

177780

EDUCATIONAL INDIA

VOL-IV

No-9

MARCH-1938



JL
Tm2 N35
N38.4.9
177780

516

1516

Vol. IV: No. 9

MAR 1938

March, 1938

①

EDUCATIONAL INDIA

Sanskrit Studies
p. 333

Administration of
Primary Education, p. 331

Education Pure & Simple

Dr. J. H. Cousins

Dr. Zakir Husain Report

Mr. Abdul Ghafur

The Oxford System

An Oxford Graduate

The Wardha Scheme

Mr. A. S. Venkataraman

Teacher's Status

Mr. C. B. Krishna Sastry

Radio & Film in Adult Education

Mr. Iftekhhar Rasool

Syllabus of the Wardha Scheme and Committee's Reply to Criticisms

"Your Educational India is excellent and valuable"

—Prof. E. E. Speight.

SUPPORT

"Educational India"

Moga Journal's Appreciation

"Educational India is a forum of expression of views on all phases of educational theory and practice..... The general point of view is that of progressive education, adapted to Indian traditions and present-day conditions."

Published from
MASULIPATAM.
(S. India.)

Tom2, N38

£1

1938-4-9

177780

ORIALS

TIONS

ATURES

Detailed Contents for March, 1938

	PAGE		PAGE
EDUCATION PURE AND SIMPLE		Free Primary Education	... 337
BY KULAPATHI DR. J. H. COUSINS ...	313	Military Training for students	... 337
DR. ZAKIR HUSAIN COMMITTEE REPORT		BOMBAY	
ITS SCHEME OF STUDIES		Progress in Kolhapur	... 338
BY MR. ABDUL GHAFUR, B.A. HONS.		UNITED PROVINCES	
(London), M.A., M.Sc., (Aligarh) ...	317	Adult Education in Jails	... 338
THE OXFORD SYSTEM		Inter Board introduces Mother Tongue as Medium	... 338
MORE IMPRESSIONS OF AN OXFORD GRADUATE	... 322	PUNJAB	
THE WARDHA SCHEME		Primary Education Bill referred to select Committee	... 338
BY MR. A. S. VENKATARAMAN	... 324	Six year Plan for Rural Uplift	... 338
TEACHER'S STATUS		ORISSA	
BY MR. C. B. KRISHNA SASTRI, M.A., L.T.,	... 325	Some Educational Problems	... 339
THE RADIO AND FILM IN ADULT EDUCATION		SIND	
BY MR. SHEIKH IFTIKHAR RASOOL	328	Military Schools for Sind	... 339
A CHESS PROBLEM	... 330	MYSORE	
BY HENRY MARTIN		All-India Women's University	... 339
EDITORIALS		HYDERABAD	
Administration of Primary Education ...	331	Osmania University	... 339
Sanskrit Studies	... 333	TRAVANCORE	
PERSONAL NOTES	... 335	Physical Education	... 339
THROUGH DIFFERENT PROVINCES		PUBLIC OPINION	
DELHI		Mr. C. V. Chandrasekharan on Self-Governing Schools	... 340
Congress and National Education	... 336	The Hon'ble Mian Abdul Haye on Educational Policies and Methods	... 340
Vernacular Education	... 336	Prof. A. R. Wadia on the Wardha Scheme	... 340
MADRAS		OUR WOMEN'S PAGE	... 341
Local Administration in Madras	... 336	PERIODICALS	... 342
Reorganisation Proposals	... 337	BOOK REVIEWS	... 343
Medium of Instruction in Madras University	... 337	SYLLABUS OF WARDHA SCHEME	344
BENGAL		FOREIGN CURRENTS	... 350
Scheme of School Hygiene	... 337		

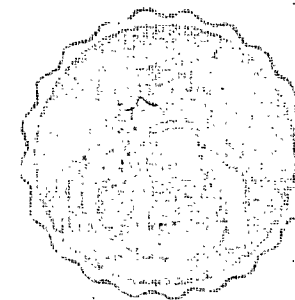
Vol IV: No. 9

March, 1938

EDUCATIONAL INDIA

A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
EDUCATIONAL AND LITERARY INTEREST

Edited by M. Venkatarangai



QUAL PAPER

г. Савенков и др. Пол.

C. E. Krichner, Secretary.

Domestic Safety

செப்பனிருந்து பெயர்
செப்பனிருந்துதான் எடுத்தேன்
கொள்ளப்பட்ட நாள.

செப்பார்க்கும்
 மு.பா.எ.
 கையொப்பம்
 2019

Office.

MAJIDATMAN (A. m. m. m.)

INLAND

Ref: 3-28-0

Printed Copy No. 6

FORRESTER
FLOO

English Editions

As per 1937 Syllabus

For High Schools

RAMAN
SERIES

GENERAL SCIENCE

Books I & II

Book I

FOR
FORM IV

As. 12

BY

B. PATTABHIRAMAYYA, M.A., L.T.,
Lecturer, Govt. Training College, Rajahmundry.

AND

K. VENKATA SIVA RAO, B.A., L.T.,
Head Master, Board High School, Nellore Dt.

Book II

IN
2 PARTS
FOR
FORMS V
AND VI
As. 12
EACH

The clear-cut units of the Lessons, Syllabus Headings given at the top of every lesson indicating the scope of the subject and attractive illustrations drawn by the author himself are some special features which should attract every lover of the subject.

Publishers **M. SESHACHALAM & CO.,** Masulipatam

A NEW SERIES

THE CORONATION READERS

Edited by

Prof. J. C. ROLLO, M.A., J.P.,
Principal, Maharaja's College, Mysore.

PRIMER, PART I	(III Class)	As. 3.	BOOK II	(VI Class)	As. 8.
PRIMER, PART II	(IV Class)	As. 3.	BOOK III	(VII Class)	As. 10.
PRIMER, PARTS I & II	(Single Volume)	As. 5.	BOOK IV	(VIII Class)	As. 12.
BOOK I	(V Class)	As. 6.			

This new series of English Readers provides, in addition to suitable reading matter, systematic practice in the use of language. The language has throughout been carefully graded in point of vocabulary and grammatical structure so as to lend itself readily to treatment in class, while as regards choice of topic and method of presentation the age and general outlook of the pupil have always been borne in mind. The lessons have been so devised as to interest the pupil in matters that are really important for them. The Readers aim at giving accurate knowledge of the English Language as written and spoken and stimulating interest in the world around. The books are well illustrated.

Applications from the Heads of institutions for specimen copies will be complied with.

EDUCATIONAL
PUBLISHERS

B. G. PAUL & CO.,

12, Francis Joseph Street,
G. T. MADRAS

APPROVED BY MADRAS, MYSORE, C. P. & BEAR, ORISSA & TRAVANCORE T. B. Cs.

JUBILEE READINGS FOR HIGH SCHOOLS

Book I : As. 14/-

Book II : Re. 1/-

By

Henry Martin, M.A., O.B.E.,

PRINCIPAL, ISLAMIA COLLEGE, PESHAWAR,

WITH INTRODUCTION, CRITICAL NOTES TO CLEAR UP DIFFICULTIES AND
EXERCISES BASED ON NEW MODEL QUESTIONS AND GRAMMAR
SYLLABUS ISSUED BY THE DEPARTMENT.

M. SESHACHALAM & CO.,
Publishers :: :: Masulipatam

Our Vernacular Dictionaries

(a) Kanarese Dictionaries

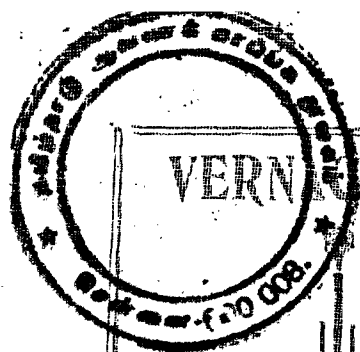
1. KANNADA-ENGLISH DICTIONARY—BY KITTLE: A most useful reference book that provides an extensive knowledge of the Kanarese language in one compact volume. 1750 pp. Price Rs. 10-10 0.
2. ENGLISH-KANARESE DICTIONARY—BY REV. F. ZIEGLER: An indispensable guide both for the young student and the aged instructor. 615 pp. Price Rs. 6/-
3. KANNADA-ENGLISH DICTIONARY—BY REV. F. BUBHER: The book provides with a large number of English equivalent words for Kanarese words and is really very useful for all Kanarese knowing people. 538 pp. Price Rs. 5/-
4. ANGLO-KANARESE POCKET DICTIONARY: (A New Enlarged Edition) A valuable companion to all enthusiastic students. 684 pp. Price Rs. 2-8-0.

(b) Malayalam Dictionaries

1. ENGLISH-MALAYALAM DICTIONARY — BY TOB. ZACHARIAS: The book provides with a wide range of equivalent words in Malayalam and is proved to be an indispensable guide to the student, the teacher and the public. 1376 pp. Price Rs. 8-8-0
2. ANGLO-MALAYALAM POCKET DICTIONARY—BY J. MULIVIL, B.A., L.T. A concise edition very useful for the young student. Price Rs. 2-12-0.
3. MALAYALAM-ENGLISH DICTIONARY—BY TOB. ZACHARIAS: A very useful guide that furnishes English equivalents for Malayalam words. 958 pp. Price Rs. 5-8-0.

BASEL MISSION BOOK DEPOT Canarag Ltd.

MANGALORE. S. K.



VERNACULARISATION OUR WATCHWORD

As per 1937 Scheme

(A) GROUP SUBJECTS IN TELUGU

FOR HIGHER FORMS

General Science: *Raman Series* for IV Form and V & VI Forms, By B. PATTABHIRAMAYYA and K. V. SIVA RAO.

Book I: IV Form As. 12/-

Book II: V & VI Forms in two parts.

Part I As. 14/- Part II (in the Press)

Geography: for IV, V & VI Forms, By V. JAGANNADHA RAO & P. SURYANARAYANA.

Part I: The World Rs. 1-4-0

Part II: India As. 12/-

History of India: Book I: IV Form Re. 1/-

Edited By M. VENKATARAGAIYA & V. SRINIVASA RAO

Book II: V & VI Forms.

By M. VENKATARANGAIYA (under preparation)

History of England By V. SRINIVASA RAO

Book I: IV Form Re. 1/-

Book II: V & VI Forms by the same author.

M. SESHACHALAM & CO.,

Publishers

::

::

Masulipatam



EDUCATION PURE AND SIMPLE

By KULAPATHI DR. J. H. COUSINS

THE problem of education, as I see it, is the adjustment of methods and materials to both general and local needs; not losing sight of local needs through special interest in general principles, not laying down laws on rural educational psychology based on urban research, and not forgetting broad fundamentals in enthusiasm for local activities.

There was a time, it is with us still in practice though principles have passed it by, a time when education in India had a purely urban intention, the creation of clerks for governmental and other services. The result of this intention, because it did not cover the whole educational need of the people, was cultural and economic decay in the rural areas, and a spurious importance in the urban centres. The pendulum has begun to swing in the other direction, and perhaps the most frequently used phrase now-a-days on the platform and in the press is "village reconstruction," including education.

The phrase is an old friend of my youth in Ireland where, half a century ago, precisely the same problem of the impoverishment of the countryside and the artificial expansion and arrogance of the large towns and cities presented itself to thinkers and statesmen. In Ireland, however, the question of education at the time of which I speak was not so urgent, as it was practically universal. The problem was mainly an economic one. But the effort to improve rural economic conditions had a beneficial effect on rural education by stimulating interest in useful pamphlets and newspapers dealing with country affairs, and by widening the necessity for the calculation of production and disposal of products.

Rural reconstruction in India began economically in the movement for the restoration of home-made cloth, but has now expanded to include education. This

is all to the good; but there is in it a risk of the over-emphasis of reaction against former conditions inverting life-values, and making the higher powers of the individual the servants of bodily necessity. Under the spiritual guidance of Mahatma Gandhi the risk at present may be purely academical. All the same it is well to recognise it. Vocation, the job of daily life, is essential to everyone; but a deeper need is the opportunity to call out (evoke) the inherent powers of the individual—powers of thinking, feeling, creating, aspiring—without which the activities of material life can never be successful. Unless these inner powers are evoked, unless we have what I may call evocational education, vocational education will fail.

There is this also to be said concerning the educational aspect of rural reconstruction in India; that it runs also the risk of simultaneously being dominated by the city and neglecting the city. So far as I can judge, the minds of those who are engaged in the working out of schemes of educational reform in India are mainly of the cityfied kind, and are liable to give an urbanized touch to their deliberations. The working out of the Wardha scheme can hardly escape being coloured by the necessity of marketing the products of vocational education, and marketing is ultimately a city or semi-city affair.

On the other hand, the education of the town or city-bred student cannot afford to be neglected through diversion of educational interest from urban to rural matters; for it is a long-observed fact that city conditions tend to emphasise the less ideal faculties of humanity, and to produce a sharpness of character which, if not counteracted by culture, may cut both itself and others. Moreover, the products of legislation, which ultimately controls all action, are not country growths: they are city fabrications, and can foster or ruin

any scheme, bad or good; for which reason it is very necessary that city education should be given an equal chance with country education to develop its highest faculties and use them for the common good.

