REGD. NO. M 272

VOL. LIX NO. 3 MARCH 1953

THE EDUCATIONAL REVIEW

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Annual Subscription, inclusive of Postage, Rs. 5.
Half yearly Subscription, Rs. 3.

14/A, SUNKUWAR ST., TRIPLICANE, MADRAS.

Foreign Subscription, inclusive of Postage, Rs. 6-8-0.

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The Educational Review

MONTHLY RECORD FOR INDIA

VOL. LIX. MARCH 1953 3

Social Adult Education Through Service Leagues

BY SRI S. JAGANNADHAN, *Teachers' College, Saidapet. (Retd.)*

AS teachers of a class of children, we find that the parents of the children are following ever so many avocations in life and are aware of their economic conditions of living and bear witness to their own lack of educational equipment. As a teacher again, I can bear witness to the fact that I have had recourse to the help of people following as many as 12 different avocations in life in making some simple homely aids in teaching. As citizens, we reap the help of all those who give us our food, clothing and shelter. As citizens, again, we find that the welfare of one is interwoven with the work and welfare of all those who follow different callings, avocations and trades in life. Thus one not only works and earns for himself, but for others too. The truth is that by living and working for the welfare of others, one lives for oneself, too. This view, though right, has also incidentally aroused in one the importance of one's own self in the contribution to the prosperity of the society. This has widened to such a proportion as to create factions and dissensions, as the educated and the uneducated, the haves and have-nots, high and low in society. This is a poison which should not be allowed to permeate further. No job is too mean. Has not Mahatmaji once said that he would have the privilege of calling himself the first *bangi!*

To a certain extent, many other unwanted things in society have also crept up and contributed to the growth of suspicion that one is exploited for the welfare of others. Adult Education is the panacea for all these evils. Under the leadership of Mahatmaji, the nonviolent struggle for freedom has been fought and won. Soon, people found themselves awakened, as if by a magic touch, to realise all their rights without realising at the same time their own duties and responsibilities. The need for some standard of literacy and skill in craft was felt all through, when there was the all round recruitment for the second World War. Not only for war, but also for peace and prosperity, this combination of literacy and skill is very much required. Before and after this freedom's struggle and success, even great leaders noticed a looseness in discipline and indifference or negligence to moral and legal codes in general. Much propaganda regarding this need for the observance of discipline in one's own self and in society, reverence to state laws and respect for the freedom of others, has to be done. The education of man, the education of the full man, the education for a complete citizen is always held as the ideal of education.

The Primary and Basic Education, the Middle School and High School Education

and the University with all the technical branches of education and other forms of education branching off at the above main stages of education, have been going on for the benefit of mankind. But when we stare at the still very high percentage of appalling illiteracy, the work turned out so far seems to be not quite significant. That stumbling block of illiteracy has to be blown up not by hard methods of blasting with gunpowder, but by the very soft method of persuasion, propaganda and day-to-day driving work, as the soft roots pierce the hard and solid rock. What cannot be conquered by force has to be conquered by love. Broad and liberal-hearted people in all ranks of society, though following different avocations in life, must continue to work out the salvation of this huge number of illiterates. The haves and have-nots in education have to get into mutual confidence, and the former must supply the educational deficiency in the latter. The wealthy must lend a helping hand in this tremendous task.

Thus, there is the great awakening for Social Education and Adult Literacy. The educational work here is stupendous; as one has to concentrate on very many side-problems towards the attainment of complete education of a citizen.

SOCIAL LEAGUES

Elderly boys in the top classes of High School with the spirit of service, college students with more leisure and holiday for propaganda of general knowledge, the Y.M.C.A., Y.W.C.A. leagues, other service and welfare leagues, clubs and associations imbued with a high sense of service could all carry on this Social Education and Adult Education groups. All members of the teaching profession in these leagues and clubs have their own special share in this supreme work.

Youth and enthusiasm are certainly assets to this kind of work. But the work must be characterised by earnestness and seriousness. Top-ranking leaders and ministers of state have infused sufficient zeal into these organizations. The educational aspect of the service is given here in greater detail. The members should fully use the time more for profitable and beneficial use than for spectacular shows. Concentration in work and consolidation of all talents must be availed of. It must be clearly understood that all that we do is towards unity and nothing for aggravating discord and differences. Talents in teaching, talks, demonstrations, discourses, story-reading, story-telling, singing, organising games and sports and crafts, all these have their own places in this scheme of Social Education and Adult Literacy. One has to concentrate on four main problems, while enlisting these uneducated illiterate people. The first is to get them come to a literacy centre, the second is to endeavour to get them regularly for some time, the third is to make them taste the sweetness of literacy, and lastly to see that this literacy is maintained. Lapsing into illiteracy means a colossal waste of human effort. These four main stages of adult literacy work have to be skilfully managed so as to avoid waste of human energy. We must make the best use of the little time that the men are able to spare. So it is all the more necessary that the workers must be regular and punctual and keep the school open on all the days, so that the learners have access to it during their leisure hours.

DISTRIBUTION OF WORK

Every organisation and branch of social service work truly needs men, money and materials. A part of their work must be to harness these three essentials for the social service centre which they inaugurate, nurture and nourish. The organisation starts with an immediate programme and a long-range plan. One branch devotes itself to enlisting adults for social education and literacy by tom-tom, personal visits, propaganda and contacts with the men of the locality. The second has to cater to the immediate needs of those attending the centre in regard to reading ballads, stories and newspapers, and giving short talks, discourses and demonstrations eschewing controversial and undesirable matter. The third one organises indoor and out-door

games. The fourth group is a very responsible group in charge of literacy work, grouping these visitors in classes as per standard of previous attainments and catering to their educational needs and requirements. The fifth has to be in charge of the books, slates, stationery, getting and distributing them and preserving them for subsequent usage. The sixth is in charge of registers, daily announcements and correspondence. The teaching group will go into smaller sections as (a) First step to literacy, (b) Continuation classes, (c) General knowledge instruction. This teaching group must be particularly in the hands of a few well-chosen elderly persons who will work conjointly with persons of teaching experience, taking frequent instructions from the latter regarding general methods of approach regarding language, number, general knowledge, etc.

This organisation will chalk out a special holiday programme also by visiting adjoining villages for doing propaganda work of a helpful nature other than that of starting literacy centres. A mobile library service and pictorial education would be the next proper method. This league will also do well to make up the statistics of the illiterates in the locality and incidentally making an economic survey of the place.

