would

be better for it and the society also would be better for it.

Fanaticism and zeal are manifest if the subject of a person's religion is touched, because religion caters for the emotional need of man and it gets conditioned to him. The process of deconditioning a complex which has grown into a habit, a second nature, is bound to be violent. Therefore, attend to the child in the formative years and give him ideas of God and man which would fit him up to be a good citizen of the world.

We have seen how emotional tangles find a natural solution, how our attainments and conceptions could be utilised with the help of our conative forces. It is possible for us with the help of our experience to modify the results. Hence the attempt of educational institutions to build a well balanced personality in the young men is entrusted to their care.

One more preliminary consideration would be helpful at present. Man with his capacity to know and assimilate facts, the raw materials that equip him for life's battle, cannot and will not act unless the instinctive forces and urges help him to do so. Man has to strive and utilise his knowledge if he is to be effective at all. Emotional or affective reactions are adjuncts and are helpful in making the effort worthwhile or otherwise. Therefore, a harmonious welding of these factors early in life, i.e. during the formative and impressionable years of life is an essential desideratum. Personality then has to be well organised if it is to be effective or impressive. Mere passive attitudes would make it useless. Further in the social world one is in the look out for the effective personality. Potential capacity unless utilised is of no use. Hence in assessing personality we have to be on the look out for the factors which help our youth to utilise their capacities. Intelligence alone, or knowledge alone would be comparable to honey at the top of a tree or precious stones in the bowels of the earth. Their value becomes recognised only when they are made available. Therefore

knowledge has to be active and intelligence has to be active before it could be of any use to society.

During the War years British authorities noticed that the Germans were using some psychological methods to select their officers for the fighting services. Of course, Psychological testing was employed by the Americans even from the first World War. The methods employed by the Germans were more novel and more appealing. The British authorities adopted them and evolved the method I shall describe hereafter.

In judging any other person or in selecting any person for any job or in marking any student for his work, the following difficulties and unconscious influences would be noticed.

(i) Usually one takes a spontaneous liking for another, something resembling love at first sight. The dress, the carriage, etc., go to form this impression.

(ii) Candidate is observed in his assumed attitude.

(iii) Interview frequently taps either the points which the candidate has fresh in memory or those he has just forgotten.

(iv) The mood of the interviewer at the time often vitiates the clarity of judgment.

(v) Candidate takes time to shake off his reserve. Fear would gradually disappear after a time as familiarity is attained.

(vi) There is often a halo effect produced by our previous knowledge of the candidate or student.

(vii) Men often admire qualities they cherish when they recognise them in others. Sometimes a weak man admires a strong one. Further, envy or prejudice (national, racial and communal) very often colour our estimates. The yardstick used by them is self and so long as self recognises self or fragments of self in the candidates, the interviewer finds them to be suitable, but any deviation often gives the opposite opinion.

It is this feeling of self-importance that is hurt when any one is told that

he is not capable of judging anyone at first sight. This explains why a great amount of opposition is noticed in this case also, since the procedure adopted here is new.

Our attempt is primarily to assess personality by the methods employed in the Army. The psychological principles employed in the actual tests require consideration first before the tests themselves are reviewed.

The methods employed are:—

- (1) Psychological tests
  - (a) of intelligence.
  - (b) Personality.
- (2) Observations of group and individual activities.
- (3) Psychiatric interview.
- (4) Interview by president.
- (5) Board meeting and collective judgment.

THE PSYCHOLOGICAL PRINCIPLES:

Intelligence tests are based on well-accepted principles of psychology. Three tests are employed.

Word Association test: Jung introduced it in the 19th century. When a stimulus word is given the student or candidate is asked to write his response immediately. This method they thought could be used to find out a thief by introducing in a set of stimulus words the name and other attributes of the article stolen. In the word association tests used the principle is taken from this idea of Jung and elaborated. Some fifty words are given and each 6th word is chosen on certain principles dealing with human qualities. When the candidates take this test they should be a little fatigued. The words are so arranged as to deal with,

- (1) Social reactions.
- (2) Egocentric reactions.
- (3) Aggressive reactions.
- (4) Mental State (Anxiety or emotional reaction).
- (5) Personal trend.

With Rorschach's Inkblot test as basis vague pictures projected on a screen are used to build little stories on. The ideas evolved in a fixed time indicate personality.

Following Watson the principles of Behaviourism are employed on candidates

in action. Their behaviour is described by trained men.

In all these ways personality could be subjectively and objectively analysed, in a fairly constant fashion.

The psychiatrist co-ordinates the psychological reports and studies the candidate in relation to his environment as portrayed in his life history and his reactions to life's obstacles. He could study the way in which the candidate's emotional make up works and is related to his capacity to assimilate and act. In this assessment his psychological knowledge, and Adler's contribution to Individual Psychology, in addition to Freud's teachings about Psycho-analysis and infantile sexuality, help him to get a fuller picture of the candidate. Hence he is in a position to give a prognostic report about his future pattern of action.

#### THE TESTS AS THEY ARE APPLIED AND INTERPRETED

I. Intelligence tests are three in number:

- (1) Matrix test.
- (2) Verbal Intelligence test.
- (3) Kohls test.

The tests are clearly explained before starting and one or two samples are worked out and then a fixed time is given for each test. Scores are recorded and they are grouped into a ten point scale.

#### II. Psychological Tests

##### A. WORD ASSOCIATION TEST

After explaining a sample response, 50 stimulus words are shown one at a time every 15th second and a response for each word in a word, phrase, or sentence is expected.

The psychologist identifies himself with the candidate and tries to understand what makes him to give the response he writes. He enters what mental attitudes would be responsible for the remarks the candidate makes.

##### B. PICTURE PROJECTION TEST

Half a minute is given for seeing a lantern slide and the candidate is given four minutes to write a story, any story that may occur at the time. Six or seven slides are shown.

The stories are also interpreted as in the case of Word Association Test.

C. A Questionnaire is given eliciting the details about the candidate's life, his ambitions, his reverses, his illnesses, his spare-time activities and interests and the like.

These three are collectively reviewed and a picture of the person is got.

#### III. Group Activities

##### Leaderless Groups

(a) 8 to 10 candidates are observed in an informal *group discussion*. Leaders evolve, individuals clash, adjust or react. A pen picture is made of the activities and personal reactions of each candidate.

(b) The same group is made to plan for some activity and their adjustments recorded.

(c) They are given a set of group tasks and are asked to do them by collective effort. We watch how they act and respond, initiate or co-operate.

A collective report on the man's qualities in action is made after observing the group tasks and other individual tasks.

IV. Psychiatric interview helps, as I have shown already, to assess the qualities and their emotional reactions. He is able to collectively evaluate all these findings in terms of the past, present and future possibilities.

##### V. President's interview.

VI. The Board discusses each case as an individual and a final grading is given.

I have always noticed a remarkable similarity of the pen picture of the individual from various angles of view. In rare cases certain anomalies are noticed. Then invariably a psychiatric examination would explain the apparent anomaly.

##### Observations:

(1) Intelligence was not noticed to correspond to a sound and well balanced personality.

(2) Highly intelligent candidates were often subject to emotional disfunction.

(Continued on Page 346)

## EDUCATIONAL RESEARCH

[The following results of experiments conducted by Sri. V. Natarajan, Divisional Inspector of schools, Coimbatore are sent to us for publication. Similar contributions by teachers and educational officers based on actual experience are welcome.—Ed.]

To study the behaviour of boys and understand the manner in which they come in contact with others and how boys like to choose their leaders, it is necessary that the teacher comes in close contact with the boys, observing their behaviour and studying their attitudes and the way in which they converse and mix with the other boys. Every teacher can contact at least about 100 boys and then make a complete record of their activities and the records of 10 or 12 such teachers may be grouped and analysed and it would be easy then to get definite findings.

The following is an example of the investigation done by me some years ago in the case of about 200 boys. They were asked the reasons why they liked particular boys. It was thus an attempt to find out what attitudes are favourable to a boy being accepted as a leader or liked by other boys. I made out the following reasons:—

- (1) Always ready to help,
- (2) Cheerfully undertakes any work,
- (3) Always talks courteously,
- (4) Does not deceive anybody,
- (5) Is willing to share freely the eatables,
- (6) Gives timely advice,
- (7) Dresses neatly,
- (8) Has a beautiful figure,
- (9) Is regular in school lessons,
- (10) Participates cheerfully in all games,
- (11) Sings well,
- (12) Draws good pictures,
- (13) Speaks humourously,
- (14) Acts well in school dramas,
- (15) Is a strong boy.