I do not mention these points with any controversial intention, or to disparage any reconstructive effort, but to lead up to a statement of my personal *credo*, which is not "vocation including education," but "education including vocation;" or, as an alternative formula, "education, evocational and vocational."

As a matter of fact, the word education needs no qualification. Any adjective to the noun education distorts its true nature and purpose. This is the essence of what I desire to point out. I believe in "Education pure and simple." This may sound like a double inconsistency in adding not merely one adjective but two. But it is not so bad as it sounds; for I take the dictionary meaning of "pure" as "that and that only," and "simple" as meaning "undivided, unmixed, complete." These adjectives do not qualify or add to education: their intention is to prevent our doing so by keeping us to education only—but it must be complete education, unmixed, undivided. And those other adjectives, evocational and vocational, recognise the fact that education both educes (draws out) and evokes (calls out), and that, in doing so, it should all the time be concerned with the life of the student in his and her own environment, not of other students elsewhere.

But where does the authority for any view of education rest? Not with the proponent of it, unless he or she has been perfectly educated, which would presuppose a perfect way of education that does not exist: not in curricula and time-tables, which are expedients of imperfect education; not in syndicates and boards and committees, for they are largely composed of persons inheriting, intensifying and propagating the educational imperfections of the past. Eliminate teachers and peda-

gogics, and education of a sort will still go on, for growth, upwards like a palm, or downwards like a cow's tail, is inescapable. But eliminate the student, and education will cease to have any cause for existence, except perhaps as a profession to whose text-book students are disturbing appendices. I once heard a teacher, far on in a long discussion of educational problems, say: "After all, we must take the student into consideration." The first article of my own educational *credo* is, "Before all, we must take the student into consideration." Education pure and simple can recognise no other authority than the individual for whom it exists.

This may, at first sight, seem to threaten educational anarchy; for it can hardly be denied that students, potential or actual, are so bewildered either by lack of education or by imperfect education, that they are no more certain than their teachers or educational authorities are as to what they really need in education. To take the student into consideration in any drastic sense would appear to ask for trouble. But the trouble in education today, and any other trouble that may arise in the transition from imperfect to semi-perfect education, is due to the fact that, notwithstanding all that has been done by analytical psychology in connection with education, the actual whole student has not yet been taken into consideration to anything like the extent that he or she requires.

The question of authority again arises: Who or what is to decide what the whole student really is, and what he or she really needs in education? I shall not here go into all the reasons for my personal conviction, that we shall not get much help from either philosophy or science in the search for a complete view of the student. I shall just mention one figurative reason that seems to me to express fundamentals; that is, that a line (like philosophy) or a surface (like science) cannot, in the nature of things, completely understand and finally legislate for a sphere (which is

the student). I have heard of a student of child psychology who could reel off long passages from authorities on the subject but who knew little or nothing about dealing with children "in the round." On the other hand, I have seen miracles of discipline and expression worked on a mob of students by a teacher who would not be able to tell the difference between Freud and fraud, or between Jung and jungle, as he did not know what the first term in each question meant.

Let me put the matter as a common-sense proposition, that the ultimate need of the student, in India, in London, anywhere, is the opportunity, with sympathetic guidance, and help in ways and means, to develop in three directions—(1) Doing, (2) Desiring, (3) Deliberating. I use these terms in satisfaction of an old habit of finding aids to memory. But these "Three D's" of education can be otherwise stated as activity (which embraces physical education), feeling (which necessitates artistic education), and thinking (which covers all kinds of mental education). If I am desired to sound highly academical for a moment, I shall confess that my "three Ds" are masks for the conation, hedonic tone (affectiveness), and cognition of the educational psychology that I began with almost forty years ago in the University of Dublin, and that remains, with extended meaning, the triangular base of the pyramid of complete education.

The place of Doing and Deliberating in education is now generally recognised. Physical training and mental operation are not yet, however, at their full efficiency. But they are there, and can be improved. This is more than can be said of Desiring—the expression of a natural impulse towards self-gratification and self-experience, which has not yet begun to have a place in education in India.

I shall not discuss here the causes of the neglect of desire-education in India. The Scottish religious reformer, John Knox, answered a hair-splitting questioner on the origin of sin, by saying that he was

too busy trying to get sin out of the world to have time to worry about how it got in. I have seen girls who had passed through the police courts of the United States of America transformed into model young women by what I may call the art-treatment. I have seen American boys who might have become thieves and murderers turned into useful and happy citizens through being given the opportunity of expending their feelings and growing energies in making articles for whose beauty they earned praise and for whose usefulness they earned money. Wise educators had combined evocation and vocation. They had realised the truth of the adage that

Satan finds some mischief still

For idle hands to do.....

and they had made mischief superfluous and inartistic by giving work to the idle hands, work that released creative energy and satisfied feeling. They had banished the destructive adventure of crime by substituting for it the creative adventure of arts and crafts.

We have not, of course, in India anything like the amount of delinquency that some other countries suffer from. But, as the Dewan of Travancore pointed out some time ago in a speech on the new University of that State, the rapid growth of population, with its increased needs, necessitates a change from unproductive to productive education, if discontent and disorder are to be avoided.

An economic problem is here involved whose solution will bring arts and crafts into education through necessity, if they cannot be brought in by persuasion. An increase of products for human use is essential. Certain of these will come from outside the State, and their cost will have to be met by an increase of production of articles sellable outside the State. This will mean more citizens capable of working in agriculture and manufacture. Other necessities are produced in the State. Increase of these by purchase adds to the financial load of the State: increase

by production within the State reduces that load. In all circumstances more employment is called for; and the more employment the less opportunity for Satan and his mischief; and what applies to Travancore applies to every area in India.

But this additional employment is not the kind that education in India has had in view for a century and a half, namely clerical employment. That kind of spurious education has ceased to be of use to any but a very small percentage of the vast population of the country. Educational authorities are now trying to find ways for giving education a turn towards the living needs of the student. This means the education of the second "D" of our formula in the sense in which we use it, namely, Desiring in the double sense of getting (which is vocational) and giving (which is evocational).

Arts and crafts in education have, to change our terms, both a utilitarian and a cultural value. I need not stress the first: a useful thing needs no further argument than its usefulness to commend it. But cultural values, because they reside in the inner nature of persons and circumstances, are not so obvious, and are generally overlooked. Culture concerns quality more than quantity, while utility concerns quantity more than quality. But, just as culture cannot show itself unless it has a minimum of quantity to work on, so quantity cannot render its proper service without some degree of quality, and the higher the degree the better. Quantity, if it goes beyond necessity, as in over-eating, may lead to destruction. Quality, with enough but no more than enough of quantity to serve its purposes, always justifies itself.

Culture in this sense is the most important thing in life, both economically and spiritually—using the latter term as meaning the inner nature of humanity. By exercising the sense of order and design, it brings simplicity and tidiness into personal conduct, home life, and organised affairs. By developing taste for artistic

things, it increases the demand for them, and expands pleasant and profitable occupations; it also brings beauty into daily life, and diminishes waste in ugly and unnecessary things. By liberating feeling and energy in satisfying activities, it prevents their diversion into actions that are unpleasant for others and ultimately detrimental to the individual's own happiness and well-being. Culture through arts and crafts puts the individual under the discipline necessary to a particular art-craft, and this sense of discipline spreads itself into other phases of life, and diminishes the necessity of the prevention, detection and punishment of misdemeanours and crime. And the highest service of art-culture is the development of the sense of order, balance, continuity, rhythm, and other qualities that are summed up in the term Beauty, qualities that reveal to the mind the wonder of the universal life, and purify and dignify the soul with the mystery and joy of participation in the divine process of perpetual creation.

Just how the second "D" in education pure and simple (the education of the desire, or feeling, or emotional or expressive nature of the student) can be developed remains to be found out. The place of art in the schools of India is deplorable. The realization of the absolute and urgent necessity of bringing arts and crafts fully into school education will involve much re-arrangement in accommodation, materials and time-tables: it will lead to the consideration of the relative value of other subjects in an already full curriculum with a view to the setting free of periods for drawing, painting, carving, modelling, and the like: it will necessitate the training of teachers, in itself a large problem: and under it all will be the matter of public finance. But my conviction, which is backed by the experience of pure-and-simple education elsewhere, is that money spent on complete education will ultimately be found to be the most profitable investment, for it will increase the higher human values on which all other values depend.

Dr. ZAKIR HUSAIN COMMITTEE REPORT Its Scheme of Studies

By Mr. ABDUL GHAFUR, B.A. Hons. (London), M.A., M.Sc. (Aligarh).

DR. KILPATRIC, the world famous Professor of method and curriculum-making at Columbia, when last in India, visited a famous agricultural school and the instructor there put him a question in frantic despair, "How can I teach the use and care of agricultural machinery to a boy who before coming here has never had a hammer in his hand." It is just this state of affairs that Dr. Zakir Husain's Committee Report sets itself to remedy. Its aim is that the pupil may not only see a hammer but may hammer it away effectively.

It is worse than useless to recount the glaring flaws of the primary and the secondary school curriculum and the least that can be said is that it is neither right in method, nor in curriculum. It is neither child-centred nor subject centred; it is a self-centred system, snug and self-complacent in the iniquity of its conservatism and aloofness from the reality of life. It is a passively receptive, informational system, not enlivened by a scintillating contact with actual life situations.

The problem before the Committee was not a touch here or a patch there, it was the formidable task of building anew, planning from the aims and objectives to the minutest details of organisation and teacher-training and I am confident that no better Committee of unassuming self-less workers could be selected for the purpose. I am not here to sing a hymen to the Committee but one cannot help appreciating the judicious choice, and the Committee can fairly lay claim to have the most suitable personnel that has ever acted on any Indian Committee for education, representing the active, dynamic and experimental aspect of education. They are all workers in the field of education, who though educated themselves in the

soul-less confusion of the Indian educational system have tried to create an inspiring atmosphere in experimental schools and to raise a better generation for the country. One of them is the creator of a New School that has been described as the greatest Institution in the world by competent authority. A second has been in charge of the Shantiniketan School another splendid achievement of the ideals of New Education. A third is an educationist of world reputation. In fine they are not the "Window dresser" or the "Showman," they are sincere workers who have the clearest notions and the closest grasp of the objectives, methods and the practical implications of the Activity principle in education, an ideal that will be the beacon light of the school of the future, and this sense of practicability and a dynamic view of life are nowhere so prominent as in the curriculum, its method and organisation as proposed by them.

A careful perusal of the scheme of studies reveals the fact that the curriculum is a child-centred scheme in the truest sense of the term; the approach to his interests, tendencies and aptitudes is not from the purely individualistic viewpoint but from the social one that is comprehensive enough to include and bring out what is best in the individual. This is the approach of the school of modern Psychology like that of Adler, Dewey and others.

It is worse than a platitude to state that no system of education can be worth its name if it has not got a definite aim and objective in respect of the cultural, social, moral and last but not the least, the economic ideal of the community for which such a system is being proposed. In the history of Indian Education we have the instance of the British rulers defining in the clearest terms, the aim of English

education in India to be the production of a class of literates who may help them in the administration of the country, and we see the tragic culmination of that unworthy aim in the tragedy of our begging scholars and unemployed graduates. Nevertheless, it brings out in a most poignant manner the significance and importance of definite aims for a system of education.

The Report can lay claim to be the first great document in the history of English education in India that sets in the most uncompromising terms an aim of education which is to make every student into a self-supporting unit through well-integrated all-sided education; a self-supporting unit, intellectually, morally and economically.

The process and method through which this aim is to be achieved shall be mainly determined by the needs and interests of the child. The contents of education are to be selected from the same point of view, his interests and aptitudes as they find themselves mirrored in his reactions to his environments, social and natural and how these two weld together into a harmonious whole in the personality of the child and blossom forth into creative work, at once useful and implying highest principles of truth and beauty. Thus the Report implies three nuclei of interest—the human, the natural and the craft—and the subjects of study are to be grouped round these Centres. Such an approach involves a correlation of a higher order than generally conceived of. Under this system, Cycle system—as it is named by the Russian educationist, Pinkevitch—the subjects of the curriculum are grouped together under certain principles and then an intimate and close correlation is struck between the various groups.

To-day there is no correlation worth the name in the Indian schools. The makers of the curriculum appeared to be rather benighted believers in the faculty theory that conceives of mind as divided into various water tight compartments;

and to subserve the demands of each faculty, the curriculum is pigeon-holed into thought-tight units. But the modern conception of the child mind is that of a unity and his reactions and experiences are being constantly modified, reorganised and systematised under this principle. There is a principle of continuity running through the whole texture of his experience, a rainbow of the richest and variegated colours, giving nevertheless the unique impression of beauty and truth that may scatter away under the mists of artificial partitioning. By conceiving of the whole knowledge as a unity, we make the study of individual subjects more comprehensive, illuminating and closely related to a well integrated system, thereby ensuring a clearer understanding and much saving of time. The Report can legitimately lay claim to be pioneer in introducing the principle to the schoolmaster and the practical worker in education.