A. LANGUAGE OF SPEECH AND THE LANGUAGE OF BOOKS

Man distinguishes himself from beasts by the great gift of language and powers of discrimination. His language of speech must be dignified and free from slang and sting, obscurity and obscenity, and pedantic and archaic expressions. The general people must be able to understand and follow it. The language must be clothed in expressions of kindness, courtesy, affection, erudition and devotion. To that extent there must be propaganda. Everyone knows that in some classes of society, the language of speech offends the very sense of hearing. A language attains its greatness, not only by its high place in literature, but also by its way of attaining a decent stage of perfection on the lips of the common man. The latter must weigh, when we speak of the highest glory of a language.

The illiterate learner must understand some of the several features in his learning to read the language. Symbols are the form of sounds. Each combination of symbols with words denotes a word full of meaning. He must also understand the difference in hard and soft, short and long, stops and no stops, and thus learn that a a change in letters, or in pronunciation also leads to a change in the ideas expressed. The teacher should be versed with the several characteristics of the language in building up the vocabulary step by step.

B. LITERACY METHOD

As the foremost work of this organisation is the eradication of illiteracy and the turning out of literates, the group should bestow attention on the following methods of approach.

1. The illiterate should realise the joy of some immediate achievement by learning to write his own name, names of great personages, places and buildings and gods and goddesses. The use of rubber stamp pictures, and outline maps of the country are recommended in this connection, as these evoke interest in learning by doing and add to his general knowledge.

2. Reading some key-words is an exercise in the combination of letters and the technique of reading. As we speak in words, phrases and sentences, so also reading must be in the same pattern, and merely saying letter by letter in a singsong tone and adding them together sometimes rightly and sometimes by guessing must be avoided.

3. We must start from easy letters which are of great frequency in the language, and reading as many words of familiar usage by combination with one or two other letters of the same series—the Laubach Chart or other improvised charts would come in here as a help at this stage.

4. The reading vocabulary should be increased by proceeding with the chart—the basic vocabulary being always drawn from

the essential features of everyday concern to the adult.

There is no necessity to resort to the Roman script, as the people are familiar with their language and script many thousand years old and still growing too.

5. Reading of short sentences, by making them up by combination of these words learnt already, is the next stage.

6. Manuscript books may be marked, when printed books are not available as per the methods suggested here. It will be helpful if the league could prepare duplicated copies of special matter which should form part of the reading matter of these beginners, namely, reading cards, advertisements and posters, newspaper headlines, etc.

(To be Continued)

Plea for a Rural University

By Principal N. C. Nath, M.A., L.T., *Nasirabad*

UNIVERSITIES as well as Schools and Colleges have come in for a good deal of criticism of late, and it is pointed out that the system of education is to blame for this unhappy state of things.

It is a fact that the standard of examinations is much lowered, discipline has become lax, health and physique have considerably deteriorated, education has become very expensive and the unhealthy atmosphere prevailing in the Universities is not conducive to the formation of character and the growth of a high sense of duty and responsibility. As the student population is fast increasing, educational institutions of all kinds are cropping up automatically, but they mostly follow the beaten track and their only desire is to ensure a certain percentage of passes in examination. Defects persist, and no serious attempt is made to remove them or to try any new experiment. As India has become independent, the old order must change and an education which suits the genius of the country and is in keeping with its best traditions, should be imparted to its sons and daughters.

India is a country of villages, and village boys who aspire to get higher education have to go to big cities, where unfortunately all the Universities are located, and they are handicapped in many ways. Suddenly, they are removed from their homely surroundings and introduced to a new world, where is a glamour all round them and they find themselves in the midst of pomp and show. This abrupt change from one kind of life to another goes ill with them; they are exposed to all kinds of temptations, become luxury-loving, and acquire expensive habits. As time goes on, they develop a strange attitude towards life, and the worst of it is that they lose their simplicity and rustic virtues, and their old homes have no charm left for them.

The greatest need of the hour is to have a Rural University away from the din and traffic of big cities and far from all distracting influences. In the five-year plan, 'village uplift' is receiving special attention, and an elaborate scheme for the higher education of the rural population can safely be incorporated in it. Villagers still possess some of the great virtues of ancient India, not having been much adversely affected by foreign domination. They have unsophisticated minds and follow old customs and traditions. It is easier for them to assimilate ancient culture and civilization and to develop a distinctly Indian outlook; in fact they are the children of the soil, and if their ideas are moulded in the right direction, a rural university will turn out useful citizens and provide future leaders for the country.

There should be two sections in such a university—one for secondary school and the other for higher education. A simple

life combined with hard work should be its ideal. Monthly expenses should be kept as low as possible, and every facility should be given to the students to be self-supporting—to earn while they learn. The chief item of expenditure should be food, so that everyone may get proper nourishment, be a picture of health and may develop no physical disabilities. Unlike other universities, education should cost the guardians as little as possible. Admissions should not be easy, and only the choicest students should have access to it. It should be meant only for rural areas.

Some of the special features of this university should be as follows. Along with the ordinary course of studies, emphasis should be laid on three subjects: (a) Agriculture and Dairy-Farming should be compulsory. India needs food for its growing population; village boys after they have resided in a town for some years are averse to do any manual work. This will teach them the dignity of labour, and it will be expected of them that they will revert to their ancestral occupation after finishing their studies. (b) There should also be a wide choice of handwork or industries, for which there is a demand in villages. They can be taken as hobbies at first. It is possible that boys who have a practical turn of mind may, later on, make them their life profession. (c) Apart from games and sports, military training should form an integral part of their education. India is vulnerable and has dangerous frontiers. It is important that the next generation should be strong and sturdy. Even if there is no fear of war, the country needs men who are good all round and have a good deal of stamina.

The time-table should be so arranged that the same kind of work is not continued much too long, and there is a varied programme of activities judiciously distributed. Five hours work at a stretch in the class-room, as we have at present, is a great strain on the boys, and it is doubtful, if it makes them any wiser or better. They only become book-worms. From my experience of the Boys' Company, I am inclined to think that such long hours of study are not necessary. Here boys read for about 3 hours only, and the rest of the time is devoted to military exercises, marksmanship, map-reading, educational games, boxing etc. All this makes them mentally alert, and they easily pass the Special Army Examination, in spite of the fact that teaching hours are less.

Development of character should be the chief aim and be the first care of all those who are intimately connected with the university. Moral teaching has always been neglected in our institutions. That's why we see so much of indiscipline everywhere. It is an admitted fact that character is more important than knowledge to ensure true success in life, but we are apt to attach too narrow a meaning to it. Truthfulness, honesty and chastity are well-recognized elements of character, but to be mannerly and courteous, to think more of one's duties than rights, to have intensity of purpose, to be punctual, to be clean in person and thoughts—all these are essential ingredients of character. In certain foreign countries, morals or ethics is one of the main subjects in the curriculum, and teachers are taught in Normal Schools how to go about this task of character-building. The staff for the university should be selected with great care. Academic qualifications are important, but only those should be taken who are known for their uprightness and integrity of character, and who, because of the intrinsic worth, well command the same respect and influence as did the 'gurus' in ancient India.