These are the 15 main traits of boys which were noted as being liked by the majority of boys. Though there were various little items, I managed to group all of them in the above 15 main items. It was an interesting work because it was very difficult to describe a boy's attitude and very often I had to talk with the boys in a very friendly way so

that they themselves would come out giving a description of the particular attitude of various boys. Of the 15 items, above mentioned, there were only 5 items which could be rated as the most popular forms of behaviour. They are:—helping others; sharing eatables; participating in games; talking humourously and appearing beautifully.

The next in order are:—Undertaking work, courtesy, not deceiving others, giving timely advice and being strong and the third group is:—Dressing neatly, doing school work regularly, good at singing & drawing and acting.

I remember some teachers and parents had a feeling that boys good at school work would be liked by other boys; but the question is what is the kind of school work? Till now school work was considered to be proficiency in the three R's. only and according to the above investigation, it will be seen that boys themselves do not accept this proficiency alone as the first item for their choosing a leader. I cannot say that the investigation above is complete and exhaustive, but it is only an indication as to how teachers can continue further and do investigation in different areas and give a rating of the different traits of the boy's attitude. The following 15 items are the different items which are not liked by boys.

(1) Cheating, (2) Timid, (3) Suspicious, (4) Talking obscene, (5) Sitting lonely, (6) Selfish, (7) Bullying and ridiculing, (8) Proud, (9) Does not care in school work, (10) Carrying tales, (11) Always finding fault with others, (12) Obstinate, (13) Simpleton (Gullible), (14) Shy and (15) Looks ugly and stammer.

Of the above, the most objectionable items were; 4 i.e. (i) Deceiving, (ii) Sitting lonely, (iii) Bullying and (iv) Carrying tales. Thus it will be seen that these are the four items the boys

cannot tolerate in their comrades and if at all they welcome a boy leader that leader would not have this attitude.

Second in the order of objection is as follows:—Timidity, Suspicion, Obscene language, selfishness, finding fault with others, ugly; and the other objectionable being proud, not caring for school work, obstinate, simpleton and shy.

An investigation of this type will be helpful to teachers and I am, therefore placing this before the teachers who take up now the work on the new lines.

#### NOTE

Some years ago, I conducted an examination about the likes and dislikes of boys and about their dreams of the future. The following description and result will give an idea of the work done:—

In 1940 and 42, I did this in Chittoor and Salem districts about 1200 boys of the V and VI forms were asked to give their future dreams as to what sort of persons they would like to shine in the world. The answers were analysed and the following is the result:—

All the answers were classified into 10 groups as follows:

- (1) Famous cinema stars or stage personages.
- (2) Great religious reformers or saints.
- (3) Industrial magnates and millionaires. (Tata.)
- (4) Venerable leaders loved by the people.
- (5) Heroes of sports and games.
- (6) Great scientists and discoverers.
- (7) Poets and literary men.
- (8) Artists and musicians.
- (9) Kings or Zamindars leading an easy life.
- (10) Heroes and warriors who have achieved great deeds.

On an analysis of the answers, the following percentages were arrived at:

30% Industrial magnates: 20% heroes, 10% kings and zamindars, 10% scientists, 7% poets, 7% cinema stars, 5% sportsmen, 4% artists, 4% reformers and 3% venerable leaders.

It will be seen that most of the boys dream of becoming rich industrial magnates and very few care to become

poets or artists. The ideals and ambitions of boys are to a very large extent shaped by the kind of material the teacher and the parents provide for—the kind of environment in which the boys live and get accustomed. The above may be of great help as an eye-opener in the present generation of teachers who are now working to shape a new society in a free India with the present generation of boys at school.

*(Continued from Page 344)*

(3) The three tests were not individually absolute. Some did well in the Matrix test and others in the verbal intelligence test. Each test seemed to gauge a particular quality.

(4) Further basal conditions have to be prescribed in the future. The mental state and urges must be similar to be tested by a common formula.

(5) First classes and University distinctions were found amongst low intelligence grades.

(6) The Madrasis stand first in all-India gradings collectively.

#### Personality:

The Anglo-Indian candidates showed on the whole a good personality. This may be due to their lack of early restraint as in Indian families.

In general, students from catholic institutions were better in the personality tests when compared to other Christian or other institutions.

The tests may be improved upon but one thing is certain, that it is vain to alter the change indicated by these new methods of approach in our selections. We find that pure intelligence is of no avail, nor pure knowledge and other marks of having attained knowledge. Personality is very important. Therefore our Selection Boards and Schools would be well advised if they use the new methods in addition to other attainment tests.

The era is changing. We are in the era of personality, the era of the individual, the era of our independence. Our country and particularly our province is indicating the right line of advance in the correction of personality and right development of personality by attending to the essentials at schools.

## GLEANINGS

### Plight of Teachers

It seems astonishing that society should be so blind and perverse in its attitude to the teacher. No one trusts a motor car to a chauffeur who is ill-trained, ill-paid and discontented. Yet society hands over its children to men who are often without training and almost always on the verge of starvation. Material wealth is guarded jealously, but not the most precious possession of a community. Children are the arbiters of our future and yet they are placed in charge of people who are denied even the ordinary needs of life. Governments, Central as well as Provincial, are trying to improve the teacher's lot, but without a great reawakening of social conscience, the effort cannot be adequate to the task.

It is not merely a question of the emoluments paid to teachers. There is also the question of loss of social dignity from which he suffers in consequence of his economic helplessness. The able are, therefore, rarely attracted to the profession. There are too many who have taken to teaching only because they have failed everywhere else. Too often it is the last resort of the disappointed and the disgruntled. Is it therefore surprising that their work is often careless and shoddy? And that the result of such teaching is a continuous lowering of efficiency and integrity? Whether by chance or by choice, the primary school teacher has his revenge upon society for the ills from which he suffers. I remember a well-known teacher who once said: "Society starves us in the body and we starve society's children in the soul."

The greatest danger to the future of India lies in the malaise from which teachers are suffering to-day. Often and without knowing it, they infect children in their charge with their own lassitude, despair and cynicism. Their plight is a standing mockery of all that they seek to teach the child. In their books, the children read that the teachers perform a noble function and should be honoured even as their parents. In reality they

find that the teacher is treated as inferior to their domestic servants. They are thus confronted with hypocrisy from very infancy and learn that all the fine sentiments expressed in books are mere words without substance. From the very beginning of their educational life, they learn to disbelieve what they are taught in the books. This experience of double standards so early in their life permanently weakens their moral sense.

Improvement in the status of the teacher is therefore important if we want to improve our present social set-up. Till children are trained by people who are happy in their work and proud of the profession they follow, there can be no normal development of the child nor progress of the community to which it belongs. Without such atmosphere of contentment and normality, teaching is bound to remain perfunctory. The succeeding generations are in the sequel bound to become more and more inefficient, slipshod and unconscientious in their work.

The status of the teacher is therefore the key which alone can open the door to social progress. There may be machines of the highest efficiency, but unless there are men to handle them, of what use are they? There may be political institutions and social codes which embody the noblest ideals, but if the men be of a lower calibre, they will only mock our aspirations and hopes. And how can men be improved except through a system of education that brings out the best in them? And how can any system of education yield results if the educator himself is a social pariah?

—(From the Hindu dated 15-8-48).

### Civic Education

Education should begin with the home but not end there. There is the larger group of the village, community and town which makes certain claims on the pupil and to which he should learn to react helpfully.

By civic education as an objective of secondary education is meant much more than civics, just as by health education we mean something more comprehensive than physical training. Schools in India, unlike their counterparts in the West, have evidenced little interest in preparing their products for loyal and intelligent citizenship. There the school is looked upon as the citizen-maker and it makes a conscious effort to meet the needs of the times but in India its whole vision is obscured by the one paramount obligation of preparing pupils for the Matriculation Examination and it proceeds like a horse in blinkers! This state of affairs cannot be allowed to last for ever. With increasing democratisation and with the widening of the franchise, it is imperative that the future citizens should get from their schools more than what the present other-worldly syllabus dictates.

Civic education should develop in the individual those qualities whereby he will act well his part as a member of the community, town and State. It will involve a many-sided interest in the welfare of the neighbourhood to which one belongs; loyalty to ideals of civic righteousness, practical knowledge of social agencies and institutions, and habits of cordial co-operation in social undertakings. This will involve not only occasional and actual experience in civic matters but a well conducted and adequately supervised programme of extra-curricular activities which provides practical training in the best ideals and traits of citizenship. An ounce of practice is better than a pound of precept. This kind of social engineering for the ensuring of the required qualities and attitudes is absolutely necessary as the Central Government and Provincial Ministers have now begun to urge with increasing seriousness. In such matters deliberate and definite planning will have to take the place of happy blundering. The conscious creation of civic-mindedness should, therefore, be one of the aims and endeavours of the Indian High schools.