The closer association of education and the community life is another salient feature of the Scheme and this close relation is equally prominent in the academic learning, craft education and the extra curricular activities of the pupil. In making the mother tongue the foundation of all teaching, in the emphasis on cultural and social unity of the people of India, in the teaching of history, in starting the study of geography and natural sciences from the study of the immediate environments of the child we discover the same attempt to knit as closely as possible education with the wealth of experience in the community life and natural environments. But above all one meets this fundamental principles of educational philosophy, realised in practice in the basic craft. And what gives this recommendation a special value is not the inclusion of a craft in the curriculum but the object it will serve in the make-up of the rising generation. We have had a reiteration of the emphasis on a pre-vocational bias in education and nauseum from Wood-Abbot and Hartog Committee Report

downwards and in some schools subjects like manual training and agriculture were actually introduced. And what was the result of such an aimless inclusion? The subjects, optional in most instances were half heartedly taught and indifferently learnt and the knowledge of the child became the laughing stock of the artisan and the worker outside the school. What was the fun of teaching these subjects to a pupil who was going up to the University? The result was an ever widening gulf between the school and society and in the majority of cases the painful conclusion of Dr. Kilpatrick was only too true, "It sickens the heart to learn how many students of agriculture in India are preparing merely to teach agriculture, anything but use it in farming." If the Report becomes an eye opener to such a parlous state of affairs it would have done no disservice to the country. If it puts a stop to that abominable process of de-preparation for life, it would have served its purpose.

Then there is the problem of premature withdrawal from the schools that is one of the major causes of the wastage of public money and the time and energy of the pupil. Any careful survey—and unfortunately no satisfactory study has been attempted so far—will bear ample evidence to the fact that one of the chief causes of the premature withdrawal is either the extreme poverty that does not allow the parents to deprive them of the humble but nevertheless indispensable share of the pupil in making both ends meet or the perfectly legitimate fear that the school education may not turn the head of the young Hopeful, thus incapacitating him for any useful occupation for the whole of his life. The Report is the first solution of this knotty problem which marks it out as a distinct step in bridging the gulf between school and society.

A subject like Social studies is altogether a new departure in the history of curriculum making. The subject takes

the place of Humanities in older schools. The subject consists of history, geography and civics and the centre of interest here is the social environment of the child. The aim will be to impart to the child a richer and more comprehensive understanding of his social bearings, the geographical setting and how far it is being constantly moulding and in its turn being moulded by the human factor, together with a sense of civic virtue and social solidarity which forms the basis of a successful crusade against nature. Abstract conceptions like time and space become concrete through such a harmonious reconciliation of history and geography because it is common experience that children and even adults conceive of time generally in terms of space. The subject formed the hub from which radiated all other subjects, or combined into it, at Colonel Parker's School in America while the well known attempt at curriculum reform called Winnetka Scheme framed by Dr. Harold Rugg, Washburne and others makes social studies as the backbone of the whole plan. It is not easy to appraise the great harm done to the child through an artificial separation of history and geography. "Do you know Alexander the Great?" "Oh, yes! once in standard fifth." It seems the full significance of such an event in the history of his nation, the relation of the homeland to world history, its cultural and social implications have been totally lost over this typical product of our educational system. It is because the event was taught as one of the facts in a medley crowd of other similar facts to be reproduced annually on the eve of an examination and it did not form a part of a well coordinated, well integrated system of ideas that was closely knit by the ties of its social, geographical, and cultural implications.

History is a vast treasure house of facts and the primary duty of the curriculum framer is to make a wise selection and indicate portions that are to be emphasized and others that have to be skipped.

through. The scheme proposes a judicious choice of material and a dynamic view of history, humane and constructive, progressive and evolutionary, national in outlook but deeply imbued with a reverence for greatness in man, cultural, social or religious found in any country or clime. In the words of the Report the object is "to develop a broad human interest in the progress of mankind in general and India in particular and to develop mutual respect for world religions."

To-day what constitutes the curriculum in history in the majority of Indian schools is considerable memory work in Indian and sometimes English history. There is a repetition of the whole history at different stages, a process which is an atrocious misnomer for the concentric method. There is no place for any variety of approach, change of method or transvaluation of viewpoint or emphasis. The subject appears more like a desert island in the mental horizon of the pupil than a rich land of tropical luxuriance receiving life-giving springs from outside and in its turn, a home of fountain heads that sends streams of invigorating thought and culture into distant lands. This Report has met a long felt and urgent need of the history curriculum by suggesting the inclusion of the stories of great liberators of mankind and their victories of peace. If this means a biographical approach to the cultural, social and moral progress of humanity, it will set off the splendid achievements of Indian civilisation in this respect at a great advantage and the child will be able to appraise the great contribution of his motherland and the high place to which she is entitled in the hierarchy of nations. The Report takes rather a comprehensive view of the great achievements of humanity in several fields of activity, like science, medicine, exploration, social service and emancipation work, and here once more we come across the principle of correlation working out into very significant results. The subject of General Science and Geography will thus contri-

bute a highly significant quota to the history curriculum which will thereby gain in comprehensiveness and depth of vision and outlook.

The reverential study of various great religions of the world is not only essential from the indispensable motive of inculcating into the pupil a spirit for tolerance and respect for the susceptibilities of others, but mainly because a breadth of vision, a candidness and a burning desire to recognise and appreciate truth and beauty under whatever garb has been the hallmark of Indian mental and intellectual outlook. It is why India is in itself a microcosm of world thought and creeds; its history does not mirror them on a smaller scale but shows further developments and new combinations that blossomed forth out of the countless ways of reaching the Ultimate Reality. This principle of Unity one finds working itself out in Indian painting, architecture, music, social usages, literature and the Committee is to be congratulated that it has brought pointed attention to bear upon the evolution of political and cultural unity in the national history.

The history of national awakening that is to-day huddled away to the fag-end of the text book in a collection of ill assorted facts about Viceroy's and coronations deserves a more careful study, not for the sake of national glory but because it is the most relevant and illuminating study for throwing light on so many of our social, political and economic problems. "Make the present real in the light of the past" never strikes more truly than in the significance of this episode of our history in explaining the hidden springs of our modern problems. The co-operative study of some paper, preferably brought out by the school community will supply the material to discover forces and counter-forces that are moving the world to-day and their repercussions on India and her problems.

In its recommendations on the use of the mother tongue as a medium of instruction, the Committee completed the

work once started twenty years ago by the Calcutta University Commission and emphasised by nearly every important Committee or group of experts appointed to investigate into the problems of Indian education from Hartog Committee to Wood-Abbott Report, although some of the Universities have accepted it in principle and have adopted certain measures in this connection it is not uncommon to see a pupil of the Middle stage in U. P. struggling with a tough arithmetic problem in a tougher language like English. In fact the Report is the first great step from the national, nay from the purely educational viewpoint to set right the blunderous orientation given to Indian education by Lord Macaulay. No literature, no clarity of thought or expression can develop by hampering the child with a foreign language at such an early stage, a language so foreign in genius from the mother-tongue and so treacherous in its grammatical usage and spelling.

Recently when an Indian educationist who had been to America was describing his experiences of the good work being done there in connection with the education of the dumb, deaf and the blind, the chairman in his concluding remarks put the whole Indian situation so aptly that I cannot help quoting him. "While the American system of education has made the blind see and the dumb speak, our educational system was making the speakers dumb and the seers blind."

Then there is the recommendations on craft education, a kind of education that is essentially based on the contributory factor of the child's personality and his healthy reaction to his environment. It develops a coordination of his physical and mental capacities and cuts across the whole curriculum by providing a pearl string to arrange the subjects in a new order enlivened and vivified by the principle and method of activity. It supplies a dynamic purpose for correlation of various subjects of study, and knowledge is welded

into a well integrated whole under a regulating principle.

Such an all round development, physical, mental and social that vitalizes and energises all and awakes the latent factors of child's personality has been most happily styled by the Report as the 'Literacy of the whole personality' through an 'integral all-sided education,' a phrase which has been used by educators to describe such experiments in craft education in Mexico where a similar orientation of the curriculum has been able to inspire a fresh lease of invigorating life into the native arts and crafts of the Indians in the country.

Any danger of mechanizing education has been guarded carefully against by specifically indicating that the craft selected should be rich in educational possibilities and should afford natural points of correlation. "The object of this educational scheme is not primarily the production of craftsmen able to practise some craft mechanically but rather the exploitation for educative purposes of the resources implicit in craft work."

An example of the significance of a purposeful activity in education is the teaching of mathematics which if correlated will galvanise into a real problem of a life-situation rather than a symbol of formal education. The learning of the subject will gain in reality, precision and interest when it will deal with the credit or debit accounts of the various processes of spinning, weaving, gardening and other basic crafts. "When the boy ate the radishes and his account told the tale, arithmetic was actually at work."

In æsthetic education the proposals of the Committee are of equally important significance. Subjects like drawing, music and studies of stars supply the ever present yearning in human mind after beauty and harmony which is being starved under the present educational system. There is hardly any adequate provision for the self expression of the child's personality in line, sound or colour at the primary stage. He

remains uninitiated into the beauties of nature, except for that misnomer for nature study, the observation of models of plants or animals in the school room and even that is conspicuous by its absence in so many primary schools. Drawing, a play or enjoyment activity for the child, ought to find its expression not in the depressing atmosphere of a drawing room where the children are confronted with lifeless models or geometrical pattern to draw. It ought to be correlated according to the Report with expression and illustrative work in all other subjects which will thus gain considerably in concreteness and interest. It will be the application of the work method in education for which the proposed school creates a most congenial atmosphere. One of the main causes for drawing having failed to evoke the right type of aesthetic response among the children is that such an activity subject is quite out of tune in an institution which is controlled by book learning ideals.

The study of music and the study of the stars are some other suggestions for developing an aesthetic taste and love of beauty and rhythm among the children. There is hardly any provision for music in our schools except for a pandemonium of squeaks, shrieks and howling in the course

of the opening prayer of the school. The stars, the lamps of the night are not only the guide of the peasant wayfarer when he sets upon a lonely trek at night but a faithful chronometer that times for him the hours of the night. To a sensitive soul, a voice whispers from the heart of the night and the stars speak in words as eloquent as that of poetry or a great work of art.

Then there is the ideal of citizenship implicit in the Scheme, and the conception of a co-operative community in which the motive of social service will dominate all the activities of the children. Civics won't be taught in a dry as dust fashion but will be a practical achievement through the self-governing institutions and School parliament.

The Scheme did not originate from the heated imagination of a wild schemer; it is the result of an age long experience and intimate contact with education in the widest sense of the term; its details have been worked by a Committee of practical workers in the field of education. There may be a difference of opinion over the details but there is no denying of the fact that the scheme is of a high educational value in its principles, method and organisation.

THE OXFORD SYSTEM *

MORE IMPRESSIONS OF AN OXFORD GRADUATE

IN a former article some of the first impressions of a freshman at an Oxford College were given; what instructions he received from the Bursar, how he arrived with £80 in his pocket, how he brought his gown and partook with awe of his first dinner in 'Hall.' We may take up his tale from there.

'Discipline' he writes, 'though unobtrusive and of a different type from that at

* The first part of this article appeared in the October Number of this Journal p. 117.

school, is certainly not neglected. The college gates are closed at 9 each evening, after 101 warning strokes on the great bell of Tom Tower. From 9 to 10 p.m. the porter will admit you without fine though he enters the time of your return in his register. From 10 to midnight you must pay a fine if you cause the gate to be opened. After midnight no one is allowed in or out except by special written permission of the Provost. (Perhaps I should explain that the heads of different colleges are given different titles, the word Principal is not often used,

in our college the head is called the Provost). No one may be away from college or lodgings even for one night without special permission. This is to stop undergraduates spending gay nights in London too often! There are also rules about regular attendance at Hall-Dinner and Chapel—we have a magnificent chapel in the Renaissance style at Queen's College—though we are allowed to be absent from both a certain number of times per term. When these rules are broken or when a student otherwise behaves badly he is punished by being 'gated.' This means that he must be inside the college by nine o'clock every night over a specified period. It prevents him enjoying the pleasures of the theatre and cinema or paying evening visits to his friends in other colleges. For serious offences such as continued negligence in study (this is detected in the terminal college examinations called 'collections' which are held immediately after each vacation) or notorious intemperance, a man may be 'sent down' i.e. suspended from college altogether for a time or even completely. Such disciplinary measures are in the hands of the Dean of the college assisted by Senior College when necessary. In addition to this college discipline there is University discipline administered by the Proctors who are important officials appointed annually by two of the colleges in rotation. Remember that there are no less than 23 men's colleges and 4 women's colleges in the University. The Proctors deal with cases outside college jurisdiction and can even intervene in the civil courts of the city should any undergraduate be involved therein.