An international outlook on life should be the final object. Patriotism is a commendable virtue, every one is expected to serve his own country to the best of his ability, charity begins at home, but it should not end there. One should have broad sympathies, and the goal should be 'universal brotherhood' towards which the whole creation is moving. It is only an accident of birth that the world is divided into various compartments. All human beings have the same flesh and blood, and their needs are the same. By mutual help and understanding

the good things of life can be shared by one and all and cordial relations established. India wants to be on good terms with the whole world. It has no territorial ambitions. It stands for peace and non-violence, and its people should be ready to fraternize with all those countries which have no aggressive designs.

English may not be the medium of instruction at certain stages, but its study should be encouraged by all possible means. Let Hindi be the national language and let every effort be made to develop and popularize it; but why should English which has become a mother-tongue to so many and which has opened vast stores of knowledge in the past and can still do that service in an unobstrusive way, be, by a stroke of the pen, suddenly penalized and relegated to a lower position? If India has become independent of the English, it does not mean that it can do without their language also. As matters stand, India will need its help for many years to come, and for sheer sentimental reasons it should not be discarded. Japan holds strong national views, but I noticed that English was taught there with as much zeal as any other subject, and the English books taught in the higher classes were more difficult than ours. In Indonesia, English is taking the place of Dutch as a second language in schools. New inventions have annihilated distance, the world has become smaller and we are meeting with people of all nationalities. English is an international language, and if we cannot express our ideas properly, we shall be handicapped in many ways. In fact, every country should adopt two languages, and the choice has to be made from among four widely used languages—English, French, Spanish and Russian,—if the people of the world wish to come in closer touch with each other.

The university should be residential. Day scholars will not fit in, as they cannot participate in all the activities and will fail to catch the spirit of the institution. The teachers should live on the premises, they will thoroughly supervise the work of their pupils, pay individual attention and keep a record of all their activities, which will be the deciding factor in making all awards. Examinations will hold a subordinate place, as they are not always a test of merit. In short, teachers will be 'their guides, philosophers, and friends.'

The Government has begun the work of rural reconstruction in right earnest, and will need men who will translate their plans and schemes into action, and the products of this university will efficiently fill up this gap when they pass out. The villagers at present lead a dull, humdrum sort of life. They are contented with their unhappy lot, and being fatalists by nature, they have become lethargic and apathetic. It is only when 'melas' come and they celebrate them with folk-songs and dancing, that they think that life is worth living.

The alumni of the university will return to the villages with a new vision and wedded to a life of service. They will throw themselves heart and soul into this vocation. They will make the villagers conscious of their latent powers and raise their standard of living. They will have in them the same spirit, as is depicted in the following quotation:—

That which we are, we are,
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will,
To strive, to seek, to find and not to yield.

NOTICE

Sri A. R. V. Narasimhacharya has been appointed as one of our travelling representatives. He is authorised to receive subscriptions. We request our subscribers and advertisers to extend to him their fullest support.

Manager,
THE EDUCATIONAL REVIEW

Athletics in American Schools

The purpose of the physical education programme in American schools is to help develop a sound mind in a healthy body. Technology, electricity, and the use of power machinery have relieved the average man of most of the physical exertion that formed a part of his everyday life in a more primitive or a pioneer society. The hunting of game, and the physical burden of farm, trade and craft labour, without the aid of machines, all contributed to the physical development of man in such societies. At the same time, the making of tools, weapons and ornaments provided training in neuro-muscular skill.

But the type of physical efficiency developed in this primitive or pioneer society is not the type of physical efficiency best suited to modern needs. A programme of physical education designed to condition man along the lines of physical efficiency best suited to modern needs, has come to be recognised as necessary in our complex modern society.

The acquisition and development of the following skills and values are the principal objectives of the physical education programme: (1) physical well-being and organic growth; (2) the characteristics of leadership; (3) social adjustment; (4) sufficient skill to ensure enjoyment of participation in recreational activities; and (5) the ethical values of honesty, fairplay, good sportsmanship, and respect for the rights of others.

Although no single programme is truly representative of physical education in the United States, a common philosophy underlies the development of each. Methods accepted from Germany, Sweden, Denmark and Great Britain have all been modified by democratic influences in the United States.

The American people have never wholeheartedly accepted gymnastics and calisthenics as a complete programme of physical education. A broad programme of activities, in which athletics, as such, have a definite part, are felt to make a greater contribution to the principal objectives of physical education outlined above. Calisthenics are generally used for "warm-up" purposes prior to a competitive game or contest. The exercises form part of the training of sports such as baseball, football and basketball. They are also used for corrective purposes when such correction is of a remedial nature. To a limited extent, calisthenics are employed for exhibition purposes and for team competition.

Physical education in the United States dates from the early 1820's, when Charles Beck and Charles Follen, political refugees and members of the German Turnverein, came to the United States. Follen became the first gym instructor at Harvard University, and Beck, who joined the faculty of the Round Hill School at Northampton, Massachusetts, became the first teacher of physical education in an academic secondary institution.

Swedish gymnastics were brought to the United States in 1883 by Hartvig Nissen, a Norwegian, and were developed by Nils Posse, a Swede, who was a graduate of the Royal Central Institute at Stockholm. The latter established the Boston Normal School of Gymnastics, which became an outstanding training centre for teachers of Swedish gymnastics.

For years following the establishment of the German and Swedish systems, there was lively rivalry among the two schools. The great growth, however, of games and sports merged this rivalry into a more complete programme, which made a greater appeal to the American temperament. The rivalry of the two systems, and their struggle for recognition by education authorities and by the general public, resulted in a valuable study of the effects of exercises on the individual's posture, on improved health and fitness, and on improvement in form and skill. The data were necessary for the analysis of the fundamentals involved in the games which were to form a large part of

the new programme. Moreover, the carefully organised teaching methods evolved, followed pedagogical procedures to a point which made physical training more readily acceptable to faculties and school boards. As a result, physical education was included in the curricula of schools and colleges. In addition, the training necessary to teach these programmes, and to fill the positions created by their acceptance, resulted in the development of many good normal schools.

Foremost among societies formed to study and extend information regarding physical education is the American Association for the Advancement of Physical Education. This association was founded in 1885. The purpose was to "awaken a wide and intelligent interest in physical education; to acquire and disseminate knowledge concerning it; to promote such universal physical education as will provide well trained teachers and secure adequate programmes for the nation."