—(From the Hindu dated 15-8-48.)

### UNESCO Programme for 1948.

There are four characteristics of the world society which the UNESCO programme is especially designed to help us develop in 1948. The first characteristic is a society in which man can help man to recover from the war. That is the reconstruction programme. Secondly a society in which men can understand one another better, through communication across national frontiers. Thirdly, a society in which men teach and learn from each other across national frontiers; and fourthly, a society in which man helps man to increase our knowledge of nature and of ourselves.

Reconstruction has always been a first priority to UNESCO. UNESCO is not trying to do what UNO was created to do and to be itself a relief agency. The whole stretch is to identify and measure need. That has already been done in 1947 for European devastated countries and is going on now in Asia through the field workers of UNESCO. UNESCO endeavours to identify the needs and then seeks supplies in cash and kind to meet the needs from citizens and voluntary organisations. The citizens of the United States have raised £25,000,000 worth in cash and kind to meet the needs which UNESCO has identified in the war devastated countries and that is increasing. Let us search our consciences and ask whether in 1948 we cannot do something to help UNESCO find supplies and services to meet these needs in Europe and Asia, whether by sending books, paper, scrap books, or anything else, or by stirring our fellow citizens to give aid and thus show we are in fact furthering and making real the world society.

The second aspect of a world society is a society in which men come to understand one another better through communication, and there are three aspects of communication which I wish to mention. The first is the simplest and most certainly successful, that is communication by man meeting man in person and child meeting child in person — the communication which comes from fellowships, exchanges,

visits, and the actual movement of bodies in and out of Britain and the other countries of the world. There UNESCO has already through the film industry offered ten fellowships to bring people here. Certain newspapers have offered other fellowships and the whole work of the Britain Council in bringing, as it has done this year, 8,000 people from every country in the world and paying for them is part of the contribution Britain has made. We must press on in spite of currency and other difficulties to increase the two-way traffic in and out of Britain. But we cannot be content with persons moving, that is very limited particularly in times like these, but there is the whole instrument of radio, films and press, which we have somehow to use in order to increase the interest and increase the understanding of one nation by another. This should be on a multi-national basis. There is no way in which progress can be made more quickly than by the use of the international organisation of national systems of press, radio and films. That is why the biggest single project was a half-million dollar project for a production unit based on an international ideas bureau—small in numbers but highly skilled—trying to help film directors, radio men, and newspaper men, to use themes in their work which would enable the people of the world to get a fairer and less prejudiced view, and hate each other less. The third type of communication is quite different but equally important. It appeals to a different section of the community. Its aim is that we should make the world a place in which there is more enjoyment of the best things each country can produce. Hence UNESCO's programme for an international theatre institute, an international music institute, travelling exhibitions of the best contemporary works of art, translations of the best books, and the use of national libraries and museums on an international scale. These are ways in which the process of communication can be made to aid understanding in a way it has never done before.

Thirdly, there is the society in which men teach and learn from each other

across national frontiers. I do not want to say much about that, but there are two particular aspects that I would like to mention. First, there is work in the more backward parts of the world. UNESCO assumes, for example, that man in this country is prepared to take responsibility for helping those backward parts, whether in Africa or Asia, to share the knowledge already acquired in the so-called more civilised countries, but in fact merely longer industrialised. I do not mean share the knowledge of reading and writing only, but knowledge of public health, of agriculture, and of all the arts of our civilisation. That, I feel is a task that particularly appeals to people in this country. There are over 63,000,000 subjects of the King living in territories which have not yet become independent, whether colonies or protectorates. There we have our pilot project in Haiti, British East Africa, China and elsewhere. That is one aspect of the educational work of UNESCO that particularly concerns certain parts of the world. But the other part concerns every part of the world, that is, all the various concrete ways in which we can increase world citizenship as a by-product of education in schools, colleges, adult education, and throughout the whole range of what we mean in a technical sense by educational institutions. That is why the experience we have had in UNESCO of a conference of teachers which took place at Sevrès in the course of 1947 is being carried further in the 1948 programme, and we are hoping to have four seminars for teachers of different kinds. Instead of a seminar of which the subject is "International Understanding," we think it more profitable to have seminars to which we would invite workers in a particular branch of education, such as nursery schools, secondary schools, or adult education work, so that people who are experts in that type of education in their own countries may cross-fertilise themselves and share the ideas they will have gained from their own experience. One other idea the Conference accepted from the United Kingdom delegation, that is that there should be an essay competition for children in secondary

schools or who have left secondary schools on subjects which would give the children's teachers an excuse for teaching something about UNESCO subjects and international themes—putting these through the discipline of writing and sending them in. The rewards may well be visits to Paris to see UNESCO House and get a better idea of the international work of UNESCO.

Finally, the fourth characteristic of world society, a society in which man helps man to increase our knowledge of nature and of ourselves, that falls in two parts—the work of the natural scientist and the work common to social sciences such as psychology, philosophy and religion. Under the first heading—Natural Sciences—our drafting body for the natural sciences was particularly pleased with the work UNESCO had done in 1947, so that societies that had closed down during the war could start again. In 1948 help will be given to international scientific societies and field science co-operation offices in Egypt, China, Latin America and India, and another such office will, we hope, be started in Asia. These will be centres from which science can be made available to the workers of the world in those areas of the world, and which can gather in the scientific discoveries in that part of the world and put them into a common pocket. This is a type of activity which we began to appreciate in 1947 as a way in which we can help man to increase our knowledge of nature. There is a project for the creation of an international institute for the Hylean Amazon which has enormous possibilities. In the field of knowledge of man and how we can live together, the programme in 1947 made much less progress than in the field of natural science.

#### Have Faith in UNO

My personal conviction is that a world society exists in bits and pieces and that the fabric must be woven closer and closer during the next twelve months. I believe that the political work of the United Nations is vital to the peace of the world, and that this world society with which we are con-

cerned cannot come unless that political work is brought to a conclusion, and that therefore we must have faith in UNO and the political organs of UNO. The economic work of the United Nations is also vital to the prosperity of the world society, and I think there are now signs which justify the hope that the economic problems will be solved. We must have faith in the political organs and hope in the economic organs. UNESCO, I ask you to believe—or not as you think fit—is vital to the peace and prosperity of the world society because its purpose is to increase charity. Charity in that true sense of the word, which embraces love and social justice and has nothing to do with patronage, is the one sure foundation on which can be built the world society which you and I want to see built—a world society unified not by military force or cultural imperialism, but by the mutual respect and affection of ordinary men and women speaking their several languages, creating their various works of art, and freely pursuing their own ways and purposes of life according to their own individual consciences.

#### Basic needs of Children between five and eleven

These needs, in terms of the curriculum, were summarised as being:—an opportunity for children to contribute to and enjoy social experience in the school: some opportunity within school hours for the child to pursue his own interests: time in school for class and group discussion: time for the child to assimilate what he learns, to build his learning into life: food for the imagination and feelings as well as for the intellect.

#### The Staffing of Modern Schools

The chief qualities required for teaching in a Secondary Modern School appeared to be first maturity and secondly zest, and it was doubtful whether there should be more than a sprinkling of new recruits to the profession in this type of school.

It was difficult to know how to define a modern school because it was a variety of modern schools that was

wanted. Similarly it was difficult to define what kind of persons were wanted, and what sort of organisation was required in the modern school.

It would not do to work on intelligence only as a basis for everything, because, fundamentally, what mattered was character, and if character were developed in the modern school and full use made of any intelligence found in the youngsters, then the staff could be said to be doing their job.

#### Drama in Education

There was a tendency today—and perhaps a dangerous one—to lose sight of the Art of the Theatre and to use drama as a form of therapy; a means to psychological and social ends wholly unrelated to art. That Drama could be, and, indeed was, used effectively as a therapeutic medium in the development of young children, he did not deny, but he felt that this was not sufficient. The Drama as a class-room activity in which all take equal part should pave the way to the School Theatre in which the work is specialized, offering opportunities not only to such children as are good at acting, but to the musicians, designers, painters, woodworkers, needleworkers, electrical enthusiasts and so on: not to mention the majority of pupils who take their place in the auditorium.

#### Biology Teaching

The neglect of biology as a subject of fundamental importance at all stages of education and in fact throughout life, could only be understood by reference to the history of the teaching of science and its position as a subject which should be rich in human and cultural values. Biology should take man as its central point and deal with him in relation to the large world of Nature around him, a world in which he had evolved with other creatures, a world which we could control to a measure, to which he must adapt himself and on which he was dependent for his food, well-being and the realization of his aspirations and his desires. Biology was the science on which medicine and agriculture are founded; it had close connections with geography,

history, economics, politics, psychology and many other subjects.