'All this however' our friend continues, 'may give you far too gloomy an impression of Oxford life. These restrictions are really unobtrusive and within them we are left remarkably free with regard to both work and recreation. Each man has two tutors, one his Moral Tutor who watches his general progress and conduct and gives him help and advice, and the other his 'Schools' Tutor who guides his studies. Each student chooses for himself the 'School' he wishes to read—usually it will be one of the Honour

Schools of History, Law, Natural Science, Literae Humaniores, Medicine or English. The course involved two examinations. One, called the First Public examination, is taken at the end of the second or third term, this more or less corresponds to the Intermediate in India. The second, called 'the Honour School', comes at the end of the full three years' course. When you have chosen your course your Schools Tutor gives you a list of available lectures in that faculty and suggests which of them you might attend. In the Arts' courses lectures are rarely compulsory. The tutor also gives you a week's reading and an easy subject and henceforth you have to visit him weekly to read your essay to him, listen to his criticism of it, and receive the next assignment of work. This method of centring the study round a weekly essay for which considerable preparation is necessary is far more effective than mere attendance at lectures can ever be. But of course it is an expensive method as it involves a large staff in every college. There are about 26 'Fellows' as well as additional Tutors on the staff of our college although we have only about 160 students. This explains why tuition fees are so high at Oxford.'

'You see how well our discipline and our intellectual progress are cared for. But this is hardly half the story of Oxford's value. The influence of the place cannot be analysed so easily. It is most powerful in the atmosphere of college life, an atmosphere compounded of many things, games, clubs, societies, hospitality, arguments and debates, the wonderful book shops, all environed by the sheer beauty of the architecture and of the lawns and gardens and rivers of the city. There is only one way to discover the secret of Oxford and that is to become an undergraduate there. And so thinks Quiller Couch in his poem 'Alma Mater':—

'Still on her spire the pigeons hover;

Still by her gateway haunts the gown.

Ah, but her secret? You, young lover,

Drumming her old ones forth from town

Know you the secret none discover?

Tell it—when you go down'.

THE WARDHA SCHEME

By Mr. A. S. VENKATARAMAN,
HEADMASTER, BOARD HIGH SCHOOL, KALAHASTI

IN a humorous vein, a shrewd thinker compared the critics of the Wardha Scheme to the six blind men of Hindustan, where they groped to anxiously discover in it a true elementary education scheme, a tolerably good Secondary education ideal, an excellent mass education scheme, a fine syllabus for industrial schools, the well-known Project Method, a copy of the Soviet School programme and last but not the least a model for the national schools of the future. Such criticisms, I am sure, will take away the breath of Mahatmaji and the framers of the report, for that matter.

It seems to me that there are certain fundamental postulates in any consideration of India's problems, which our Congress Ministers are never tired of repeating and which should have without doubt inspired the report. The poverty of the Indian peasant is proverbial. His ignorance as judged by literacy is astounding. And the creed of non-violence has conquered many an Indian mind. Notwithstanding the illiteracy of the masses, one must admit that our country has had knowledge of a kind and culture of a kind. There are thinkers and statesmen who wonder if education in our land has not been sacrificed at the altar of literacy in recent years.

With the aims and ideals of the scheme broadly speaking, one cannot but be in entire sympathy. That the products of our schools and colleges lack initiative and enterprise, is admitted by almost all. Craft-centred education is any way bound to be superior to book-centred education. The more we examine our system, the more irresistible is the conclusion that there is a deep urge for a self-reliant, selfless, if not self-supporting educational endeavour in place of the dependent and selfish outlook that is cultivated at present. As a scheme of mass education, the Wardha plan is a stimulating study and emphasizes the principle of thinking through

the hand first and through the head afterwards. As adumbrating the future of India on a handi-craft basis, it propounds a bold experiment. To the framers of the report, every one of us, be he the administrator or the statesman, the politician or the prophet, the educationist or the economist, the expert or the layman, the progressive or the conservative thinker, must pay 'a homage sweet.'

He is a presumptuous man indeed who ventures to think that Mahatmaji cannot nod or will not allow himself to be influenced by views other than his own. In fact, any such thought can hardly be fair to that Saint politician, and the Wardha plan is not without what, for want of a better term I should call, draw-backs.

It is not my purpose to enlarge on its halting analysis of the present conditions, its failure to think in terms of the current educational terminology, though one should wish that a report, properly speaking and commonly understood, should address itself primarily to a close analysis of the existing system and should not discard current educational ideology. Nor do I mean to make any reference to that much over-worked expression 'self-supporting' character of the scheme, as it is only a pious wish rather than a reasonable expectation.

One almost feels that in so far as the scheme prescribes crafts even from the 7th year instead of the 9th year, subordinates in effect (though the report is against it in theory) the educational side to the conomic side of instruction judging from the major part of the time given to crafts, imposes or is likely to impose spinning on immature bodies and minds, instead of exploring and following children's interests, and exalts that spinning in this age of machinery, all is not well with it.

Also it envisages a violent break with the past, be it remote or recent. As society

is ordered at present, the school is meant to train pupils for citizenship. It is not the business of the school to train children for any future society. The ardent reformer or the sagacious statesman may exercise his mind about it. It is well known that educational science is slow to take strides, and it is as well that it should be so; otherwise the buoyancy and impulsiveness of youthful spirits will throw open the flood gates and create a situation, which the statesmen might feel rather late in the day how they wish they could have averted!

It has been argued by the ardent supporters of the scheme—shall I call them whole-hoggers—that in Dornakal, Pasumalai and Peddunayanpet (Coimbatore) the Wardha Scheme is in operation. Yes, it is only there and not elsewhere. It is difficult to believe that the conditions in those centres can be imported into other areas and the same results produced. As an experiment, the Wardha Scheme is well worth a serious trial but as a plan for general adoption, it is rather hazardous to guess its chances. We are told that the Moga plan in the Punjab is a successful practical scheme and is being

adopted on the project method basis. Educational thinkers call it the educational Mecca! I should think that Moga has forestalled Wardha but one wonders why in the Punjab where the conditions are more favourable, the Moga Project has not yet been initiated on a large scale.

In this very Province, there is an agricultural farm school near Katpadi. Starting career as a vocational school for youths of the age of 18, its life was fore-doomed, as very few sought admission for four years, some having settled down to work and some having gone on to College. Younger boys of twelve to fourteen—were later taken but they were only a few. The bright ones going on to College, the few that came were n'er-do-wells. So a new experiment had to be started, and it was to open a Higher Elementary School on the farm and impart the boys some practical and theoretical training in agriculture in addition to their literacy work. This has proved successful. But their agricultural work is only for one hour and a half every day. The conclusion is inevitable that that the education here is more child-centred than craft-centred.

TEACHER'S STATUS

By Mr. C. B. KRISHNA SASTRI, M.A., L.T.

OF the innumerable walks of life open to educated young men, that of a schoolmaster is often considered to be the most honourable, dignified and noble though not the most lucrative, profitable and respectable in society. On his shoulders devolves the responsibility of not only imparting education but also the moulding of the character of the youth entrusted to his charge. It is a matter of common observation that the students of today become the citizens of tomorrow, the leaders of public thought and the custodians of the country's interests in different spheres of activity. Such students need careful handling, constant attention, healthy training and progressive enlightenment at the hands of

intelligent, experienced and capable teachers of good character, and approved abilities. His work requires an illimitable fund of knowledge, unending preparation, tireless working, patient scrutiny of bundles of exercises, answer papers and wastage of human effort, energy and talents during a greater part of the year. Such then is the heavy and onerous nature of a teacher's work.

But the remuneration which he receives in return is not commensurate with the duties and responsibilities of his office. His prospects in profession and status in life are far from satisfactory and fall short of the standards prevailing in other civilised

countries like England, United States, Canada and Japan.

The starting salary may be a little bit attractive in some cases when compared with the scales of salaries obtaining in Government services; but as time advances he will find that his prospects are barred and his maximum is far lower than the maximum prescribed for men of similar educational abilities and experience in Government services. His ambitions are thwarted and he receives a set back at a time when the members of his family multiply, when heavy expenditure in the shape of family occurrences stares in the face. He becomes a victim to melancholy, despair and discontent. Moreover, owing to keen competition, even the starting salaries have sunk very low, and they have to act in most cases as teachers for only nine months in the year on a bare pittance. One finds it difficult to get himself confirmed even after half-a-dozen years of service, in spite of the many recommendations of persons placed in highest authority in the state. To relieve the teacher from the evils of uncertainty of tenure, lack of prospects and decent starting salaries, the popular governments in power would do well to provincialise all teaching services, take over the management of educational institutions managed by local boards and private agencies. In case the government feels that its financial position does not permit of such a step all on a sudden, the government should standardise the scales of salaries for different grades of teachers and see that they are uniformly observed as the essential requisite of recognition by the authorities. In any attempt at educational reorganisation the teacher should be assured of the security of his position and decent prospects, as he forms the keystone of the edifice.

In this connection, it may not be out of place to suggest that as far as possible trained secondary grade teachers should be appointed to serve in elementary schools on a salary of at least Rs. 40/- per mensem in the scale 40—60 and collegiate trained graduate teachers be given a salary of 75—125

and the scales of pundits be equalised with those of secondary grade teachers in justice and fairness. Though the adoption of such scales may involve much expenditure of money, the government should look on education as the first charge on their provincial revenues and make adequate provision for educational expenditure as education forms the foremost of all nation-building departments. The second thing that affects seriously the prestige of the teacher is the ordeal to which he is subjected at the time of annual inspection. The Inspectors are expected to go about touring for a greater part of the month so as to inspect all non-government aided schools and offer some constructive remarks on the suitability and efficiency of the staff, equipment and management. They generally pay visits to every school once a year for three or four days and ask teachers to deliver lessons in their presence, supervise note books, map drawing books and embody their constructive and destructive remarks in their reports which are seldom shown to teachers by the managers of educational institutions. In no other learned and dignified walk of life, say, for instance, medical, legal and engineering departments, do we find a professional man being subjected to so much ignominy and annual exhibition of talents. Most of these officers of mediocre abilities forgetful of their own shortcomings, try to make the teachers instruments in their hands and objects of unhealthy criticism and feel shy to deliver model lessons for reasons best known to themselves. They often venture to offer remarks on experienced teachers who have grown grey in their service and on subjects about which they themselves know very little. This state of things is quite derogatory to the dignity of the noblest of all trades. The government may reorganise the inspectorate, retain only the best and most talented officers to do the work of inspection of school records and finances and general equipment and constitute a body of experienced teachers representing different subjects of study to visit every school once in two or three years, deliver model lessons

on different subjects, with the help of the latest methods of teaching and offer constructive suggestions with regard to the application of aids to teaching, so that there may be ample scope for real progressive development in methods of instruction.

Even in the internal management of the school the position of the teacher is contemptible. Every institution is expected to have a teachers' association or a staff council consisting of the members of the staff presided over by the headmaster or the principal. It meets only occasionally whenever the Head chooses to summon that body, offers advice which may or may not be cared for as its deliberations are of a consultative and recommendatory character. Certain important matters may be disposed of even without a formal reference to the members of the staff. All the members of the staff are equally interested in the well-being and progress of the institution and every school should have as a matter of necessity a staff council whose decisions based on consolidated wisdom and mature thought should be given due weight and consideration and put in force for all practical purposes. If it is felt that these bodies are unwieldy, a small board of five elected members of the staff may be constituted to help and advise the Head in the proper conduct of the internal management of the school. The Head of the school should never feel that he is far superior to men of his qualifications and try to lord it over the poor petty teachers, brothers of his trade. He should only feel that good luck has given him a leading position with some responsibility and he should so acquit himself as to be considered by brother members of the staff as a benevolent big brother and not as an autocrat.

The only course possible for the creation of goodwill and sympathy between the Head and the staff seems to be to make the office of the Headship go in by rotation among the senior members of the staff noted for their efficiency and capacity once every three or five years on an allow-

ance basis so that they may be able to appreciate each other's difficulties, give good advice and hearty co-operation in matters of internal management and work together for the common goal of the welfare and progress of the institution.

Teachers serving in Board and Municipal schools labour hard from serious disadvantages. They have to dance attendance on the members of the Boards or Councils, identify themselves with parties which command a majority, and without any principles binding them together rise or fall in their prospects subjecting themselves to fluctuations in the power and strength of parties. Sometimes they have to work at the time of elections, canvassing support for their benefactors, diverting their attention from legitimate sphere of work and submit themselves at other times to nefarious treatment at the hands of the authorities who take pleasure in transferring all undesirables in the middle of the year to far off places, shut out from all good means of communication. The lot of teachers serving in aided schools is equally despicable, as they have to submit themselves to the mastery and overlordship of a number of members some of whom are prone to regard masters as their private personal servants. They have to go about the houses of members, indulge in cringing to seek their favours and earn their goodwill by playing to the tune of the majority of members.

Sectarian animosities, personal jealousies reign supreme in some schools where due recognition is not given to the merit and work of the honest and efficient teacher. The provincialisation of teaching services and the transfer of teachers from one school to another in the District once in three or five years will rid the teacher of this indignity and elevate his status a good deal. Teachers should also be given the right of sending one representative to serve on the managing committee to represent their point of view, get their grievances redressed and keep up the dignity of the profession. Even in society he is looked down upon as a backnumber

and is shown lesser consideration and respect than a government servant drawing an inferior salary. Teachers have to organise themselves into unions, cast off their inherent sloth and aloofness, take an active part in all non-controversial affairs concerning national uplift and thereby secure for themselves a respectable place in society by high ideals of service and valuable contributions to the progress of their motherland.