Soon a Department of Physical Education was established in the National Education Association (NEA) at Washington. The NEA edited and published the *Physical Education Review*. This society has been chiefly responsible for integrating, throughout the United States, the many branches of the profession of physical education in the schools and colleges. Under the auspices of the NEA the Society of Directors of Physical Education in Colleges was formed. A similar society for public school directors was formed and then a therapeutic section.

About the turn of the last century, sports became so popular that athletes were hired and educational standards of colleges threatened. Representatives of leading colleges met in 1905 to do something about the situation. As a result of this meeting, sports and formal physical education were brought closer together. It became the custom for more and more colleges to appoint coaches of football and other sports who were college graduates and to admit teachers of physical education as full-time members of faculties. Standards were set up by the College Physical Education Association for the better training of such instructors. In addition to the normal schools of physical education, graduate departments were established in many of the larger universities for the giving of degrees of M.A., and Ph.D. in physical education. In practically all colleges today, physical education is a required course for from one to four years.

Physical education in the public school system is state-operated; it is an integral part of each state's system. Since no two state systems are exactly alike, the programmes of physical education differ either slightly or widely in each state.

As early as the 1805's calisthenics were introduced in the schools of numerous cities, among them St. Louis, Boston and Cincinnati, and by 1895 educational leaders agreed that a physical education programme was indispensable. Interest in physical education increased rapidly in the following decade, especially during World War I, and by 1932-35 states had passed laws making physical education compulsory in the public schools.

Increasing numbers of elementary schools provide regularly scheduled classes of physical education, in which the basic skills of various games, sports and rhythmic activities are demonstrated, taught and practised. Physical education is required of all pupils. Frequently, state-law makes it mandatory. It is usually taught by classroom teachers with the help of specially prepared supervisors, although sometimes physical education teachers are employed in elementary schools.

Adequate playgrounds are necessary for outdoor physical education on the primary school level. For indoor recreation, the classroom is satisfactory for the kindergarten and first grade, but the other grades should have a play-room. A minimum of 30 minutes daily should be given to physical education. This time, which is exclusive of recess and lunch period, should be divided into two periods of 15 minutes each for the lower grades and taken as a single period, devoted to sports, games, dances and other physical education activities, for the upper elementary grades.

The consensus among physical educators is that inter-school sports should not be

encouraged at the elementary level. The Joint Committee on Athletic Competition for Children of Elementary and Junior High School Age made public in December 1952, a three-year study of the physiological, psychological, safety and economic effects of competition on children. According to this report, a poll of medical men, including psychiatrists, produced opinions that high-powered, competitive sports events may have bad effects on an immature child's body and personality.

The committee urged support of intramural activities, interclass competitions, sports days and play days, with an occasional invitation game to climax the sports season.

Many secondary schools require a period a day of physical education. Physical educators consider a board programme which meets the needs of all pupils, preferable to a restricted curriculum of football, basketball, baseball and track. Dancing, swimming, tennis, badminton, golf, bowling, archery, skiing, skating, wrestling and tumbling are finding their way into good physical education programmes at the high school level.

A partially coeducational physical education programme featuring social and square dancing, is considered a desirable trend leading to the formation of attitudes and skills which carry over into out-of-school activities.

An intramural programme of sports and athletics, including some or all of the following, is generally conceded to be highly desirable on the secondary school level; badminton, archery, soccer, basketball, volleyball, golf, swimming, hockey, bowling, hiking, dancing, touch football, etc.

A programme of interscholastic athletics, featuring such highly competitive sports as football, basketball, baseball and track, gives skilful players an opportunity to match their skill against similar groups in other schools. These contests contribute to school morale.

A joint committee of the National Association of Secondary School Principals and the American Association for Health, Physical Education and Recreation, found:

1. Athletics are to be an integral part of the secondary school programme and should receive financial support from tax funds on the same basis as other recognised parts of the total educational programme. As a part of the curriculum, high.school sports are to be conducted by secondary-school authorities and all instruction provided by competent, qualified, and accredited teachers, so that sound education aims may be achieved.

2. Athletics are for the benefit of all youth. The aim is maximum participation —a sport for every boy and every boy for a sport—in a well-balanced intramural and interscholastic programme with emphasis on safe and healthful standards of competition.

3. Athletics are to be conducted under rules which provide for equitable competition, sportsmanship, fair play, health and safety. The youth must be protected from exploitation and the dangers of professionalism.

Intercollegiate athletics, with particular emphasis on football, have been a controversial issue for some years. The benefits of these sports programmes, confined as they are to a few specialists, have long been questioned in some quarters.

However, it is the evils that have followed in the wake of over-emphasis, rather than intercollegiate athletics as such, that have been the target of most of this criticism: football and basketball "scholarships" that bestow more than tuition and board; extravagant publicity methods; unauthorised use by gambling syndicates of the results of intercollegiate contests for betting purposes; etc.

But even the critics acknowledge the beneficial values of intercollegiate sports divorced from these evils. Their aim is not

to abolish intercollegiate sports, but to restore them to their rightful place in the programme of physical education on the collegiate level—to make intercollegiate sports one with all physical education projects. whose purpose it is to contribute "to the normal growth and efficient functioning of the human body."

Under the Banyan Tree

By Sri D. Krishnayya, *Hindupur*.

NOW, let us sit for a while under the spreading shade of the banyan tree of ths Indian Republic, which represents the very rich cultural heritage of the past.

From out of a tiny seed, this mighty tree of mystic wonder grows, and so with our deep thought and radiant eye on the Dharma-Chakra, let us chalk out a scheme of education suitable to the aspirations of our traditional glory.

Ours is a land of villages, and the education suited to the villages is the backbone of our educational system. Not even ten per cent of the village school children creep up the ladder of Secondary Education, and so it is our duty to see that the primary education is right, bright and useful in making the children of to-day into the citizens of tomorrow. Let it also be remembered that the responsibility of the Indian citizen is very, very great, and so to share this grave responsibility cheerfully and with dignity, we have to provide our children with a sound system of education.

What then is that system of education? Let me be brisk and brief. 'Education is my birth-right', said Gokhale—the founder of the national system of education, long, long ago. But, all our children are not educated even now. Not even ten per cent of them. Some of them, educated in the general sense, lapse into illiteracy for want of facilities in the form of free village libraries for all. Reading, writing and arithmetic are like the three cardinal points of the triangle of education. Plenty of playgrounds we should cartainly have for the sound development of the physical frame of children by means of games and sports for all. To develop the sense of the sublime and beautiful, arts like drawing, painting, music, dancing and the like must be freely taught at least in the primary form. Schools must be provided with tiny spots for school gardens to study plant life. As our children are only a part of the children all the world over, they must be given a glimpse into the life of the children of other lands, so that our children may cheerfully enjoy the joys and sorrows of the children of the world. That we are in a little portion of the mighty world, we should never forget, and the children must be taught that they are the growing citizens of the world and that they should act in such a spirit and attitude. Under Social Studies, enough of opportunities the children should find for service towards their brothers and sisters of the mother country and the world in general. Let the children copy the lives of such leaders as Tagore, Mahatma, Nehru, Rajen Babu, Radhakrishnan and the like in keeping aloft this beloved national flag of ours, which ever advocates Service, Duty, Love, Sacrifice, Patience, Truth, Ahimsa, Learning and the like.