#### The Child behind the Pupil

The child, is an unique individual. In theory we all believe this; in practice, however, we often behave as if we were dealing with a collection of average people. In fact, the average child has no existence outside the mind of the statistician. Whatever the factor that is used as an index of measurement, there will be found in any group of children of the same age a wide range of the quality that is being investigated. The sympathetic and enlightened teacher will therefore try to assess the inherent capacities of each child and to find through which interests and capacities he can best achieve success, develop self-confidence and widen his interests and his skills.

#### Physical Education

The hard surface of town and city pavements could do infinite harm to the feet, since it gave no scope for the use of the different muscles, as does walking or running over rough country ground, which provides resilience and a variety of foot movement, and from this point of view, there was an advantage in children playing on roughly levelled bombed sites.

The excellent work of the school meal service was in good part neutralised by the violent activity which was allowed to take place immediately after a meal, since muscular exercise seriously inhibits the early blood and digestive secretion, which is the first step to starvation. It is essential in order that children should derive any real lasting benefit from the school meal, that it should be followed by at least a half hour's rest.

#### Montessori Method

He contrasted the old days of "chalk and talk," on the part of the teacher, and silence and immobility on the part of the pupils with the dynamic methods of Dr. Montessori; stressing the point that by using realistic methods, it is no longer necessary to travel at the rate of the average member of the class. The higher I. Q.'s can now go ahead as

fast as they wish, while the lower I.Q.'s can plod at their own pace without any disruption, or the engendering of a feeling of inferiority. Hence they can be well grounded in such knowledge as they are capable of receiving, at their own pace.

Not that all Montessori work is individual; some is done collectively, or in small groups, so that the children have ample opportunity for co-operation.

But all leads on psychologically, step by step, in which there is a gradual accumulation of knowledge of arts and skills, until the final moment arrives for the child to pour forth all his latent energy into exploiting his discovery.

This is especially marked in the arts of reading and writing.

Thus Dr. Montessori has shown the practical possibility of realistic individual work, and how wide ranges of age and capability may be accommodated within the limits of one class.

The speaker pointed out the necessity for using to the full Dr. Montessori's discovery of the sensitive periods, and the harm caused by passing them, or waiting till the child is too old to benefit from them; and the bearing this frustration may have on juvenile delinquency.

#### Aim of Teaching Music

The ultimate aim is to help our future citizens to enjoy music by either being knowledgeable and intelligent listeners with discriminating taste or if sufficiently interested, to become performers, even in a small way, to join in music-making with others. Modern aids to education now place in the hands of the teacher many devices of inestimable value. Radio had brought music lessons and performances into the home and classroom.

#### Physically Handicapped Children

Children with physical defect were always inclined to be mal-adjusted because of their handicap in competition with normal children. This sense of inferiority might bring with it real suffering and consequent social maladjustment, giving rise in its turn

to an attempt to compensate, resulting in a tendency to retreat or to indulge in temper tantrums, or "showing off." At school frequent absences and the consequent backwardness involved might give rise to persistent anxiety, particularly in a child unable to compensate by superior intelligence. In the home, the physically defective child was frequently over-indulged by an over-anxious mother and he might respond by hysterically exploiting his handicap, making undue demands on the other members of the family. In some cases such a situation produced a family neurosis so that the whole life of the home was centred round its handicapped member. It was therefore important to try to make the disabled child as independent of his parents as possible—a very difficult task.

In conclusion, Dr. Maberly instanced certain specific problems in connection with various types of disability—e.g., epilepsy, blindness, lameness, abnormalities in appearance—and drew attention to the undue significance which a comparatively unnoticeable handicap such as blindness in one eye, might assume in the mind of the person concerned. Even temporary disability, if it involved a period of absence from home, might have serious psychological results, and he stressed his concern at the practice in some Children's Hospitals, of excluding visitors—another instance of lack of psychological understanding.

#### Personal Contacts

Personal contacts with foreign families make a real contribution to world peace by helping young people in different countries to understand each other and is worth more than any other type of travel.

#### Deaf and Partially Deaf Children

Both Professor Schonell and Professor Wheeler have a deep knowledge of the problem of deafness, and crystallised in a surprising manner, the ideas which teachers of the deaf have held for a long time.—They viewed the problem from the psychological aspect and showed how the inability to speak

caused a great sense of frustration and often resulted in outbursts of temper. They advised that the speech attitude should be developed as early as possible, and that its acquisition should be closely associated with activity, which was essential to the right understanding and assimilation of words. Teachers and parents could help by giving a satisfactory emotional background, where love, companionship and the sense of security played a large part.

#### Nursery School

"We know that mental health depends on the capacity to make good human relationships, and this capacity is built up in the early years of a child's life. The pattern of a child's social relationships is laid down in his first five years, and in particular in his relation to his mother in the first three."

The intensity of this relationship increases steadily, children become increasingly possessive, and are upset by the mother's absence, this condition probably reaches a peak at about two years. In the middle of the third year they begin to become independent and look for other relationships both with children and grown ups, and are ready to be away from home for a few hours a day.

#### Research in Education

Research may be regarded as the expansion of the scope and content of knowledge; but it is only in recent times that the scientific techniques which research employs have been applied to education. There is now a growing tendency to regard "educational research" simply as a branch of experimental psychology, dealing primarily with children; and education is often classified as one of the sciences. The achievements in this field have already been conspicuous; but their chief limitation is that they take account only of measurable facts, as if these alone were the content of education. They deal with means and not

with ends; whereas education is concerned with ends, and only secondarily with means. Its interest is not only in intellectual matters, but even more in ethical ones. It is also noticeable that psychological research in the educational field deals mainly with individuals rather than with society; but education is vitally connected with both.

Can we then enlarge our conception of "educational research" so as to apply it to the whole of the subject matter of education? It is possible to conduct sociological, historical, economic—even philosophical research; and all these activities, in addition to psychological research, can be carried on in the field of education. "A living tradition," says *School and Life*, "is always being thought out afresh . . . It is kept alive by constant examination, criticism, re-interpretation and development." To safeguard this process is one of the duties of educational research.

[Extracts from Conference of Educational Associations held at King's College, London in 1947.]

### NETAJI COTTAGE INDUSTRIES, KUMBAKONAM.

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## EDUCATION IN THE MADRAS LEGISLATURE (AUGUST)

## Education of Backward Classes

Mr. T. S. Avinashilingam Chettiar, Minister for Education, replying to an interpellation by Mr. L. S. Karayalar, mentioned the steps taken by the Government since they assumed office, to ameliorate the educational backwardness of the Backward Classes, as distinguished from the Scheduled Classes. Among other things, he said, the Government had directed for the purpose of granting fee concessions, that the income limit in these cases be increased. Specific provision had been made for backward Hindu communities for admission to colleges. With a view to providing better educational facilities to pupils belonging to hill tribes in the excluded areas, the Government had sanctioned the opening of two hostels in Narasapatnam and Polavaram. The Government had introduced a scheme of compulsory elementary education in selected villages in each district and this will remove the educational backwardness of the backward classes to a certain extent. The scheme of adult education drawn up for removing illiteracy would benefit mostly the backward classes. The scheme of basic education that was being introduced gradually would be of immense help to the backward classes.

## Medical Inspection in Schools

Mr. T. S. Avinashilingam Chettiar, Minister for Education, answering an interpellation of Begum Amiruddin in the Madras Legislative Assembly, stated that the question of introducing a scheme of medical inspection in schools was under the consideration of the Government.

Asked by the member as to why there was considerable delay in the matter, the Minister stated that the Government had already consulted the Surgeon-General and the Director of Public Health in the matter and it was their view that there was no use in having medical inspection alone without follow-up work in the treatment of the diseases discovered. It had been found that

many of the diseases were due to malnutrition and the question of how far medical inspection could be correlated with the tackling of the question of malnutrition was being considered. It would take some time.

Begum Amiruddin asked whether the Government would consider the desirability of establishing a separate department for the purpose and also of establishing school clinics to have the follow-up work.

The Minister stated that a scheme for the purpose was being worked and these suggestions would be considered.

Mr. Rajamannar Chetti drew the attention of the Minister to what was being done by the Madras Corporation in this respect and asked whether the Government would have the same steps adopted elsewhere.

The Minister thanked the member for the information and said that this was all a question of finance.