To mention only a few more hardships and privations of the teacher which materially affect his status may not be out of place. Teachers are sent for invigilation work at the time of the S. S. L. C. examination to other schools, with whose surroundings they are not acquainted, on promise of a small remuneration and this is considered to be derogatory to the prestige of the profession and casts an unmerited slur on the honesty and integrity of the teacher. He should

be privileged to act as superintendent in his school. The opinions expressed by teachers on matters of educational organisation should be given due weight as they are the outcome of mature experience and consolidated wisdom. Every provision should be made by the State to ensure the teacher of his security of tenure, decent conditions of service with suitable scales of salaries and reasonable periods of sick, privilege and casual leave, and prompt payment of salaries and to safeguard the interests of the teacher in the internal management of the school, status in society and place in all educational and public bodies. Students and parents should also look to the teacher for inspiration and guidance, place implicit faith and confidence in the generous intentions and self-sacrificing labours of the poor plodding teacher whose position in the educational world in any country is of supreme value and importance.

THE RADIO AND FILM IN ADULT EDUCATION

By SHEIKH IFTEKHAR RASOOL

MUCH of the criticism which has been levelled at education in recent years has alleged that it has lost contact with the changing world in which most of us have to earn our daily bread. This criticism has been made of our schools and universities and it has also been suggested, but less virulently, of our adult education services. The keynote to the problem is in the demands of specialisation. In the first instance our education tries to fit us to earn a living. It teaches us a trade or a profession. It forces us into comparatively narrow limits at any age, and as we move upwards through school and college these limits become more constricting. But more important than this is the fact that we are being educated by specialists who tend to delve deeper and deeper into their own subject and to pay less and less attention to its practical applications. Relationships of one subject

to another tend to be obscured. This is a very real fault, but is perhaps the just penalty of specialisation. But the fault does not become apparent so long as every one is working within his own limits and is not asked to make judgements beyond his own sphere. The difficulties arise when the expert is called to make a judgement — even a semi-expert judgement — in another field. This situation arises most apparently in the demands of citizenship. The specialist in higher mathematics, botany, or what you will, reserves to himself the right as a citizen to make a judgement on civic issues. He most certainly will reserve the right to judge the merits of the various candidates in a political election.

These are the kinds of illustrations which every critic of our universities uses periodically. The critic denies the vali-

dity of a judgement without expert knowledge. And he is probably right. He alleges that there is something wrong with our educational system when specialisation is carried to the length that allows men of intellect and capacity to be incapable of a sound judgement on matters which may affect even their civic liberties. And again he is probably right; for education to-day does force us to limit ourselves to a narrow field in which we have practical and theoretical efficiency and does place us in the hands of teachers and professors who by the very nature of their work are often precluded from seeing even the educational process, far less the social process, as a whole.

Foreign Universities.

Some American universities have tried to come into the life of the people by taking the daily life of the people into the universities. Hence the bewildering array of subjects which includes, in addition to the usual academics, vocational courses for every occupation under the sun. Hence the function of the university is being confused with that of the vocational training college. Feeling that the ideal of intellectual leadership has here been lost sight of the general course is advocated to reinstate, at least in a measure, the older ideal. The next step is to realise that the university is not a commercial college or a vocational centre but the guardian of learning in the community. The university with its ideals of intellectual leadership is for the few, for the specialists who willingly devote their lives to one corner of the field and push the boundary there a little further back. This is not a task for the millions, but it should have an influence on the millions. Too often the boundaries of knowledge are pushed back without the people gaining any in wisdom. The university has a duty to make its conquests known not merely to the hundreds in its classrooms but to the millions throughout the country.

In Britain the universities co-opera-

tion with the Worker's Educational Association manifests this desire to extend the influence of the university, but in fact the result has been, not to extend the influence of the university, but to extend the teaching of the university. To many hundreds, tired after their day in the workshop and the office, the university lecturer has expounded formal logic, moral philosophy and mathematics, using in most instances his ordinary class lectures. And again the problem arises. Is education at the hands of specialists what is really needed? It is largely the same problem that we noticed in the schools. Adult students have their techniques and the skills of their daily work, they have encyclopædias on their bookshelves and they have more statistical reports than warrant house room. But they would like to understand a little of what is going on round about them. They would like to have, not the techniques of research, but the findings of research in an intelligible form. They want not ready-made solutions but clear analyses of problems. They want their bearings in this complex and changing world. They do not expect to be able to make expert judgements in every field, but they want access to the expert's knowledge and to be able to make intelligent judgements about the matters which affect them as citizens. This is the onus on the universities in the adult education field.

Radio and Film.

In this sphere the imparting of 'skills' is not the important aim. Most men attending these classes have their 'skills', they have their expert judgement in their own trade. What most lack and are crying for is a sentiment about their work and a pattern of its relation to the greater process of the life of the nation. The inarticulate demand of adult education is for interpretation. We need a new type of educator who will take the findings of research and present them in an intelligible form to the layman. In film and radio we have the instruments of observa-

tion and report; they can make this new objective of education a reality. Access to reality, swift reporting of the changing world, are most vital to the adult in his capacity as citizen—and it is this capacity that he stands in most need of education.

In film, however (now that we are to have television I include radio as simply an aspect of film), we have an instrument much more suited to the specific purposes of education than any other of the arts. It really can extend his experience. It really can serve an interpretation function. Working as it does from the living fact it can, if it is mastered and organised, provide this necessary umbilical to the community outside. I cannot, I am afraid, go into the powers of film very deeply; it would take too long. The main thing is to put the use of film into this other setting and take it out of the less important setting of the regular curriculum. You should in every way use film and radio to prepare your children for citizenship.

You may tell me it is all very difficult and not very practical. You may say that the school day is already full up and the hours assigned. You may even say that the

educational authorities will not have this, or the other thing; but you are wrong.

In India, a few attempts have been made, but they have not, unfortunately, been developed with a clear and central conception of the educational issue. It is, I believe, for you as teachers to discuss the field and see that it is organised.

Time will not wait for you. You must do things immediately and you must organise your influence to see that the supply is developed in the proper directions. You ought to have committees in every town which will prevail on the authorities the necessity of such education. You ought to bring your central influence to bear on the various government departments so that they will all concentrate, and regularly contribute, to a stock of material with which you can work.

The process of interpretation by film is a task for every government department and for every major industry. Through documentary film they can promote that free public discussion of contemporary issues—health, housing, employment, agriculture, road safety—which it is the right of every country to enjoy.

A Chess Problem

(Copyright)

HERE is the knotty problem—White to play
And checkmate in three moves, when on this square
Stands the Black King, White Bishop here, Knight there,
And other pieces—so! Now for the fray!
For hours you'll rack your brains, try every way,
With eager thought, the Black King to ensnare;
And taste the joy of battle while you stare
At the chess-board—of triumph, when you slay.

And yet at Life's grave problem, set by Fate
For you to solve, you murmur, and protest
Because 'tis difficult! O sportsman tame,
If it were easy, where would be the zest
In solving it? Nay, up and play the game
With pluck and patience, till you cry, Checkmate!

—Henry Martin.

NOTICE

Articles for publication and Books for Review should be sent to the Editor, Educational India, Waltair.

Remittances and business communications should be addressed to the Manager, Educational India, Masulipatam.

EDUCATIONAL INDIA

Masulipatam, March, 1938

Administration of Primary Education

SOMETIME back the Central Advisory Board of Education appointed a committee called the Vernacular Education Committee to consider and report on certain questions connected with the administration and control of primary education. The report of the Committee has been recently published and it points out the difficulties that are in existence at present in regard to the spread of elementary education and suggests several necessary remedies. Though there is not anything novel in what it states, the report is of some importance as it is based on the experience of different provinces in the country and as it emphasizes what it considers to be the best element in this experience. Of course, it should always be kept in mind that in a vast country like ours it is difficult to arrive at any generalisations with respect to the past or to the future which will hold good of all provinces.

THE problem which the Committee was called on to consider can be stated in simple terms. The agitation for the spread of universal literacy and

some kind of elementary education has been with us for more than twenty-five years. Under its influence large sums of money have been spent in almost every province for starting new elementary schools and for increasing the number of pupils attending them. Liberal grants were also made to local bodies and to private agencies for the same purpose. But the results produced have not been commensurate with the expenditure incurred. Wastage and Stagnation have become universal. As the Committee points out, 75 per cent of the money now spent on primary education may be regarded as sheer waste. We are a poor nation and our financial resources are extremely limited. The burden of taxation is high and we cannot afford to have even a single pie wasted. The question that has therefore been engaging the public mind for a long time is one of finding out the causes for this wastage and the steps to be taken for avoiding it.

THE opinion is now widely current that the most important cause of this wastage is the maladministration of schools by local bodies. That opinion was put forward by the Hartog Committee and it has been repeated by almost every other body that had the opportunity of going into the subject. It is a pity that a similar conclusion has been arrived at in the Report under reference. Though we do not want to ignore the defects in the work of local bodies in our country we feel however that there is not enough material available to show that all the faults and defects in the administration of elementary education are to be traced to the slackness or inefficiency of these bodies. In the first place they are not the only

agency through which elementary schools are being administered in any province. There are aided schools and there are also schools under direct governmental control. In some provinces the schools of the latter categories are far more numerous than those managed by local boards. But wastage and stagnation characterise those schools also. Even over local boards there are provinces where the provincial ministries possess extensive powers of control; and if maladministration characterises such boards the blame is partly due to the unwillingness on the part of ministries to exercise the control they have. Under these circumstances it is rather unfortunate that the Vernacular Education Committee should have arrived at the conclusion that local bodies are mainly responsible for the present state of affairs.

HOW difficult the solution of this administrative question is is shown by the failure of the Committee to decide on a satisfactory alternative. It has rejected the suggestion to place the whole control of primary education under Government as well as the suggestion to place it in the hands of *ad hoc* bodies; nor is it favourable to the idea that the District Boards should delegate all their educational powers to the Government Inspector. In its opinion such delegation already exists in the Panjab but it has not resulted in any greater advance in efficiency. The only remedy put forward by the Committee is that the Government Inspector should act as the administrative officer of the local body in all matters affecting vernacular education and that all questions of transfer, appointment, dismissal and increments should be decided by him. This gives him absolute control

over the teachers in schools and means the virtual delegation to him of all the powers of the boards as in the Panjab—a practice not found to be very effective by the Committee itself.

THE scheme put forward by Mr. H. Dippie, the Director of Public Instruction of Orissa is a more reasonable one and deserves consideration. He proposes to vest powers of control over teachers not in the chairman of the board but in the Statutory Education Committee of the Board which will contain a good proportion of coopted members representing different educational interests. To deprive the boards of all power in this matter is a blunder in his opinion as he says that "signs are not wanting of the growth amongst local administrators of a sense of greater responsibility in this and other matters..... To withdraw this power in the wholesale fashion now proposed will be to throw away the results of fifteen years of growth and experience. There will be little interest left in local administration and when the time comes for this again to be fostered the whole painful process will have to be gone through again." What is now required is not to deprive local bodies of all their educational powers but only to devise some effective means of preventing their abuse.

THE Committee has recommended the institution of a Provincial Board of Vernacular Education consisting of not more than seven members with the minister of education as chairman. The members are to be nominated by the Minister. It is to act in an advisory capacity in regard to all problems concerning Vernacular Education. We think that this is a step in the right

direction as at present there is a lack of definite policy in regard to elementary education owing to the absence of any such board. The whole responsibility now rests on the Director of Public Instruction—an over-worked official dealing with all grades of education and with little freshness left in him to suggest new ideas of reform. The establishment of an advisory board and the appointment of a senior officer as its secretary will improve the present state of affairs to a considerable extent.

THE opinions expressed by the Committee on compulsory education deserve commendation. In the existing state of finances it is not possible to introduce universal compulsion in any province. Besides financial difficulties there are also some administrative difficulties which can only be overcome with time and experience. Selective compulsion is the only effective means of spreading permanent literacy. It involves the introduction of compulsion in select villages and in select wards of a municipality. Such a concentration of effort will avoid the waste that is at present involved and will go a great way in producing better results.

Sanskrit Studies

ONE of the discouraging features of the present system of education at least in South India is a steady fall in the number of young men and women studying Sanskrit. It is not due to the absence of provision for such a study in the courses of schools and colleges. It is given in all examinations the same place as any other subject of study but somehow its value is not being realised by parents and the number taking to it is dwindling. It

will be a matter for regret if active steps are not taken to bring about an increase in this number before the situation grows much worse.

NO elaborate arguments are required to show the cultural value and the utility of Sanskrit studies. The sources of all our cultural heritage—our religion, philosophy, art, literature—are to be found in Sanskrit. No real understanding of our social environment is possible unless one is intimately acquainted with the treasures found in Sanskrit books. It is the absence of this acquaintance that accounts a great deal for the denationalisation that is so rampant in our country at the present day. In losing touch with Sanskrit we are losing touch with the only instrument which is capable of making us see what we exactly are as Indians. We may be gaining many things without a knowledge of it but we are surely losing our soul.