Let our children learn by this system of education, the art of true and noble living by which we march to Heaven after fully enjoying the bliss of life here as an economic unit of a society doing our work in the most useful way.

The Present Day Pupils

By Sri V. Sankara Ayyar, *Tirupputhur.*

THE present day pupils never care for their studies. They come to school and go out as people do in a cinema or drama theatre. They purchase tickets (school fee receipts) for benches in the school theatre (class-room). They hear something there and go out. In this way, they while away their time, till they reach the sixth form. The real difficulty for them begins only here. They have spent thus at least eleven years—five in the primary school, three in the middle school, and another three in the high school—without much effort.

Now the passport to sit for the S.S.L.C. examination too can be got very easily. The students scrape through their class examinations with least effort and succeed in reaching the sixth form somehow, ready to sit for the Public Examination. In my thirtyfive years' experience as teacher and clerk and Supervisor of Elementary Schools in the Government Educational Department, I find that pupils begin to study only when an examination stares at them. They never care for their lessons throughout the year. But most of the pupils begin to work hard for some days only before the examination, without even taking rest at nights.

So, the majority of the pupils get very low marks and are unable to get a pass in the public examination—on account of their easy-going ways for the past eleven years, though they have studied the proverb, '*Rome was not built in a day*'. They come to realise their fault only after going through the marks they get in their certificate books.

Now, in the re-organised scheme of education, there is much scope to train the pupils to become good and valuable citizens of our country. The school work, generally, can be divided into academic and practical sessions, yet both of them have to be taught simultaneously in the new scheme.

Education is hereafter not a passport for government service, but a preparatory course for life. Education should make everyone learn how to earn one's livelihood and maintain one's family in a decent manner without infringing other's rights. A large majority of the pupils educated in the schools will have to stay in the villages. They may become agriculturists, traders, accountants, or officers in some department. Our pupils should be made to realise this stern fact of life that there are no easy jobs for them at the desk in an office. A clear understanding of this fact will enable them to cast off their listlessness, and the apparent aimless character of our educational system will then seem to them purposeful and enable every person to take his or her due place in the complex modern world.

The training of character while young is very important. Giving more weight to this point in mind, our ancestors sent their children from their seventh year to the teacher's house to be under the full command of the *guru*. The pupils too had very great regard for their *gurus* and they implicitly obeyed them without asking them irreverent questions. After the advent of the Europeans, the system has completely changed, and the pupils are allowed to do according to their will and pleasure. "The failure of the present Indian educational system to train character has often been criticized and with justice", says the *Report on Indian Constitutional Reforms*. It is only when the minds of the pupils are tender and impressionable that something for this can be accomplished. The main aim of a teacher is to train the formation of right habits while carrying on regular teaching.

Acquiring literacy is to utilise our power to enable us to live a better life both in work and in enjoyment during leisure hours. So each and every pupil must be made to learn to help others and receive help from others, as all human problems can be solved by friendship, social feeling and co-operation.

The *joy* that comes out of devotion to duty, service to humanity, and self-forgetting enthusiasm for a cause, is the real culture that cleanses our mind of all its bad habits, its selfishness, greed and fear, and clothes it with humanism. This kind of *joy* will never become extinct, and it makes us forget the worries and anxieties. There are many persons who feel very happy and attain self-forgetfulness when they do service to others.

To achieve this end, selections from all religions, the Ithihasas, the Puranas, the Upanishads, the Koran, the Bible etc., should be taken and books published in easy style to be taught in classes everyday. This subject will surely serve to draw the attention of the pupils to the essential unity of all the religions. The ideal of universal brotherhood is expounded by the prophets and saints of different religions. They command us to pray for one's own happiness and bliss as well as for the well-being of the entire kingdom of life.

If our nation has to take a right step towards its progress, each and every one should be interested in the politics of the nation. The people, especially the pupils—the future citizens—should know who their leaders are and how they lead them. They should find out a proper leader and should *implicitly* obey him. Then only the country will prosper.

We are Indians, and we will have to maintain the Indian modes of living—not the European style of living and using hat, boot, cigar etc. When we teachers enter the class room, we feel that the present day pupils are not as attentive or painstaking or obedient and self-reliant as we were in our scholastic days.

I have tried to analyse some of the salient features of the present day pupils and ventured to suggest a few remedies for their improvement. Therefore, my friends, let us all discharge our duties with God and conscience as witness. Jai Hind !

Educational Notes

How to Write Letters—A Short Cut to Keeping your Friendships in Good Repair

COMMUNICATED BY RAO SAHIB T. N. S. RAGHAVACHARI. *St. Thomas Mount.*

WHY is it so difficult for some to write a few short words on a piece of paper? Why do some hate writing letters? I think I know. We have been taught that letter-writing is a formal thing, like making one's will; that letters must be written on proper paper, with stately salutations and false-modest endings. We have been made to feel that a letter—even to an old friend or a near relative—has to be a *society* gesture. Otherwise the person who receives it will conclude that we do not know the rules of polite social behaviour.

Two other reasons, I believe, why we shudder at the thought of writing a letter are (1) "I can't think of anything to say"; and (2) "Who stole my pen?" It is all nonsense. Consider Ruhard Armour. He is a prolific writer of light verse, is in active military service, and travels widely as a lecturer—obviously, a busy person. Yet he is a faithful regular correspondent who turns out an average of a dozen written messages a day to friends and business acquaintances. I say "written messages" because he seldom writes letters. *He has discovered the post card!* He knows he seldom has anything to say that can't be put in less than 100 words, and he generally keeps within 20. No greeting; no closing: Just: 'Good to see you last week. Kathleen and I leaving for San Francisco tomorrow. Agent likes my new book. Call you Monday when we return. Dick". No

literary pretensions. Just 25 words on a post card, but how effective!