## Adult Education Scheme

In reply to a question asked by Mr. R. Suryanarayana Rao in the Madras Legislative Council on Aug. 10th the Minister said that an Adult Education Scheme had been formulated and it included the following six items: Adult literacy schools for liquidating illiteracy among adults; training of staff for adult literacy work; rural colleges for giving higher educational training for persons who had had some education already; training camps for social service workers; training camps for citizenship and youth workers; and visual instruction. The scheme had been well received by the public. The Government were always watching the reactions to the schemes put forward by them and any constructive criticisms would be considered by Government.

Answering a supplementary question asked by the same member, the Minister said that the scheme had been formulated by a Sub-Committee of the Provincial Board of Education. The scheme was not discussed by the Board as it had

been made clear that in such matters in which action could be taken without further consideration, the Government could straightway accept the recommendations of the Sub-Committee.

## Basic Training Schools

A question asked by Mr. R. Suryanarayana Rao relating to Basic training schools, was answered in the Madras Legislative Council by Mr. T. S. Avinashilingam Chettiar, Minister for Education.

The Minister stated that the existing training schools were gradually being converted into Basic Training Schools. Owing to the increased demand for trained teachers, new Training Schools were being started and they were invariably Basic Training Schools. At present there were 17 Basic Training Schools in the Province including the ten Training Schools converted into Basic Training Schools during 1948-49. Training was given in these schools in the following crafts: agriculture and gardening, spinning and weaving, cardboard, wood and metal work, kitchen work and art. The subjects taught in the existing training schools were different from those taught in the Basic Training Schools. The status and emoluments of teachers trained in the proposed Basic Training Schools would be the same as that of teachers trained in the existing training schools.

Mr. Suryanarayana Rao asked whether wood work, metal work and weaving were not taught in the existing training schools also. The Minister said that though the subjects were taught, the attitude towards those crafts in Basic Training Schools was different and the emphasis was also different.

In reply to another question, the Minister said that the qualifications prescribed for candidates joining these Basic Training Schools were the same as those for admission to existing schools.

## Admission of Harijan Students in Colleges

Answering an interpellation by Mr. B. S. Murti in the Madras Legislative Assembly on August 20th, Mr. T. S.

Avinashilingam Chettiar, Minister for Education, stated that the Government had issued an order reserving ten per cent of the seats for admission of Harijans in all colleges in the Province.

Answering a supplementary question by the member, the Minister stated that if particular instances wherein admission was refused to Harijans were brought to his notice the matter would be enquired into. The reservation was not made for any subject groups in colleges. It was possible that if a Harijan boy had secured poor marks in a particular group, for which he sought admission, he might be given seat in another group. He was in a position to state that the instructions had been generally observed in all colleges.

## Admission to Colleges

In reply to an interpellation by Mr. A. Vedaratnam Pillai Mr. T. S. Avinashilingam Chettiar, Minister for Education, said that in order to meet the growing demand for admission to schools and colleges, more schools and classes had been opened and some schools were permitted to work in shifts. Special Officers of District Boards and executive authorities of municipalities were also instructed to provide temporary sheds, if necessary, in the schools to accommodate the large number of students seeking admission to schools. Recognition was given to as many schools as possible in view of the need for providing a larger number of seats for students seeking admission.

Asked by Mr. Kosalram whether the Government would allow students to appear for University examinations without the necessary attendance certificates, the Minister for Education stated that it was for the University to consider the question.

Mrs. Sankara Aiyar asked why the University Act could not be amended to effect this reform. The Minister stated that it was a convention not to interfere with the autonomy of the Universities in such matters though the Government had power to amend the Act.

## Building Grants for Schools

Answering a supplementary by Mr. Anwar, the Minister stated that in the

matter of building grants, it had been the policy of the Government to give some grants to girls' schools and there was a ban on giving grants to boys' schools. But since the demand for admission was growing and since they had to provide more accommodation, the Government had provided for Rs. ten lakhs being distributed to elementary schools, high schools and colleges in the proportion of 65 per cent, 25 and 15 per cent respectively.

Mr. Kalluri Subba Rao asked whether provision had been made for admission of all students who had passed the S.S.L.C. examination. The Minister stated that this year about 52,000 students appeared for the examination and nearly 26,000 or 50 per cent had passed. About 14,000 students had been provided admission in the colleges. Usually only about 50 per cent of the passed candidates sought admission to colleges

and calculated on that basis, they had admitted a greater number of students in the Intermediate classes.

Mr. N. S. Varadachari asked whether all the seats in the higher classes in the Presidency College had been filled this year.

The Minister asked for notice of the question.

Mr. N. S. Varadachari enquired whether consistent with their interest in the advancement of higher education and scientific education, the Government would admit all students, who applied for admission to such courses in the Presidency College without any distinction of caste, creed or religion.

Mr. Avinashilingam Chettiar: It is impossible to give such an undertaking. If a boy had secured poor marks, he could not be admitted into the class for which he sought admission.

## LET EACH ONE TEACH ONE

D. KRISHNAYYA

*Teacher, E. C. M. High School, Hindupur*

'Illiteracy is perhaps the greatest single handicap,' said Earl Mountbatten, speaking on the first anniversary celebration of Indian Independence at the Albert Hall, London. The problem of the appalling illiteracy of the country must receive the attention of one and all. From the humanitarian view at least a fifty per cent literacy in three years is our educational target.

'Each one teach one' is a simple golden rule full of meaning and it actually costs us nothing except cheerfulness, good humour, service and love. The joy of life lies not in ourselves enjoying it, but in making others enjoy

the same. The illiterate brother and sister constantly cries out, 'Oh! say what is that thing called light and let us have the blessings of such learning.' Though we hear the cry constantly, how are we responding to it? Let us hear the cry as the call of our country and answer that fully and faithfully and with a smile taking a resolute decision on this sacred day of Independence to Educate our brother and sister and give them the torch of learning so that the onward march of our dear country be glorious and victorious and the pride of the Nations all the World over.

## NEWS AND VIEWS FROM FAR AND NEAR

### MADRAS

#### Objective of Education

In his Commemoration address at the 105th Anniversary of Pachayappa's Charities, Dr. Sadakopan said:

"The objective of education varied from generation to generation. At present, in our country, there is a great demand for very rapid increase in the provision of facilities for all types of education. There is a category known as educationally backward classes. I consider the existence of this a great blot on our educational efforts all these years.

"Special efforts should be put forth by the State and the managements of aided institutions to encourage those communities in all possible ways to enter our schools and colleges in larger numbers. Many of them do not enter college, because they feel that they cannot compete with the more educationally advanced communities. This fact should be taken into account by the heads of institutions at the time of admission to the colleges.

"There is a temptation at the time of selection to look forward to the number of first classes that might emerge at the end of four or five years. But is it educationally first class men that form the backbone of the country? The third class graduate in an educationally backward community is a force which encourages others in the community to take to modern education. And in the course of the next decade or two that community will produce many first class graduates."

#### Equality of Opportunities

The Chairman Sir A. Ramaswami Mudaliar said that ever since he had entered public life, he was convinced that more than anything else a common progress was absolutely essential for the stability of the State. It was true that owing to various circumstances certain sections were now not in a position to rise equal to the opportunities that

might be afforded to certain others. They must see that all sections, whether they were backward or forward, were afforded equal opportunities to rise to their full stature, to appreciate and understand the priceless treasures which were found in the great books of all countries in all languages. If such opportunities were afforded, he was certain that educationists and administrators would be relieved of the charges of favouritism and preference. This was required in the interest of the State itself. They desired to go higher and higher up till they reached their goal. A nation broad based on the goodwill, satisfaction, health and intellectual capacity of the people, would alone be able to stand shoulder to shoulder in equal prominence with any other nation in the world.

#### Religious Education

In the course of his convocation address at the Madras University His Excellency C. Rajagopalachariar, Governor-General said:

"Any attempt to do away with or steam-roll the differences through governmental coercion and indirect pressure would be as futile as it would be unwise. Any imposition of a single way of life and form of worship on all children, or neglect of a section of the pupils in this respect, or barren secularisation will lead to a conflict between school and home life in the pupils concerned, which is harmful. On the other hand, if we give due recognition to several prevailing faiths in the educational institutions and organise suitable facilities for boys and girls of all faiths, it may itself serve as a broadening influence of great national value.

#### Teachers should be kept above want

Speaking at the Masters' Association meeting of the Sir M. Ct. High School, Purasawakam Mr. R. B. Ramakrishna Raju, President of the Legislative Council, said that teachers were necessary for

the progress of the nation and for the removal of illiteracy they should be kept above want always. In fixing the scales of pay, in his opinion, the size of the teacher's family should be taken into consideration. He pointed out that a teacher with one child and another with five children could not get on with the same scale.