TO some extent the reaction against the study of Sanskrit is the outcome of the unfortunate controversies between the champions of Dravidian languages and the Sanskritists that went on some years ago in the southern part of the Madras Presidency. Reference was made some days ago to these controversies by Dewan Bahadur S. E. Ranganathan, the Vice-chancellor of the University of Madras and he pointed out that times had changed and with the change of time the angle of vision had also changed and that every one realised now that there need be no conflict of any kind between these languages and that Sanskrit as well as the South Indian languages deserved encouragement and support.

IT is a mistake to think that Sanskrit is a dead language. Even to-day it

continues to be the *lingua franca* of the class of Pandits in the country. As was remarked by Sir C. P. Ramaswami Iyar recently to a Trivandrum audience, "it was very difficult to an Indian especially in Kerala to treat sanskrit as a dead language. In Kerala certainly not only were sanskrit words embedded in the language, but sanskrit terms, sanskrit locutions and sanskrit modes of thought—these were living factors and parts of their national, cultural and ordinary life. To a large extent it was so in other parts of the country also. The idea of resuscitating Sanskrit Literature, making sanskrit culture a part of our national or racial life was not the evocation of diseased memories. It was the calling back of a person who had lost his way and was wandering outside the town or the village in which the home where he resided was."

ONE circumstance that keeps away many boys and girls from Sanskrit is the crude methods adopted to teach the language. Lovers of Sanskrit should try their best to modernise the methods of teaching and make them as attractive as possible. In centres of higher learning specially devoted to the study of history, law, politics and sociology sanskrit should form an integral part of the course. It is a sad spectacle to see many people turning to research in these subjects without a first hand knowledge of the sources to be found in Sanskrit. Honours and Post-graduate work in them should be based on a real acquaintance with sanskrit literature.

THE tendency to disparage sanskrit learning is to some extent the outcome of having two sets of institutions for teaching Sanskrit in South India.

There are the Oriental Colleges which are supposed to follow the traditional methods of study; and there are the schools and colleges where occidental methods are supposed to be adopted. There is an idea that the traditional methods of study are highly uncritical. Though graduates who adopt these methods are praised generally for the depth of their learning they are not regarded as being the equals of the modernists in their critical acumen. It is necessary and desirable that a wholesome combination of the ancient and modern methods of study is brought about so that persons learned in sanskrit may have the same critical bent of mind as is generally associated with modern scholars. All these however are matters of detail. What is urgent is a recognition of the importance of a study of sanskrit in all our educational institutions.

HAVE YOU SUBSCRIBED

FOR

EDUCATIONAL INDIA

If not, enlist to-day.

IT IS A BOON TO ALL PUBLIC

LIBRARIES, EDUCATIONISTS,

SCHOOLS AND COLLEGES

Annual Rs. 3-8-0 only

Send in your order to-day

Personal Notes

MR. N. C. PAL, of the Department of Law and of the University of Dacca, has been awarded a prize of Rs. 500 by H. H. the Maharaja Gaikwar of Baroda for a thesis on "The Law of inheritance with special reference to India" on the recommendation of a committee of experts.

PROF. A. B. MISRA of the Banares Hindu University has been invited by the President of the International Congress of Entomology to attend its seventh session in Berlin in August, 1938, and to participate in its deliberations. Prof. Misra has accepted the invitation.

MR. K. R. R. SASTRY, M. A., M. L., Reader, Law Department, Allahabad University, has been elected a member of the Grotius Society (London) formed in 1915 for advancing the study of public and Private International Law.

DR. K. S. VISWANATHAN, Assistant Professor of Hygiene, Medical College Madras, who was selected as a Rockefeller Fellowship Scholar for higher studies in Public Health and is now working at the Harvard School of Public Health in America, has been awarded the Gold Key of Harvard University and elected as a honorary member of Delta Omega Society in recognition of his distinguished work in the field of Preventive Medicine. This is the highest honour that a post-graduate student or Public Health worker could attain in America.

MR. R. SUDHAKAR RAO of Madras and MR. J. N. Sen Gupta passed in Medicine, and Messrs. S. Shrikande and M. M. Shriageth in Pathology, at the final joint examinations in January of the Royal College of Physicians and Surgeons.

MR. PRABODH CHANDRA, President of the Punjab Students' Federation, has been elected to represent the All-India Students' Federation at the forthcoming World Students' Conference to be held at Budapest in August next.

SIR MAHOMED ZAFRULLAH KHAN has been appointed a Fellow of King's College, London.

MR. E. H. PHILLIPS, Additional Deputy Director of Public Information, it is understood, is returning to England at the end of the current Delhi season. It is believed that another European will take his place.

Royal Octavo Size

Pp. xvi-242

Rs. 4/-

THE DEVELOPMENT OF LOCAL BOARDS

IN THE MADRAS PRESIDENCY

BY

M. VENKATARANGAIYA, M. A.,

Reader in politics, Andhra University and Author of "The Beginnings of Local Taxation in the Madras Presidency" and "Federalism in Government"

Proposals for introducing radical changes into the system of local administration are now in the air. But before effect is given to them it is necessary to have a correct understanding of the lines on which local boards have so far evolved and the problems which this evolution has created. Here is a book which facilitates such an understanding. It tells its readers in what directions it is that reforms have to be carried out if local self-government is to become a reality and function efficiently. The book is based on a careful study of all the important original documents on the subject.

CONTENTS

CHAPTER I.	THE EVOLUTION OF ADMINISTRATIVE AREAS.
" II.	THE CONSTITUTIONAL DEVELOPMENT OF LOCAL BOARDS.
" III.	STATE CONTROL AND SUPERVISION.
" IV.	EXPENDITURE OF LOCAL BOARDS.
" V.	THE REVENUES OF LOCAL BOARDS.
" VI.	CERTAIN GENERAL CONSIDERATIONS.

PUBLISHED BY

The Local Self-Government Institute

11, ELPHINSTON CIRCLE, FORT, BOMBAY.

THROUGH different PROVINCES

DELHI

CONGRESS AND NATIONAL EDUCATION

The following resolution on the Wardha Scheme of National Education was adopted at the Haripura Congress.

This Congress has emphasised the importance of national education ever since 1906 and during the Non-co-operation period many national institutions were started under its auspices. The Congress attaches the utmost importance to the proper organisation of mass education and holds that all national progress ultimately depends on the method, content and objective of the education that is provided for the people.

The existing system of education in India is admitted to have failed. Its objectives have been anti-national, its methods have been anti-social and it has been confined to a small number of people and has left the vast majority of our people illiterate.

It is essential, therefore, to build up national education on a new foundation and on a nation-wide scale. As the Congress is having new opportunities of service and of influencing and controlling state education, it is necessary to lay down a basic principle which would guide such education and take other necessary steps to give effect to them.

"This Congress is of opinion that for primary and secondary stages, a basic education should be imparted in accordance with the following principles:

1. Free and compulsory education should be provided for seven years on a nation-wide scale.
2. The medium of instruction must be the mother-tongue.
3. Throughout this period, education should centre round some form of manual and productive work and all the other activities to be developed or the training to be given should as far as possible be integrally related to a central handicraft, chosen with due regard to the environment of the child.

"Accordingly, the Congress is of the opinion that an All-India Education Board to deal with this basic part of education should be established and for this purpose, requests and authorises Dr. Zakir Hussain and Mr. E. Arayanayakam to take immediate steps under the advice and guidance of Gandhiji to bring such a Board into existence in order to work out a programme of basic national education and to recommend it for acceptance to those who are in control of State or private education.

The said Board shall have the power to frame its own constitution, to raise funds and to perform all such acts as may be necessary for the fulfilment of its objects."

VERNACULAR EDUCATION

The report of the Vernacular Education Committee appointed by the Central Advisory Board of Education to consider questions connected with the administration and control of Primary Education is published. The chief recommendations are:—1. An advisory Board on Vernacular Education for each province, 2. An improved government inspectorate with powers to control, 3. A survey of the existing schools and 4. progressive advance in the introduction of compulsory education.

MADRAS

LOCAL ADMINISTRATION IN MADRAS

The Provincial Government's Report on the working of the Local Boards in the Presidency in 1935-36 is published. Some progress has doubtless been achieved in almost all departments of activity, but the pace of it is deplorably slow. Education continues to be backward. There has been no increase in the percentage of boys of school-going age attending schools, 56 per cent of the boys of such age and 82 per cent of girls not having attended any school. What is worse, of those who attended, a large proportion dropped out of the school before reaching the higher classes, thereby slipping back into illiteracy.

The cost of elementary education per pupil ranged from Rs. 7-10-0 in Guntur to Rs. 13 11-6 in Kistna, the average cost being Rs- 10-8-9.

RE-ORGANISATION PROPOSALS

Problems relating to the Re organisation of Secondary and Elementary Education with special reference to the Wardha Scheme were discussed at a Conference held on 25th Feb, last, the Hon'ble Dr. Subbarayan, Education Minister, presiding.

The Conference was attended by Mr. R. M. Statham, Director of Public Instruction, Mr. C. H. Masterman, Secretary to the Government in the Education Department, and Mr. C. J. Varkey, Parliamentary Secretary to the Education Minister.

There was general agreement regarding the main directions of reform indicated in the Government communique of June last.

1. Certain points relating to the bifurcation of the secondary course and the introduction of a pre-University course, were referred to the Universities in the Presidency for opinion.

2. The Conference was in favour of making the mothertongue the medium of instruction in schools except in areas which are bilingual or multilingual.

3. The question of introduction of the Wardha Scheme in elementary schools was discussed, and the view was taken that the scheme should be tried in one school in each district as an experiment.

4. The subject of teaching Hindi as a compulsory subject was also discussed. It was resolved that adjustments should be made in the syllabus so as to make room for its study. It was agreed that, in the first instance, Hindi should be introduced in 125 schools in the Presidency. Suitable Text Books in Hindi are to be published in the Presidency.

5. As regards text books for elementary schools, the Government, it was agreed, might themselves undertake publication.

6. The question of abolishing uneconomic schools in the Presidency also came in for consideration.

MEDIUM OF INSTRUCTION IN MADRAS UNIVERSITY

At the meeting of the Academic Council on the 18th Feb., it was resolved that the best results can be achieved from University Educa-

tion only if instruction in all Non-language subjects is imparted in the 'Mother Tongue of the students.

A committee consisting of Mr. A. Gopala Menon (convenor), Mr. V. Saranatha Iyengar, Mr. P. N. Srinivasachariar, Mr. A. V. Kuttikrishna Menon and Major K. C. Chakko was appointed to draw up a programme so that the principle embodied in the previous resolution could be adopted within a reasonable period of time.

BENGAL

SCHEME OF SCHOOL HYGIENE

Under the School Hygiene Scheme, introduced by Government a few years ago as an experimental measure in Government and Government aided schools in Calcutta, 3,568 students were medically examined in 1935-36 of whom 1,487 or 40 per cent were found defective as against 47 per cent in 1934-35 and 50 per cent in 1933-34. This gradual diminution of defects is an indication of the success of the scheme as well as its growing popularity both amongst students and public. The success of the experiment has led the medical officers in charge of the medical inspection to the conclusion that the scheme should, in the interest of the health of the boys, be made compulsory in all recognised schools in Bengal.

FREE PRIMARY EDUCATION

The Government, announced the introduction of free primary education in the Dacca, Tippera and Chittagong Districts in East Bengal with effect from the 1st of March.

A notification has been issued, authorising the imposition of the Primary Education Cess under the Bengal Rural Primary Education Act, 1930, in the above districts.

MILITARY TRAINING FOR STUDENTS

It is reported that the Military authorities have suggested to the Calcutta University, the institution of an Aeronautics course, with the offer to render all possible help to the University.

The Military authorities have further suggested the formation of a second battalion of the Calcutta University Training Corps, as they appear to be satisfied with the work of the first Battalion.

Vol. IV No. 9
March 1938

BOMBAY**PROGRESS IN KOLHAPUR**

It may be recalled that a large sum of money was sanctioned for constructing a new building for the Rajaram College. But there has been a discussion over the site of the buildings. Now his Highness has directed that a Committee composed of eminent educationists belonging to his State as well as from British India should be set up to investigate the educational policy of the State in all its details. Accordingly a Committee has been appointed to investigate the following questions.

1. Consideration of the location of the Rajaram College Building which should be convenient to the students from all points.
2. Consideration of the location of the Rajaram High School and the Sbrī Maharani Laxmibai Girls' High School.
3. The Committee is to draw up a comprehensive plan which would suit the growth of the above institutions on the proper lines in future. The Committee has also been directed to submit its report to His Highness as early as possible. So far as educational progress is concerned, Kolhapur State claims to be outstripping even Poona and in course of time, if the present rate of progress is maintained, the idea of establishing a separate University for Kolhapur may become a reality.

U. P.**ADULT EDUCATION IN JAILS**

Major G. D. Malhoutra, I. M. S. Superintendent of the Bareilly Central Jail has introduced a new scheme of adult education in jails, which has proved very successful and is being extended to other central prisons of the United Provinces. Basing his scheme on a census of all the literate prisoners, Major Malhoutra had cement blackboards constructed in places where the convicts worked and allotted a teacher to each of these places. Under this Ten-Minute Lesson system in which there are no classes and no special periods there is no interference in the normal daily work of prisoners.