The novelist and humourist, Homer Croy, is a famous letter writer. His letters seldom run to more than a dozen words. He understands the fundamental fact of friendship: you must share your experiences. He often scrawls his lines on the backs of letters that people have written to him. A recent example:—"Cam! I saw Dale yesterday and we mentioned your name. Favourably, too. H. C". Just 12 words. He had been to an old friend and they had talked about me. He knew that I could read between the lines of his casual greeting much that he did not need to say. I turned the letter over and there was a note from a magazine editor accepting a story Croy had written. It mentioned the price also. Croy had let me look over his shoulder, had shared an experience with me. Anybody can do the same. My aunt once sent me a receipted bill for her new hat which had cost her ten guineas. On the reverse side she wrote "Whee!" How much more eloquent and exciting that one word than 8 or 9 pages about aunt Margaret's sinus, her withering flowers, or her reasons for not having written sooner. I got a job once, through an one-word letter. I had called several times on the late Mr. W. C. Dowd, a newspaper publisher of the *Charlotte News*, but he had no vacancy. Three months later from another town I wrote to him:

Dear Mr. Dowd,

Yes?

Sincerely

Cameron Shipp.

Mr. Dowd engaged me, apparently believing that brevity might be a good thing in a reporter.

Business letters are a special department and a big one. Experts are cleaning up the correspondence of many corporations, eliminating hackneyed phrases and encouraging informality. There is even a movement afoot to delete the absurd "Dear". Why, indeed call a man "dear", when you are about to complain that his company has been negligent with your order? *Why call anybody "dear" except your wife?*

One type of letter which troubles everybody is the letter of condolence. It is the hardest of all to write, but here especially the rule of brevity applies. Don't try to write a "beautiful" letter or inscribe a "tribute" or an epitaph. Don't describe your own shock and amazement. And don't go over board about Religion or God. Your friends' religious preachers will express all that better than you can. The best letter of condolence I ever received said merely: "You know how sorry I am. Is there anything I can do?" There is not much more that anybody can say.

To sum it all up, here are a few simple rules about letter writing:—(1) Be brief. (2) Offer a piece of news or enclose something such as a newspaper cutting, that will interest your friends. (3) Don't try to show off your literary ability. Even literary people seldom write "*literary*" letters. (4) Forget the book of etiquette. Be informal, spontaneous, even unconventional Be funny, if you can, but don't try too hard. (5) Write atleast a few lines everyday. There is always a pencil in the house: there's no law requiring you to use pen and ink only. (6) Use post cards liberally. They are the greatest advance in cheap communication since the smoke signal. (7) Start now.

(Cameron Shipp in *Christian Science Monitor*.)

How Students Feel about Education?

(From a Correspondent)

Some time ago Shri Jawaharlal Nehru, the Prime Minister of India, said that the days of old leaders like him were numbered, that the future was in the hands of youth, but that he was pained to find growing indiscipline among the country's youth, particularly the student community. If indiscipline continued for long, he would have to think seriously if it would be better to close educational institutions. The B.A. and M.A. degrees did not matter much; what mattered was the knowledge and wisdom a student acquired. He regretted that the standard of education had gone down very much and he felt that the country would not progress, unless first rate men were produced by educational institutions.

Taking the above remarks as a basis of enquiry and with a view to find out the truth, the Educational Academy of Sociology, Indore, conducted a survey to assess the mental change in the attitudes of the younger generation between the ages of 16 to 22, mostly high school and college students (boys and girls).

A questionnaire was prepared by Mr. Waman Rao, B. A., B. T., I. E. S., the Director of the Academy. Firstly, he invited a group of twenty students and tested them. Having got himself satisfied about the results achieved by his questions, he sent this batch of twenty students to test their colleagues and bring in the results. In this way he formed five batches of twenty students, most of whom were under-graduates who tested more than 2,000 students. Enough time and latitude were given to candidates to answer the questions.

It is a good sign that the candidates responded willingly, though some of the answers were late in coming. Centres of testing varied from big educational cities to smaller centres.

The E. A. S. is presenting to the nation its analysis of the prevailing disappointment in the student community, in particular, to the educators of the country. It is a very insignificant attempt for want of adequate finances, but the results got are astounding enough to make one think seriously over the problem. Strange, it might seem to many, that the remarks of our worthy leader and Prime Minister, deserve consideration, for he has felt the pulse rightly in thinking of closing the educational institutions. For the country does not require clerks, who helped the Britishers then in their administrative task. Now, the nation is in need of strong men with original capacities of thinking and acting.

The following are the observations of the E.A.S. from the tests of the students:—

(1) Educational reform was long due in regard to the methods of examinations and the curriculum of studies. It was an urgent matter since independence; but nothing has been done in this direction; on the other hand, the old system with old values is still continuing, which is a misfit with modern ideas and values.

(2) The country's leaders failed to tap and catch the first spirit of enthusiasm of the younger generation just after the achievement of freedom towards constructive channels or failed in giving a satisfactory outlet (idealism) to the aspirations of the youth.

(3) Undernourishing diet. (4) No equalisation of educational opportunities. The schools are laying too much stress on the subjects rather than on the pupils. The present school curriculum is "subject-centered", instead of being "child-centered". (5) The students dislike the present system of education which is making them 'most obedient servants', but when there is no alternative they are following it unwillingly. (6) The nation ought to change the false values attached to the University degrees. Our educators have stand-

ardised the educational products of the schools rather than individualised them. (7) Finally, the present frustrative attitude is a natural reaction to the social behaviour of the nation during the struggle of freedom in the past. In short, it is the sum total of past experiences.

The E.A.S. desires that the nation ought to try and guide its educational policy so that the present discontent may disappear. Drives and motives of the younger generation cannot be neglected; this aspect of the problem of thwarted desires is the primary cause of conflicts and disorders.

Australian Bush Schools

By Nancy Cato and E. M. England.

COUNTRY SCHOOL

BUSH schools all over Australia have this in common. These tiny outposts of education form the centre of social life for small communities which sometimes have no other centre, not even a church or a store. They are usually one-teacher schools having a roll of from 12 to 22 pupils of all ages from kindergarten to 14. Mostly they have one room.

There the similarities end and the schools divide themselves into two types—the schools in the fertile areas that produce most of Australia's rural wealth, and those in the sparsely populated dry country where they run one sheep or bullock to so many acres.

As an example of the former let us have a close look at a school in the south-eastern corner of Queensland. This is fairly rich country and produces dairy products, maize, lucerne, potatoes, citrus fruit, pigs and softwood timber. It is picturesque mountain country, warm and dry in the winter, hot and humid in the summer with occasional heavy thunderstorms. Most of the people of the district are farmers.

The school building is at a crossroads. It is built of wood, is square and stands on high piles, so that there is plenty of air circulating underneath which keeps the building cool in summer. It has a front and side verandah. Outside are playsheds, under which classes are held in hot weather and where children can eat their lunches and play games.

There is a tank for drinking and for watering the garden, outhouses, and a yard in which the ponies which the children ride to school, graze during lesson time.

A dentist calls during the year, and religious instruction is given by local padres. All instruction is free and compulsory.