#### DELHI

The Education Ministry, Government of India, have decided to set up an University Commission, which will be called upon to survey the entire field of higher education so as to adjust it to meet the conditions arising from the altered political set-up in India.

It is also reliably learnt that a move is afoot to convert the Viswabharati, Santiniketan, into a full-fledged, chartered, residential University.

A Bill authorising the Government to divest the Benares Hindu University and the Aligarh Muslim University of their existing denominational complexion is proposed to be introduced in the forthcoming session of the Indian Dominion Parliament.

#### AUSTRALIA

Exchange of Scientific knowledge.

The visit of an Australian Goodwill Scientific Mission to India early this year may lead to a regular exchange of students and scientists between the two countries. The mission has already recommended that a party of Indian scientists be invited to visit Australia.

(The Australian delegation which visited India consisted of Sir John Madsen, Professor of Electrical Engineering at the University of Sydney,

Sir Kerr Grant, Professor of Physics at the University of Adelaide, Professor J. A. Prescott, C. B. E., Director of the Waite Agricultural Research Institute, University of Adelaide, Mr. R. G. Thomas, Division of Industrial Chemistry, Council for Scientific and Industrial Research, and Mr. G. B. Gresford, Assistant Secretary, Council for Scientific and Industrial Research.

The delegation attended the 35th Annual Meeting of the Indian Science Congress Association at Patna, the capital of Bihar, in January. The scientists also visited Calcutta, Jamshedpur, Madras, Trivandrum, Bangalore, Mysore, Hyderabad, Bombay, Poona, New Delhi, Dehra Dun, Roorkee, Agra, Aligarh, Benares, Lucknow and Kanpur.)

#### OREGON

Dr. John W Studebaker, United States Commissioner of Education since 1934, will join *Scholastic Magazines*, national weekly classroom publications, as Vice President and Chairman of the Editorial Board.

*Scholastic Magazines* were launched in Pittsburg, Pennsylvania, in 1920, to meet the growing need among teachers for current materials to enrich the curriculum. They are now widely used as instructional materials, being purchased weekly by more than 650,000 junior and senior high school students. *Scholastic Magazines* sponsor the Institute of Student Opinion, which conducts polls with the co-operation of more than 1,200 high school newspapers. Thousands of students also receive encouragement for creative work in writing, art, photography, music and industrial arts through Scholastic Awards, sponsored annually by *Scholastic Magazines*.

## LETTERS TO EDITOR

### PRIVATE TUITIONS.

Private Tuitions are harmful in several ways. Looked at from the point of view of the school, private tuitions very adversely affect the tone of the school. It infrequently does it happen that in the course of time the "Guru-Sishya" relationship is lost, and the tuition boys become a "gang." The pupils, pliable instruments as they are, obey the dictates of the tuition master little realising their folly. We have heard of many cases of tuition boys easily getting through examination by sheer ruse thus affecting the morale and instructional efficiency of schools. Private tuitions are a veritable apple of discord thrown in the midst of teachers with the inevitable result that the whole machinery of school government is thrown out of gear. Further neither the teacher nor the pupil is benefited, for it tells upon the health and vitality of the former if carried to excess and it adds to inattention of the latter in the class.

Thus it is clear that private tuitions are admittedly productive of very harmful results. What are we to do? Are we to adopt a root and branch policy of abolishing them in toto by one stroke of the pen? Or are we to bypass them? The remedy lies not in abolition but in regulation as private tuitions are absolutely necessary in the case of backward pupils.

The most important factor that necessitates private tuitions is the defective system of education which is nothing if not examination-ridden. Every year the intelligence of a vast number of students is weighed in the academic balance of questions and answers and naturally pupils go in for private tuitions, anxious to secure promotions. In this connection it is refreshing to note that the subject of reforming the examination system is under the active consideration of the Board of Secondary Education. Now that the book-centered education has

been replaced by the new scheme of activity-centered education, it is earnestly hoped that examination based on text books will cease to dominate the educative process hereafter. Ways and means may be found with the help of experts in experimental psychology to evaluate activities, connected with social studies, citizenship training, arts and crafts. India can well profit by the experience of the United States of America that has developed an elaborate system of evaluating extra curricular activities. The Activity Record Card maintained by Wellfield Senior High School is an example worthy of emulation. If fifty percent of the total marks are assigned for character and activities, the pupils' attention will be divided equally between books and activities and mania for private tuitions will very largely vanish. It may be mentioned here that in the German System there are marks for extra curricular activities.

What about the Teacher? His side of the case for tuitions has to be looked into sympathetically and justly. Despite the recent revised scale of pay, the lot of the teachers remains as bad as it was, if not worse. To expect a double graduate to be content in the initial start of Rs. 75 a month is not fair. He is discontented and disinterested teacher is a potential danger to educational progress. An initial start of Rs. 100 for B.T.'s in the scale of 100-10-170 and Rs. 60 for Secondary grades in the scale of Rs. 60-5-100 will not only make teachers detest tuition work but also attract abler hands to the teaching profession. Thus it will be seen that distribution of marks equally as between studies and activities and a liberal revision of scales of pay as suggested, will go a long way to the boycott of private tuition by the pupil and the teacher alike. But yet the case of the backward pupil will still remain a vexed problem. For these private tuition is absolutely necessary.

As the G. O. No. Hs. 1721 Education dated 8th July 1948 contemplates the

Head of the institution should prepare a scheme for private tuition outside the school hours in consultation with the staff, fixing the scale of special fees for each class and subject, the following precautionary steps may be taken:

1. The tuition must be given in the school. It is derogatory to the self respect of teachers to go to the pupil's house to give tuition. The best place common to both the pupil and the teacher is the school where there is the guarantee that tuition work goes on properly and regularly under the immediate supervision of the Head of the institution.

2. Private tuitions should be given for not more than two hours so as not to affect the school work and the teacher's health.

3. Generally speaking tuition should be given only at night as the fresh morning hours are best suited for the work. If he gives tuition in the teacher's preparation for the day's morning hours, the school work throughout the day will be considerably affected. In the evening both the pupil and the teachers are mentally tired.

4. The Teacher should get a substantial remuneration, at least Rupees Forty a month, direct from the school Authorities who are to collect the amount from the parents.

5. In places where there are more than one school, teachers should be encouraged to give tuition to backward pupils belonging to institutions other than their own, so that the jealousy of their colleagues may not be unnecessarily roused.

6. It is earnestly hoped that the suggestions offered here will be given due consideration by the Board of Secondary Education which is now considering ways and means of regulating Private tuitions.

K. NARAYANAN,

Secretary, The Ramnad District  
Headmasters' Association, Abiramam.

31-8-1948.

### B. Com. Degree Examination.

Sir.—The Government of Madras have introduced the Secretarial Course in the scheme of Bifurcated Courses in secondary schools. This course comprises subjects such as Commerce, Book-keeping, etc. As there is a dearth of competent instructors, it would be desirable if *bona fide* teachers are allowed to appear privately for the B. Com. Degree examination also, as they are now being allowed to appear for other examinations.

C. S. Venkataraman.

Coimbatore.

### PRESS NOTES & ORDERS OF THE GOVERNMENT OF MADRAS

#### Teachers in Basic Schools.

The Government have amended the rules relating to the recognition and aid to elementary schools.

Trained teachers of the higher elementary grade who have passed the Matriculation examination or who hold completed secondary school certificates qualifying them for admission to University course of studies or to the examination conducted by the Madras Public Services Commission for selection of eligible candidates for clerical posts and who hold certificates issued by the Headmasters of Basic Training Schools of having satisfactorily undergone training in Basic Training Schools for a period of not less than five months, it is provided, shall be considered as secondary grade trained teachers so long as they are employed in Basic Schools.

## FROM OUR ASSOCIATIONS

Tanjore Secondary School Teachers' Association. A meeting of the General Body took place on the 16th of August 1948.

Touching the recent G.O. with regard to private tuition, the following resolution was passed:—

This association, while regretting the sweeping remarks on the tuition abuses based on isolated cases, resolves that the Government do not interfere with the inherent rights of teachers to give private tuition consistent with the agreement with the Management, unless and until they raise the salaries of teachers adequately and keep the teachers above want.

The meeting also passed resolutions requesting the Government to pass early orders directing the Managements to give the increased rates of Dearness Allowance as in the case of teachers in Government and Local Board schools with effect from 1-1-1948, that the rule regarding house rent allowance to Government servants be also applicable to teachers of aided secondary schools, that inter-trained teachers be granted an allowance of Rs. 10, that the age of retirement of teachers be raised to 60, that children of teachers, and clerical and menial staff be granted full fee concession, that the rate of the subscriber's contribution to the Provident Fund be raised to two annas in the rupee that of the Management to one anna in the rupee and that of the Government to half the amount standing to the credit of the teacher at the time of closure of the account.