INTER BOARD INTRODUCES MOTHER TONGUE AS MEDIUM

Very important decisions were arrived at the meeting of the U. P. Intermediate Board of Education under the Presidentship of Mr. R. S. Weir, D. P. I.

It will be remembered that some years ago, the Board had decided to make it optional for the candidates appearing at the High School Examination of the Board to answer their question papers in their mother language if they liked. Now at the meeting of the 20th Feb., they decided to go a step further.

It was resolved that the Committees of courses and studies in all subjects except English should draw up a plan by which it may be ensured that vernaculars would become the medium of instruction and examination in the Intermediate Examination by 1943. The year 1943 was fixed in order to meet the objection that the text-books were not available, as the supporters of the motion urged that the time of five years is given in order that this deficiency be remedied in the meantime.

PUNJAB**PRIMARY EDUCATION BILL REFERRED TO SELECT COMMITTEE**

The Punjab Assembly referred the Punjab Primary Education Bill to select Committee.

The Hon. Mian Abdul Haye, Minister for Education, moving the Bill, said that the 1919 Act had not proved more successful. Compulsion had been nominal. There have been very few prosecutions and the punishment was negligible. The proposed measure was seeking *inter alia* to make the education of girls also compulsory, empowering the Government to compel local bodies to impose taxation for compulsory education, and in those areas where compulsion had not been introduced, to compel a boy, if once he had been sent voluntarily by his parents to a school, to complete his primary education, and to extend the period of compulsion to five years.

SIX YEAR PLAN FOR RURAL UPLIFT

A six-year plan of intensive and all round development will be launched by the Punjab Government early in summer. The plan is to select a tehsil in each district for an intensive and co-ordinated drive towards moral and material uplift.

Among the objectives will be the consolidation of holdings; the supply of improved varieties of seed to the cultivator, the improvement of the breed of cattle, the preservation of manure, the improvement in the methods of agriculture, the provision of better market facilities, the expansion of education, industr

and co-operative activities, the supply of adequate and wholesome drinking water, the improvement of sanitation and the relief of indebtedness.

On an average, there are four tehsils in a district. The programme is expected to be completed in six years, costing, according to the present calculations, Rs. 72 lakhs.

ORISSA**SOME EDUCATIONAL PROBLEMS**

Reform and reconstruction are being contemplated at every stage of education in this Province. The demand to change the educational machinery so as to keep it in line with new developments in India and elsewhere is of course there; but, in addition, Orissa has to evolve uniformity of administration and of educational outlook in its northern and southern parts.

The need to remodel secondary education is no less urgent than that to reform primary education. But the Government will not undertake any radical changes in the course or curriculum of higher elementary, middle and secondary schools till the Central Advisory Board on Education has duly reported on the matter.

There are, however, other changes which need not wait, and the local Government are thinking of introducing them at no distant date. Thus the introduction of an agricultural element into rural middle schools and the extension of manual training to all secondary schools will easily fit into any scheme of reorganisation that might become operative hereafter.

Already, middle schools have been asked to undertake voluntarily agricultural projects in co-operation with the Agricultural Department, and proposals are with the Government for the establishment of a school of applied art for the production of teachers who would be able to teach in middle schools one or other of the crafts indigenous to Orissa.

SIND**MILITARY SCHOOLS FOR SIND**

A move for early establishment of military schools in Sind, on lines similar to the institution started by Dr. Moonje at Nasik, has been made by Mr. H. S. Pamnani, a member of the Sind Legislative Assembly. In this connection it is interesting to note that a resolution

has been admitted for consideration in the current session of the Assembly, recommending to the Government of Sind to approach the Government of India to start two military schools in Sind at Karachi and Sukkur, on the lines of those started in the United Provinces and the Central Provinces.

MYSORE**ALL-INDIA WOMEN'S UNIVERSITY**

It is understood a Belgium Mission is making arrangements to establish an All-India Women's University with headquarters at Bangalore. Negotiations are proceeding with the Mysore Government as regards the grant of a suitable site and other facilities.

HYDERABAD**OSMANIA UNIVERSITY**

The Government review of the Annual Report of the Osmania University for the year 1934-35 says:

"The total number of students at the end of the year in all departments of the University, including the affiliated intermediate Colleges was 1,379, as against 1,279 in the previous year. The ideal to be aimed at is a residential University with 800 to 1,000 students, all of them living in hostels on the University premises at Adigment. With the completion of the hostels under construction and the restriction of admission under the proposed reorganisation scheme, it should be possible to obtain this object without any difficulty."

On the whole, Government are pleased to note the general improvement in the University administration during the year, and wish to record their appreciation of the valuable services rendered by Dr. A. H. Mackenzie, who, unfortunately, did not live long enough to see the fruition of the valuable reforms he had initiated in the administration of the University.

TRAVANCORE**PHYSICAL EDUCATION**

As part of the work of the Travancore University, it is understood that there is an idea to provide instruction in indigenous forms of exercise and *Yogasanas* which have been found to be of assistance not only in maintaining robust health but also in the treatment of certain diseases.

PUBLIC OPINION

MR. C. V. CHANDRASEKHARAN ON SELF-GOVERNING SCHOOLS

Mr. C. V. Chandrasekharan, Pro-Vice-chancellor of the Travancore University in the course of an address at Shencottah on the 14th Feb. last referred to "Self-governing Schools, where the pupil would practically control the staff, practically dictate to the staff what the working must be, what hours were to be taken and practically would run the whole school.

"I think" he continued "we ought to teach pupils to be more self-reliant than they generally are now. It is very important that we must give splendid opportunity for self-expression and self-activity on the part of students not only in the day-to-day running of the school, not only in the various extra-curricular School association and debating clubs but also on such occasions like School Day celebrations."

A plea for the organisation of a parents' association was also put in by Mr. Chandrasekharan. Intimate contact between teachers, parents and pupils, he said, would be mutually helpful and result in a better understanding and appreciation of each other's position. The need for every educational institution developing something original and unique was also emphasised by him. Every institution, he said, must build upon it the stamp and personality of the headmaster and the staff. He appealed to teachers in general to realise the nobility of their task.

THE HON'BLE MIAN ABDUL HAYE ON EDUCATIONAL POLICIES AND METHODS

Addressing the Annual Convocation of the Emerson College Multan, the Hon. Mian Abdul Haye, Minister of Education, Punjab said:

"After much thought and study I am convinced that our educational policies and methods of instruction are not in any sense ideal. I am sure that we have been and still are overlooking opportunities for improvement. We are giving too little attention to the matter of vocational guidance.

"Unfortunately many teachers are inclining to look upon education as something which has value in and of itself quite independent of the attitude of the students toward it or of its adaptation to the special needs of individuals. I have never heard a professor ask whether the college was good enough for a certain boy. The statement that a boy is not good enough for the college is heard constantly."

"What is the best thing that you can carry away from your college? One of the greatest scientists of the last century, Pasteur coined an aphorism, which should be emblazoned upon every college portal. "Chance favours the prepared mind."

PROF. A. R. WADIA ON THE WARDHA SCHEME

Prof. A. R. Wadia of Mysore, in the course of an address at a gathering of the Mysore Education Association, referred to some of the defects of the Wardha Scheme and said that some of them could be remedied such as the right type of teachers, particularly large number of women teachers competent to teach children, the question of the salary of teachers, a market for the articles produced by the inmates of the institutions. The best thing for all concerned, he said, would be to try the scheme in a small area first, to watch how it worked and if the results were found to be satisfactory, then it would be time enough to adopt it on a large scale.

Concluding, he said that there was a serious omission in the scheme, namely, religious education, for which he would not blame Mr. Gandhi because religion played an important part in his daily life. Therefore, Mr. Gandhi would have religious education in some form, whether in the form of prayer or other. There was no denying the fact that there must be a religious atmosphere in the child's education, without which, it would be a negation of the Gandhian philosophy.

SOME GOOD OUT OF SUPERSTITION!

By Mrs. KAMALA SATTIANADHAN, M.A.

SUPERSTITIONS are generally, if not execrated, either despised and rejected, or ridiculed and discouraged. And quite right too; for where there is superstition, there can be naturally argued a slack mind, a trivial mind and a minor mind—if I am allowed to call it so—, a mind, which can never adequately deal with big problems. But, it cannot be denied that superstitions are generally ascribed to women and indeed mostly held by them. Are they then to be considered of an inferior type? No indeed; for do not superstitions arise, not only from ignorance and illiteracy, but also from a wasted leisure; for, as the proverb has it, the devil finds some mischief still for idle hands to do. And, is not wasted leisure the misfortune more of women than of men?

Yet, sometimes good does come out of evil; and, idle, futile and mischievous as is superstition, there are some underlying ideas in it, which are worth thought. One is that some superstitions do teach us not to be too sure of ourselves. Take the European idea of *touching wood*, or the head, because it can be called *wooden*, when any sort of congratulatory statement is made. By this little superstitious act, one is sharply reminded that, whatever one's merits, privileges, or good circumstances may be, one is only human after all, and not to be vainly gloried over, for all humans are under the supremacy of a great authority, which has the power of ordering all worldly affairs. "Man proposes, God disposes," says the proverb, and "The plans of mice and men oft gang aley;" but how comforting is Browning's plea for confidence: "God's in His heaven and all's right with the world;" while the Bible tells us that always "underneath are the overlasting arms."

Why cannot we think that people are

superstitious, just because they are teaching themselves to think that their constant fears are in vain and that they must depend on God? The idea, I must admit, is a bit far-fetched, for superstitious people do not usually depend on God, but on signs; but cannot we probe into that and see that some of them may try to trace the finger of God in every small happening?

Then again, an underlying idea in some otherwise silly beliefs is that God may deign to send a sign to some of his people. We know of hypnotic trances, we have heard of *mediums*, and of persons being "fey"; we know at least that there are some people, who, because they live more in the sub-conscious world than others, are able to perceive some spiritual things, to which others, more material, are blind. So such persons may see more in certain signs than others do. Then again, the intention of God's will may be given as a sign of special favour to the simple-minded childish person. And why not? A person observes certain signs; he superstitiously is inclined to deduce certain premonitions from that. God knows that, and so perhaps sends him that special sign as a warning against action, or as a hint for action. And why not again? Is God too high and mighty to stoop to such trivial affairs? Does not the Bible say that the fall of a leaf, and the life of a sparrow are important to him?

Again — a trivial idea — there are some beliefs, which are based on the calls and actions of animals, chiefly of birds. This may seem admissible in a way, for why should one deny language to these creatures? And perhaps there see further than human beings and are trying to warn them! I know I have often been thrilled by the fairy tales, which tell of birds suddenly being given the gift of human language, or of man suddenly understanding bird-language, and

thus of humans getting intuitions of God's intentions to them!

One more motive for superstition. Since there do exist certain well-known superstitions, one must not lose sight of the fact that they are bound to act upon character and human action. Take the idea that thirteen at a table is an unlucky number, and that the first person who gets up will die within the year. Is not this sometimes likely to influence the sub-conscious mind of a person who fulfils the condition, and induce in him a mental condition which makes him ill enough to expect, or even to be caught by, death? And therefore, it is always good to avoid such arrangements. Thus superstition becomes the fashion very often, just like the English fashions of eating fish only with fish-eaters, dressing for dinner, and the Indian fashions of malted hair for ascetic's and a drab costume for widows, some of which may be really good ideas. Is not the Indian idea, for instance, of using saffron &c., as a superstitious cure for some illnesses of children, a good one, since saffron is a sort of antiseptic? Then again, there is the great Indian superstition of the *Evil Eye*. No doubt, this is not only a foolish idea, but also a troublesome and sometimes harm-producing one; but is there not the fact that the jealousy and envy of some spiteful people, even if hidden under the guise of shallow congratulation, big enough sometimes to cause *telphatic* or hypnotic harm? And so on — and so on! "There are more things in heaven and earth etc."

The trouble alas, is that superstitious people do not stop to think about the motives for their silly ideas. They have forgotten the correct purposes of such; just as the image-worshipper often forgets the real God behind the image and sets his faith on a mere symbol. And the mind gets deadened and stupefied; the substance is lost, and only the shadow is left. One thing leads to another, and it soon comes to pass that superstitions drown all common-sense and healthy action. Alas!

PERIODICALS

The Teacher makes the 'School'

Miss Edith De Lima, M. A., Principal, Stanley Girls' High School, Hyderabad, in the recent number of the *Hyderabad Teacher* deplores the sad state of our teachers in schools. She writes:

"A study of the teaching staffs of many of our schools reveals to us the sad and bitter truth that the teaching profession has become a refuge for many who have failed along other lines. Ill-equipped themselves, they are preparing an ill-equipped generation for duties of citizenship and nationhood. The criterion in many an institution for employing a teacher is not so much his ability to teach but the influence which is behind him to secure him a job. Teaching has, in many cases, become a utilitarian proposition. The system of private tuition is on the increase because teaching in the classroom is becoming very poor and inadequate. Ill-equipped at the initial stage, the teacher aggravates the deficiency by unpreparedness for class work.