YOUNG TEACHER

The teacher is a young woman. Her training has not long been completed, and this is her first country post. As well as taking over the control of several lively children, she is now adjusting herself to a totally new way of life. She is city bred and her home up to now was in a Brisbane suburb, close to shops, and she travelled to the city by tram. She was used to working with many other teachers, her work was organised for her, and when she studied at home at night, she worked under a strong electric light.

But the moment she reached her new quarters, a room in a farmhouse near the school, she was thrown on her own resources. Her pupils looked to her for guidance, she is a pivot round which the system revolves. But she soon came to know the children individually, and each presented his or her own problem.

For recreation she plays tennis, swims in the nearby pool, listens to radio programmes, rides, walks, and reads. There are often dances at the school, or at some distant hall or somebody's barn. Sometimes she visits

the nearest township 10 miles away on a Saturday morning, with the farmer and his family.

But she has long holidays to which she can look forward, and as she is very busy and absorbed with her work, time passes very quickly for her.

The syllabus takes in the three R's, to which are gradually added history, geography, grammar, including Latin roots, drawing, singing, and physiology. Classes are graded from Infants to Grade VII, when the pupil qualifies to enter a secondary school. By this time pupils are 13 or 14 years of age. Sometimes they are a little older because many bush children do not begin school until they are six or seven, as they have to come such a long distance each day.

SCHOOL LIBRARY

In the school library are the books which the pupils read during lunch and are sometimes allowed to take home. Favourite tales are those of adventure and derring-do. Bush lives are uneventful, so children demand that their book-heroes wade up to the neck in excitement.

There is not much organised sport, but the children practise eagerly jumping and footracing, particularly as the date for inter-school sports approaches. Bush children excel in these sports, and often win events from teams from larger schools.

At some bush schools there are aboriginal children sitting among white; and quite often there are half-castes. Many of the latter are alert, often pretty, and quick at lessons. In the playground all play happily together, and most of the dark children are clean and well behaved.

Bush children like school. They cherish pleasant memories of it.

Attendance is usually regular. For one thing the essential number on the roll has to be maintained, and for another, bush mothers are particularly anxious to have their children well-informed.

OUTBACK SCHOOL

More rugged is the scene and life in the sparsely settled country further outback. Here the school teacher has to be a man of parts—a bushman who can find his way over lonely tracks, a mechanic who can fix his own car, a naturalist so that he can at least seem to know more than his pupils about the strange reptiles and insects they bring for him to examine, and a good shot, so that he can keep snakes away from his home, shoot wild goats that threaten his garden, and vary the outback menu with roast rabbit and jugged hare.

It falls upon him to be the leader of thought and the settler of arguments in the community, and on his wife to be the leader of society. But the leaders of thought and society in these unconventional conditions are frequently unconventional in appearance. The school teacher, going out shooting after school, is a casual figure in khaki drill trousers and an open-neck shirt, an old felt hat and a pipe; his wife wears a print frock and a sunhat.

For a typical school of the far outback we will look at a small weatherboard building, dull brown outside, cheerful with chalk drawings and a small fireplace inside, set in a stony hollow among native pines, and with a magnificent view of blue peaks all round.

It is in the Flinders Ranges, 250 miles north of Adelaide, South Australia, where farmhouses and the homesteads of sheep stations are widely scattered, for the country will not support a close concentration either of stock or people, and suffers from recurring droughts.

It is prolific in tiny Bush schools. Further south there are large Area Schools to which the children from surrounding districts are transported by school bus. Further north the children of station-owners, bore-sinkers, drovers and prospectors are taught by private tutors or by correspondence.

DIFFERENT GRADES

The task of the teacher is not an easy one, even if he has only one school. For

though his school is never numerically large, every child is likely to be in a different grade and at a different stage of learning. All must have individual attention instead of being lumped into a class.

Let us take the case of one of these teachers, typical of the young men who are doing this important work in the outback.

He is married, and has two small children; his wife was a city girl, unused to hardships. If he had been single he would have boarded at a farmhouse, but as it is he must get what accommodation he can. He rents a small five-roomed house for five shillings a week.

It has an almost flat roof, and stone walls. It is primitive, but has its compensations. The living is cheap; they keep a flock of goats for milk, make their own bread, and the menu is supplemented by shooting.

A mile away is a railway siding, where mail and stores are left by the weekly train, and where the school building is situated. A siding is usually a small tin shed set in the middle of nowhere. Two miles down the line there is a group of railway workmen's cottages, each fitted with a kerosene refrigerator by the Government.

Three children come from the cottages; another from a sheep and wheat farm nearer the ranges, riding to school each day on an old pony. That makes only four children, and because the other two pupils have dropped out—they come some distance from a sheep station and have now gone to the city to boarding school—the school should have been closed. But the mothers petitioned for it to be kept open, so the teacher runs two schools at once. Every other week he drives 50 miles to another part of the ranges, where there is another school with only three pupils, leaving a week's work prepared for the children at his first school to complete at home. The mothers are supposed to supervise the work, but the children are inclined to slack on the week "when teacher's away".

STUDENT TEACHER

The teacher is himself studying at night for a degree, and he and his wife both get any books they want from the Adelaide Public Library. Through the country-lending service they can send for the books they want, and they come, three at a time, by rail to the siding. Their interest in the unique race of Australian aborigines being stimulated by the full-bloods and half-castes in the district, they are reading anthropology and ethnology. On picnics around their home they look for and frequently find, artefacts left by vanished tribes; chips of stone, flint knives, spear-head flakes and adzes about the old camp sites.

The nearest town is Hawker. It has an efficient general hospital and a resident doctor. The teacher's wife had her second baby here, and the doctor had her come to hospital a week early and wait there for its arrival. Among the patients at the same time was a little native girl, brought down from further north, who had rolled by night into one of the fires which the blacks light to keep themselves warm. She cried day and night at the strangeness of the white faces and clean white beds around her.

VISITS TO TOWN

The teacher and his family may drive into Hawker about once a month for shopping expeditions; they visit Adelaide about once a year. The children thrive on goats' milk and plenty of sun, and on the whole they think it is a good life, though they will be glad when their father has only one school again and can stay home all the time.

In drought time it is a hard country for man and beast. Precious bits of garden wither and die, every bit of water used in the house has to be counted; starving stock stand listlessly about the yards, waiting for their next handout of dry fodder; heaps of rotting wool that was once fine sheep dot the landscape, and nothing is left alive on the stony plateaux but a few crows; even the rabbits, which usually far outnumber everything else, are dead.

But after the first rain a thin film of green appears at once, and with the natural resiliency of the Australian soil the land changes its aspects and in a month or two

is thick with waving spear-grass and covered with wild flowers where blue butterflies dance.