The meeting ratified the organization of "Study Circle" in pursuance of the Director's proceedings. It was also resolved to submit a memorandum to the Government with regard to the revision of the salaries of secondary grade teachers and to request the Management to give effect to the revised scale of pay of pandits.

### BEZWADA

The first anniversary of the Teachers' Association, G. M. H. School, Bezwada, was gloriously celebrated on the 26th

August 1948 at 4-40 p.m. under the distinguished Presidentship of Dr. T. V. S. Chalapathi Rao, Chairman, Bezwada Municipality. The Vice-Chairman Sri K. Bhavannarayana also participated in the function.

The Secretary presented the annual report in which he also mentioned some grievances for sympathetic consideration of the authorities.

The following are some of the resolutions passed.

The teachers should be kept sufficiently above want. A substantial rise should be effected in the status of the teachers by way of giving a higher pay and granting free Education to their children as in the case of women teachers, to work whole-heartedly for the noble cause of Education.

That the authorities do arrange periodical lectures by eminent Educationists on the present day problem of education so that the teaching staff may be benefited thereby.

### Madras Teachers' Guild

The 53rd Annual Meeting of the Madras Teachers' Guild was held on 5th Sept. at the Muthialpet High School, George Town, with Mr. P. Doraikannoo Mudaliar in the chair.

Mr. M. R. Perumal, Headmaster of Muthialpet High School, welcomed the gathering.

Mr. P. Doraikannoo Mudaliar made an appeal to the teachers to work for the success of the new scheme in spite of the limitations so that it might be possible for them to explain what was inadequate and inaccurate in the present system and rectify them in future. He requested them to make experiments and take what was best in the interest of the coming generation and help to build up a strong nation.

Mr. M. P. Rajagopal, Secretary, presented the annual report.

Dr. A. S. Johnson delivered a lecture on 'Personality Test' which is published in full elsewhere in this volume.

The same President and the Secretaries were re-elected.

## OUR BOOK-SHELF

**Education in India:** by *K. S. Vakil* (T. C.-E. Journals and Publications, Ltd., Lucknow. Price: Libr. Edn. Rs. 6; Popular Edn. Rs. 5.)

Within 230 pages of this book, the author who is an educationist of considerable experience and repute, and is head of the Department of Educational Studies, Vidyabhavan, Bombay, traces the history of Education in India from the earliest Vedic times down to the present, quoting extensively from various authentic sources. He finally gives his own scheme of National Education, based on the recommendations of the National Education Committee of the All-India Federation of Educational Associations. The book is very useful for libraries in educational institutions and should be read by training college students.

**Seven Civil Engineers:** (Oxford University Press. Price 1 s. 3 d.)

This is a neatly printed small book of about 60 pages containing the life sketches of the great engineers Smeaton, McAdam, Rennie, Stephenson, Brunel De Lesseps, and Benjamin Baker whose names have become unforgettably associated with certain works of great use to humanity.

**Thomas Telford:** by *S. E. Buckley*. (George Harrap & Co. Price 2 s.)

This short book contains an account of Telford's main achievements as an engineer.

This and the one reviewed above have been 'designed to appeal primarily to boys whose interests are in practical matters and in men who made things.'

The stories are very attractive.

**The Magic Bowl of Curd and other stories:** By *Freny Desai*. (Padmaja Publications, Baroda. Price 8 annas.)

There are three stories in this small book of 20 pages which children of 3rd form will find interesting reading.

**Rotu the Dog:** By *Shirin Mistri*. Oxford University Press. Price 4 annas.)

A small pocket size story book of 16 pages printed in bold types and illustrated is just the one for children learning English in primary schools.

Today, Nos. 12 & 13:

These are colonial office publications issued by the Office of Information, London. Both these volumes contain reviews of events in Britain and elsewhere of interest to colonials everywhere. The events are all pictorially represented throughout.

**Annual Report, 1947-48:** C. C. C. High School, Perambur.

The report presented by the Headmaster at the Founder's Day celebrations held on 25-8-1948 under the presidency of Sri S. Venkatesa Iyengar, B.A., B.L., contains the following features:

(1) Increase in strength from 1150 to 1195; owing to limited accommodation rush for admission had to be checked.

(2) Half fee concessions under rule 91 M. E. R. amount to Rs. 2401, full fee concessions under rule 32 of Grant in Aid Code to Rs. 2680, and managements award of half and full fee concessions to Rs. 1217; teachers' children continue to receive concessions half and full as usual.

(3) 80 out of 107 pupils were declared eligible in the S. S. L. C. examination, i.e., 75 %.

(4) Extra curricular activities, provision for character training, cultural activities, reading room, daily news bulletin, citizenship training, scouting and junior red cross and fine arts club.

(5) Participation of teachers in the community life, so that the school is regarded as a community centre by the residents of Perambur.

It is astonishing that the school which is so forward in every other respect has no radio set to give the pupils the benefit of school broadcasts.

**Annual Report, 1947-48:** Headmasters' Association, Madras City.

There were 45 members on the rolls and the Association met eleven times in the year. As many as twenty-three subjects, all relating to secondary education, were discussed and the Government has often valued the suggestions and decisions of the Association with particular regard and consideration.

**Report of Press Conference of 14-7-1948:** Jodhpur.

The Government of Jodhpur is keeping itself abreast of some advanced Provinces and States of India in its educational policy. Facilities for education have been considerably expanded. Foreign scholarships are given to enable brilliant students to take to higher technical training abroad. The scales of salaries for different grades of teachers seem to compare very favourably with the revised scales in Governor's provinces and, need it be mentioned, that for a small state like Jodhpur, these scales should certainly be considered liberal.

**Stories of Our Land, Books 1 and 2:** by *C. A. Parkhurst*. (Macmillan & Co. Ltd. Price 13 As. and 14 As.)

These two story books may be read by children of III form in Indian high schools. They contain historical stories from the earliest times down to Aurangzeb and are printed in bold and attractive types. They endeavour to give briefly a picture of life and important events in the early and middle ages of India. There is plenty of illustrations. Each chapter closes with notes and questions to help comprehension.

**Teaching, Sept. 1948:** (Oxford University Press. Price Re. 1)

This quarterly issue of the journal contains a variety of articles by different experts. Some of them are:— 'Intellectual indigestion and its cure' by F. G. Pearce, 'A new approach to the teaching of Arithmetic' by S. N. Sang 'Malpractices in examinations' by T. Roy.

**Divali and other plays:** by *Freny Desai*. (Padmaja publications, Baroda. Price 8 annas.)

This booklet is intended for children of standards VII and VIII and teaches them love of other children, unity of the nation and a sense of brotherhood with Harijans through playlets intended to be staged by children. Freny Desai seems to possess the gift for writing book for children and teach them moral lessons in an interesting way.

**Annual Report, 1947-48:** (The Madras Teachers' Guild.)

The following are the important features in the report:

1. The strength of the Guild increased from 1274 to 1324, i.e., by 50 more members.

2. The financial position is not satisfactory in spite of the increase in the membership. As many as 596 members, i.e., 45% of the members were in arrears at the end of June 1948.

3. The Council met 8 times in the year to discuss important subjects arising out of educational reorganisation. Work was done in sections. This is a new feature introduced in conformity with the reorganisation scheme of Secondary Education.

4. Annual tournament was conducted for teachers.

5. The Guild celebrated the Education week according to programme for six days. There were varied events in different parts of the City.

# THOUGHTS ON CURRENT EVENTS

" THINKER "

## in Democracy

educational institutions steps are taken to instruct pupils in the democratic Government. Social training in citizenship and allied extra school activities all the above purpose. In students' societies there may be parties offering views. When a particular is discussed from the points of view of the different parties, the views should place before the public all the arguments they have put forward of their views and leave the matter to the vote of the assembly. When the decision is arrived at, the public should accept it, to whichever party they belong, and co-operate in the carrying out of the verdict. There should be no canker left in any one's mind as to the defeat of his stand on the question. If the party really feels its policy is correct and good, it should convince others by arguments, facts and illustrations and try to win a majority. This is the only method.

strong and abusive language, and on of intolerance of opposite and other violent methods such as threatening, etc. are the methods based on the law of the jungle and the methods of civilised people. These methods should be strictly discouraged and nipped in the bud. Those in charge of these activities should be vigilant and curb any excess on the part of the pupils to these methods.