The rabbits and the galahs (small pink-breasted cockatoos) miraculously return, the wide water courses become dry again except for occasional rockholes, and snakes become numerous. The people who have lived there all their lives do not wish to leave; there is no monotony, even though there are only two seasons in the year—that of clear skies, heat and flies, and of clear skies, cold and white frosts. The colours of the peaks are changing all day long, the soil changes from bare red to green and then to gold as the long grass dies, and gradually bleaches to white.

They hand on through the bad times, cursing the weather, cursing the country, but waiting for the rain that they know will come at last. Where there are children, there are schools, and where there are schools the teachers go, with our teacher and his plucky wife (whose ambition it is to retire to some well-watered spot and grow flowers for pleasure and profit), to make life a little easier for those who live and work in the outback.

Book Reviews

XV International Conference on Public Education Convened by Unesco and the I. B. E. Proceedings and Recommendations. Paris, Unesco; Geneva, International Bureau of Education. Publication No. 143, 1952. 140 Pp. Fr. Swiss 4.

The problem of women's access to education constituted the first item on the agenda of the XV International Conference on Public Education which was held at Geneva, in July 1952, at the headquarters of the International Bureau of Education, and which for the first time in the history of these Conferences appointed a woman as chairman. This question aroused great interest not only among educationists, but also among women's organisations. An account of the discussion dealing with this question, in which the delegates of the 51 countries represented at the Conference took part, as well as the text of the recommendation addressed to the Ministries of Education, will be found in this volume. The recommendation contains 37 clauses grouped under six headings as follows: (1) studies and plans to facilitate women's access to education; (2) general measures concerning all types of education; (3) measures concerning fundamental education; (4) measures concerning vocational education; (5) measures concerning higher education; and (6) measures concerning educational staffs. The text of the recommendation on the teaching of natural science in secondary schools and the exchange of views which preceded the vote on this recommendation, are also given in this volume.

Sri-Bhashya-Tatparya-Sara. By Sri M. O. S. Iyengar, B.E., A.M.I.E., Deputy Chief Engineer, Southern Railway; Copies can be had of Kumar & Sons, Lansdowne Buildings, Mysore. Pages 111. Price Re 1.

As is well known, the standard classic of the Visishtadvaita school of the Vedanta is Sri Ramanujacharya's commentary on the *Vedanta Sutras* which goes by the name of *Sri-Bhashya*. The *Sutras* deal with fundamental problems of metaphysics and also with interpretations of Upanishadic texts, relied upon as authoritative. In the very nature of the case, commentaries on them expect from the reader an amount of learning which is the possession of only the scholars. "The style of the *Sri-Bhashya*," as pointed out by the authors of the most authoritative translation of the work so far brought out in English, Prof. M. Rangacharya and M. B. Varadaraja Iyengar, "is severely argumentative and controversial, and it is also technical and terse." In this small volume under review, Sri M. O. S. Iyengar has sought to acquaint the lay Kannada-speaking public with the essence of Sri Ramanuja's famous commentary. The method followed is that of selecting the most important topics dealt with in the

work, and expounding them in simple language without indulging in too many quotations or making use of technical words and phrases too liberally. In the result we have a neat little work which conveys the basic principles of Visishtadavaita, as expounded in the *Sri-Bhashya*, in simple, dignified and lucid Kannada prose. All students of religion and philosophy whose mother-tongue is Kannada are certain to find the work both interesting and instructive.

The value of the book is enhanced by a preface from the great Visishtadavaita scholar of Mysore, Sri Jaggu Venkatacharya of Melkote, and a portrait of Sri Ramanuja.

Editorial

Teachers' Strikes

ONCE again teachers' strikes seem to be in the air. They are already going on in Uttar Pradesh. In our own state, aided elementary school teachers in Malabar have issued a strike notice to the authorities concerned. The causes for strikes and for threats of strikes are well known. Teachers have been the worst sufferers from the inflationary economy which rose during the war and which bids fair to remain with us for a long time to come. The peasant and the labourer, whether skilled or unskilled, improved their position; Big capitalists reaped huge profits. The middle class was hit hard, and the teacher who belongs to its lower ranks, hit particularly hard. There is no use blinking the fact that very little has been done to improve the lot of the teacher in the last few years. Inadequate finance has stood in the way: but the teacher wonders why it has not stood in the way of the railway or the postal employee equally strongly. He has begun to feel that he has been too polite and softspoken and that the only language that the paymaster understands is that of noisy demonstration, violent agitation and strikes: This conclusion may be—and one hopes that it is—wrong. But it is there in the psychological background. The only answer to it is a substantial improvement in the living conditions of the teacher.

It is good news that Rajaji has promised to look personally into the conditions of employment and tenure. He has also undertaken to see later on what can be done with regard to remuneration. This means that the whole subject will receive expert attention. Even while giving these undertakings, Rajaji made an analysis of the situation marked by his penetrating vision and gifted common sense. He traced the malpractices of managements about which complaints had been made, to competitive undercutting by teachers themselves. The way in which he is seeking a solution may be seen from the following statements in his speech to the Legislative Assembly on the 23rd March: "I think that we will have to provide that no one can be dismissed unreasonably. I think we should also provide that in employing teachers undue influence should not be exercised to enable the private management to cut down the legitimate salaries which are due to the teachers." Reforms on these lines will be welcome even without any increase in the remuneration of teachers. But that should not entail the indefinite postponement of the problem of securing a living wage for the teacher. We trust that Rajaji, who last year provided educational facilities for teachers' children, will apply his mind to a radical solution of the question of improving the living conditions of teachers.

Mysore Reforms:

According to press reports, the Mysore Education Committee has recommended an extension of the school course from 11 to 12 years, to be followed by a degree course of two years at the Universities. This may introduce a far-reaching reform in our school and university objectives. The Committee's recommendation seems to envisage education up to the present Intermediate standard at the end of the school course. That will mean that at the end of the school course, the

student will be free to enter any professional college or to seek employment. Only a few will care to pursue their degree courses in arts and science colleges. These will probably consist of those who are anxious to do research work, would-be teachers, those seeking culture and so on. The Mysore proposal thus promises to provide a way out for the overcrowding at the universities—especially overcrowding by those not qualified to benefit from university education.

The proposal deserves careful consideration, and we are sure that much will be heard of it after the Report is published and thrown into the arena of public discussion.

REGD. NO. M 272

Printed by C. Krishnamurthi at the Ramakrishna Printing Works, 19-B, Woods Road, Madras-2.
and Published by M. R. Sampatkumaran M. A., 14/A, Sunkuwar St., Triplicane, Madras.
Hon. Editor : Sri A. N. Parasuram.