What about the outsiders who come and demonstrate before schools and logans savouring of party politics. A political party in Madras is engaged in anti-Hindi demonstration in front of schools in particular and asking students to boycott classes and even picketing them. This method smacks of violence and excess. If the party feels that its policy is good, it should place it before

the people and see that only such representatives on the Assembly are elected as pledge themselves to support the policy. If a large number of these representatives get into the Assembly, they can shape the decision of the government on this question. This is the only sane method that can ensure a safe democracy. The recent Anti-Hindi party's methods will be setting a very bad example to the future generation and undoing the work of teachers upon whom democracy depends for the training of the future citizens of the country.

Fortunately the Hyderabad situation has been made the cause for the suspension of the Anti-Hindi movement. All thanks to its leaders for their wise decision! I hope that better counsels will prevail in the period of suspension and the leaders will give up once for all this method of campaign to carry out their objectives.

## THE 18th SOUTH INDIAN EDUCATION WEEK

A meeting of the Central Education Week Committee was held on Sunday the 12th September 1948 at 5 p.m. in the office of the South India Teachers' Union. It was resolved to request Sri M. S. Sabhesan, the President of the S. I. T. U., to accept the Presidentship of the Central Education Week Committee.

The sub-committee presented the draft of the note regarding the aim and objective of Education Week and suggestions for the observance of the Week. This was considered and approved.

The Editors of the South Indian Teacher and the Balar Kalvi were requested to issue special numbers of their respective journals on the occasion.

## EDITORIAL

### Why This Bill?

A bill empowering Government to requisition the building and property of Educational Institutions is now under the consideration of the Legislative Assembly.

In the statement of aims and objects of the bill, it is stated that the Bill becomes necessary in order to enable Government to exercise its power of withdrawing recognition from Institutions that refuse to comply with the requirements laid down by competent authorities for their efficient functioning. It is also recorded that certain managements were persistently refusing to comply with the orders of Government in respect of Teachers' Salaries and service conditions and that certain managements were even guilty of falsification of accounts. Government feel the need for a bill of this nature so that they might take the necessary action with such erring managements and yet not deprive the locality of its educational facility.

A perusal of the bill and its clauses does not warrant the conclusion that the bill would ensure that objective. It confers upon Government wide powers. Government may use the property requisitioned 'for such educational purposes as they think fit' and may hand it over to any person or body.

No wonder that the bill has produced great fears amongst those who are in charge of Educational Institutions. Almost all aided institutions are administered by managing bodies. There are very few proprietary institutions. The managing bodies are in the nature of trustees administering public institutions and it cannot be said that they wilfully falsify accounts. Even if they do, the ordinary law of the land, if effectively administered would be able to put down such malpractices. The case of proprietary institutions may be different. But even there the Madras Educational Rules and the Grant-in-aid code which regulate the grant and withdrawal of recognition contain enough provisions to ensure their proper observance and if they are not found adequate, the existing rules may be so modified as to ensure the continuance of the educational facility without withdrawal of recognition. This bill is unnecessary, if its real objective be the continuance of educational facility. It has been condemned by all those interested in the progress of Education. It has only created a justifiable fear that it might be misused. Such a fear will not help to stimulate educational charities.

We therefore urge Government to withdraw the Bill.

## XVIII SOUTH INDIAN EDUCATION WEEK

18th to 24th October 1948

Aim:

The aim of Education Week is primarily to create in the public an urge for the proper education of the children of the land and for an appreciation of the benefits that right education confers upon the individual and the nation. The people of this great country must be made to realise that "upon the education of the people of the country the fate of the country depends." We can build a greater India only as we develop our human resources.

We have many good plans and schemes of Education. But what is needed most today is a new outlook. The educator today has to put the child in complete possession of all his powers. Much of education fails because it neglects the fundamental principles of the school as a form of community life. The child must be fitted for social life and the place found where he can be of greatest service. The social activities in the programme of a school afford ample opportunities for providing such a training and incidentally for enabling the pupils "to regard their schooling as an investment which should return dividends to the public." Every child at school must be made to realise very early the basic fact that "he must give as well as take; he must contribute."

It must be realised that the most important of the objectives of the modern school is the training of pupils for effective citizenship in a democracy. The social activities contemplated in the reorganised scheme provide the basis for making the world of today intelligible to the pupils, for training them in certain skills and habits and for inculcating attitudes and ideals that will enable boys and girls to take their places as efficient and effective members of a democratic society.

To consider how best this aim could be achieved, the Central Education Week Committee has decided to have as the central theme of this year's

Education Week, "Social Activities and School Life".

The following programme is suggested.

- |            |                                                    |
|------------|----------------------------------------------------|
| 18-10-1948 | Social Activities and enrichment of School Life.   |
| 19-10-1948 | Social Activities and Training the future Citizen. |
| 20-10-1948 | Social Activities and Health and Physical Fitness. |
| 21-10-1948 | Social Activities and Fostering National Culture.  |
| 22-10-1948 | Social Activities and Development of Personality.  |
| 23-10-1948 | Social Activities and Spirit of Service.           |
| 24-10-1948 | Social Activities and Preparation for Occupation.  |

*How to organise Education Week and What to do:—*

1. Organise in your centre a Local Education Week Committee consisting of parents, managers and members of school boards, members of local bodies and prominent citizens in the locality.

2. Organise an exhibition of the school work.

3. Arrange for public meetings and lectures each day of the Week and give an opportunity to laymen to express their views on the various aspects of Education.

4. A good form of Education Week Project is the 'Open House' which assumes a wide variety of forms. The primary purpose is to provide parents a special opportunity and a special invitation to visit the schools. Most parents welcome such facilities to see their children in action at school and to meet their teachers. Give them every oppor-

tunity to be acquainted with the teachers of their children. 19th October 1948 may be set apart as "PARENTS' DAY".

Organise a Home or School Council or Parents' Association to establish a closer contact between Home and the School. A Provincial Federation of Parents' Association would be better able to focus parents' attention on Education.

5. Organise a special project of Social activities to enable parents and the public to appreciate the Social training values of these activities. The following may be organised.

(a) A campaign for the removal of illiteracy from your area. Observe the 21st October 1948 as "BANISH ILLITERACY DAY", and start adult education centres.

(b) A Students' Council to enforce school laws of discipline.

(c) Junior Red Cross Groups.

(d) A Safety First Squad devoted to the promotion of health, caution and courtesy.

(e) A 'Beautifying the School' project.

(f) A service project may be launched. The pupils may be taken round to the areas where the poorer people live to observe the conditions of life. A discussion as to how these could be improved would lead to a project of service and on another day a group of students under the leadership of teachers may revisit the area and help the community in making their places tidy and healthy.

(g) Arrange for a demonstration of physical activities, folk dances, songs and group games. Invite all the parents to the function. Make the demonstration as grand as possible. Take, if possible, a photograph of the demonstration and send it to the press.

## THE S. I. T. U. PROPAGANDA

The Honorary Publicity Officer, Mr. C. Ranganatha Aiyengar, visited the following institutions in the Chingleput District during the month of September 1948, with the following objects:—

1. Revival of the Chingleput District Teachers' Guild;

2. Enrolment of subscribers to the 'South Indian Teacher' and 'Balar Kalvi'; and

3. Enlistment of members to the Protection Fund.

Chingleput: A meeting of the teachers of all the high schools, viz., St. Joseph's High School, St. Columbas High School, Sri Ramakrishna Mission High School, St. Mary's High School for Girls and Sri Ramakrishna Home, Attur, was held on the 4th at 4 p. m. and a resolution was passed appointing a committee of heads of Institutions with Sri Simpson Rajaratnam as convener for the purpose of taking early action for the revival of the Guild. The institutions were also separately visited.

Sri Ramakrishna Mission High School and St. Mary's High School and R. R. High School, Attur have since subscribed for the South Indian Teacher.

Madurantakam: On the 11th meetings with the staffs of the Hindu High School and the Sarada Vidyalaya Girls High School were separately held. The Sarada Vidyalaya has since subscribed for the South Indian Teacher.

Trivellore: The Elementary School Teachers' Association of Venkatapuram (Ambattur) centre was addressed on the Protection Fund scheme on the 18th.

A meeting of the teachers of the R. B. C. C. Hindu Secondary School was held and the teachers were addressed. The Teachers' Association of this school has since affiliated itself to the S.I.T.U. and has subscribed for a copy of the South Indian Teacher.

The M. M. High School was visited.

During the tours on the 4th and 11th Mr. V. Bhuvaramurthi Rao, Secretary of the Protection Fund, accompanied the Publicity Officer, and addressed the meetings of the teachers.

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