"And the child! Housed in a school room for almost five hours, he is compelled to pass through another disciplinary ordeal during a period which rightly belongs to wholesome, healthy, out-of-door recreation. Unless and until there is an improvement in the quality of teachers, the output of our schools will be miserable, ineffective and inefficient in a corresponding degree. Handicapped teachers are preparing handicapped citizens to meet a complex world. Human investments suffer for lack of financial investments. The value of human personality grand and noble in itself, is being rendered valueless. The potentialities of the youth of today who will be the nation of tomorrow are being undermined by teachers who have had no preparation, and very often too by teachers who have undergone training, passed examinations but have returned to the classroom none the better for the training."

Book Reviews

PRIME MINISTERS OF THE NINETEENTH CENTURY Edited by F. J. C. Hearnshaw, Emeritus Professor of History in the University of London. Macmillan & Co., 1936. Rs. 3/-.

This is a welcome reprint of the series of eight lectures delivered in 1926 in King's College, London and first published in that year. Each lecture is devoted to the description and elucidation of the policy of one of the Prime Ministers of England in the 19th century, beginning with Canning and ending with the Marquess of Salisbury. In each case, the lecture is by a great authority on his subject. The lecturers give us an account of the career of each prime minister in broad outline, the influences that moulded their policy and programme of action and the circumstances that led them to move in particular directions in domestic affairs and foreign policy. Several superficial inconsistencies which we are apt to find in the careers of some of these Statesmen are explained, and traced to their original sources and the underlying unity of their work is clearly shown. The nature of the English Parties, the allegiance which Statesmen like Peel, Gladstone and Salisbury paid to their parties and the gradual transformation of the whig and tory parties into the liberal and conservative parties—are all admirably and skilfully sketched. Topics like the conversion of Peel to Free trade, the secret of the eminence of Lord John Russell, and the attitude of Gladstone towards the Eastern question have been handled in a masterly manner. The book is a scholarly summary of the essential features of the History of England in the nineteenth century grouped round the achievements of her leading statesmen and will be of great value as a subject of study in the higher classes of Indian schools and colleges. M. V.

ADARSA GANITAMU. Third Form (In Telugu) by Ch. Sreenivasa Rao, B.A., B.Ed; The School, Rishi Valley (Chittore Dt.) Venkateswar and Co., Guntur, 1937. Re. 1/-

This is a text book on Elementary Mathematics written by an experienced teacher in

accordance with the latest ideas and practice obtaining in many parts of the world. The fundamentals of the subject are explained in easy language and by means of well-constructed diagrams — Examples have been taken from daily life which makes the problems really interesting to the pupils. The book contains an index which is a novel feature. The printing and the general get up of the book are good. —M. V.

STORY POEMS by K. Srinivasa Kini: Published by Teachers' Publishing House, Madras, Pages XXII+204, Price As. 12/-

There are so many anthologies of poems already in the market intended to provide exercises in paraphrasing for High School Pupils that there must be a special justification for adding to their number. The volume before us is amply justified by the fact that while it combines the good features of existing Volumes it has also some distinctive features of its own.

The poems have been carefully graded and are arranged in four parts. Brief explanatory notes and suggestive questions are appended to each poem to enable the pupil to construe the piece for himself. There is a well thought-out essay on how to reproduce the substance of a story poem and the general principles laid down are practically illustrated in the model reproductions of "John Maynard" and "Harmoban." By far the most valuable part of the book consists of the fifteen appendices which should enable the student to lay in vast store of words, phrases and idioms and to avoid the commonest errors in English. A good deal of hard thinking has gone to the planning of this book. Excellently got up and cheaply priced, it may be safely recommended for use in the upper forms of our High Schools.

SIMPLE ESSAYS by Llewelyn Tipping: Published by Messrs. Macmillan & Co., Ltd., Pages 104, Price As. 8/-

Here is an excellent volume of 52 essays written in simple idiomatic English and intended for the use of young students of the language. The topics cover a wide range and are bound to be of considerable informative value in addition to familiarising the student with idiomatic terms of expression. Written by an expert who has an intimate knowledge of the conditions and needs of Indian schools, the book is admirably suited for use in the lower forms of our High Schools.

SYLLABUS OF THE WARDHA SCHEME

Zakir Husain Committee's Reply to Criticisms

THE Zakir Husain Committee has submitted the detailed syllabus of studies, in accordance with the Wardha scheme of "craft-centred" education to Mr. Gandhi. Explaining the implications of the various details of the syllabus, in a covering letter, the Committee incidentally deals with many of the criticisms levelled against the scheme.

The letter states :

In presenting the graded syllabus of Basic Education which you wanted us to prepare, we should like to clear up certain points which have caused, or may occasion, misunderstanding to those who have not clearly grasped the ideas and principles underlying this syllabus.

In the first place, it is necessary to appreciate the limitations under which we have worked. A syllabus of this kind, which aims at a far-reaching reconstruction of educational practice really requires a background of fairly extensive, experimental work on the lines indicated in our Report, because it is only after such practical experience that all the possible correlations can be confidently worked out. While we have done our best in preparing this syllabus and fully utilised our collective experience as teachers, as well as the suggestions received from friends, we must point out that this should be regarded as a tentative scheme which we have drawn up to show that the principle of co-ordinated teaching, which we have advocated in our Report can be worked out in practice and translated into the terms of the curriculum. But we hope that, as teachers in our training schools and colleges, and in the new schools of basic education, begin to work out the scheme scientifically and record their observations and experiences, it will be possible to improve the syllabus progressively. Such an experimental attitude of mind on the part of the teachers is essential for the success and efficiency of this educational scheme.

We have given the detailed grade placements of the subjects for the seven classes of the basic school in order to show that, with spinning and weaving as the basic craft (selected for illustration) it is possible to include the essential subject matter in language, mathema-

tics, social studies, general science and drawing, within the time available for the purpose, and to co-ordinate it with the craft work to a considerable extent. This will show that, on the one hand, the subject matter selected is not excessive (as some critics of the scheme have made out) and, on the other hand, no really significant units of a cultural curriculum have been omitted.

We have also given the detailed grade placements of two other basic crafts suggested in our Report—Agriculture and Woodwork. These syllabuses were prepared for us by experts outside our Committee, as none of us had the necessary knowledge for doing so. Leaving aside the details of these syllabuses, we are confident that the contents of the general curriculum could also be correlated or conveyed through either of these two basic crafts.

THE THREE FOCI FOR THE CURRICULUM

In order to work out an effective and natural co-ordination of the various subjects and to make the syllabuses a means of adjusting the child intelligently and actively to his environment, we have chosen three centres, intrinsically inter-connected, as the foci for the curriculum, i.e., the Physical Environment, the Social Environment, and Craft Work which is their natural meeting point, since it utilises the resources of the former for the purposes of the latter. With a view to demonstrate how the subject matter selected is co-ordinated with these three centres, we have also given, besides the grade placements, a separate indication of how the various items of the curriculum can be correlated with the basic craft of spinning and weaving. This will also, incidentally, answer the criticism that the scheme is not child-centred, —a criticism which is based on ignorance of one of the most strongly stressed points in our Report. We have also given, as an appendix, a chart prepared by one of our colleagues, showing graphically how the entire syllabus is definitely child-centred. We fail to understand how this scheme, based on activity, and the study of the child's physical and social environment, can be less child-centric than the present education which is entirely book-centred!

It is essential for all teachers and educational workers to note that we have really attempted to draft an "activity curriculum" which implies that our schools must be places of work and experimentation and discovery, not of passive absorption of information imparted at second-hand. So far as the curriculum is concerned, we have stressed this principle by advocating that all teaching should be carried on through concrete life situations relating to craft or to social and physical environment, so that whatever the child learns becomes assimilated into his growing activity.

RELATED TO THE CHILD'S EXPERIENCES

It should be noted in this connection that in the preparation of this syllabus, we have attempted to organise the subject-matter into *significant and comprehensive units* of experience which will, when mastered, enable the child to understand his environment better and to react to it more intelligently, because they throw helpful light on the problems and conditions of life around him. We are conscious of the fact that there is much scope for improvement in the actual units selected, but we are confident that this is the right approach to the syllabus, rather than the current practice of making it a collection of unrelated and miscellaneous facts having no direct bearing on children's experiences or on social life. The syllabus in Social Studies and General Science will illustrate this principle.

When, for instance, work in Social Studies or General Science is related to Drawing, and the knowledge of History and Geography enriches the child's understanding and appreciation of his craft, when gardening and Agriculture are an integral part of his education, the school should become an active centre of experience and of abundant life.

But the working of this curriculum is in itself a problem of great importance, and demands intelligent alertness and responsiveness on the part of the teachers, for even the best of curricula can be made mere dead letter, if the method of teaching and discipline adopted are not inspired by the spirit of activity. In order to indicate, therefore, how the full possibilities of this curriculum can be exploited, it seems necessary to point out by way of illustration, the method to be adopted in the approach to some of the subjects included in the curricu-

lum. For, if subjects, such as Social Studies and General Science are presented by the teachers as catalogues of facts to be passively accepted and learnt up by the children, the whole object of the syllabus will be defeated, and they will entirely fail to appreciate the real nature of the correlation amongst the various subjects. This can only be realised when they are acquired through real learning situations involving self-activity on the children's part.

CREATIVE VALUES OF MOTHER-TONGUE

In the syllabus of mother-tongue, for example, we have attempted to stress both the creative and utilitarian values of language and literature. The teacher must organize his oral work as well as his reading material round the actual but growing life and interests of his children so that they may gradually—

- (a) develop a consciousness of the wonders of the life of nature around them,
- (b) observe and describe the different processes of the school crafts and the life of their home, village and school,
- (c) write simple business and personal letters as a normal activity of social life,
- (d) keep a daily record of progress in the basic handicrafts,
- (e) help in the editing of a school magazine and the preparation of a daily news bulletin,
- (f) make a clear and connected speech of a reasonable duration on some topic of general interest,
- (g) appreciate beautiful literature.

This suggests not only a principle for the selection of topics in the literary readers, but also stresses the close connection of the mother-tongue with craft work, social studies and village life and activities. The method of teaching must, therefore, be such as will give the child a mastery of his mother-tongue as a tool not only for learning but for use in actual life situations.

Similarly, the syllabus in Social Studies is an attempt to adjust the child to his social environment, both in space—which is the function of Geography—and in time—which is the function of History. Civics which aims partly at the giving of intellectual understanding of the present day problems and partly at developing the right social and intellectual atti-

tudes, has also been included as an integral part of this syllabus. It requires an intelligent study of the child's immediate environment and its salient features, as well as the development in school of self-governing institutions and its organization as a genuine co-operative community involving mutual obligations and distribution of duties and responsibilities.

'ACTIVE' LEARNING

The teaching of these subjects should not only be closely coordinated but it should spring from actual social situations—the child's home, his village, its occupations and crafts—and then be extended and enriched by stories of primitive life and ancient civilizations; and by showing how different ways of life and work have developed under different social and geographical conditions. The teaching of geography and nature study in the lower classes should, for example, be centred round the different seasons which provide a starting point for observing natural phenomena, and the intelligent teacher will take care that the children make their early acquaintance with all these phenomena through active personal observations, excursions, gardening, tending of pets and survey of the locality. But it is necessary, *throughout the course*, to ensure that the child acquires his knowledge actively and utilizes it for the understanding and better control of his social environment. Hence the need for correlating the school with the activities of the community life around, which we have also stressed in the Report.

In order to make Mathematics real and active, we have indicated how its various processes can be correlated with the various craft processes and it is equally possible to work out their connection with facts learned in the social studies and general science courses. If the children learn their four simple rules by actually working out the problems which arise in their craft work and gardening and by dealing with figures which will also throw light on the economic and social facts of their village or town or country, if there is practical measuring and field-work and calculations of expenditure and rural indebtedness, the learning of mathematics not only becomes an active process, but also a means of interpreting and understanding the social environment.

As a further illustration of the principle of coordination, we should like to make a special

mention of *physical education*. So far as the theoretical aspect of physical education is concerned, the children will gain the necessary knowledge of Physiology, Hygiene and Dietetics through their General Science courses. As for practical training, the entire work of the school, involving craft—practice, games, gardening and active methods of learning, has been envisaged as an aid to the development of the child's health and physical vigour.

We have not drafted a regular syllabus for *music*, because in this scheme of basic education, it may not be possible to give scientific education in music to all children. What we recommend, however, is that in all classes there should be a course of choral singing, set to standard tunes and time, with an elementary acquaintance with the the principal Indian ragas and talas. The songs suitable for children between seven and fourteen, should be carefully selected, and should include national songs, folk songs, devotional songs, seasonal and festive songs. The selection should also include a few songs in simple, quick rhythms, suitable for group singing in connection with their craft-training and physical training. Such selection in various languages may be issued from time to time; out of which the teachers may make their choice.

It is possible to multiply such examples in connection with each aspect of the syllabus, but it is not necessary to do so. These examples should suffice to show that there is an intrinsic unity of method and curriculum which cannot be ignored, and that this syllabus will help in the training of intelligent, practical and co-operative citizens, only if it is approached in the spirit indicated above.

Reply to Criticisms

We welcome the criticisms and objections which we have received or which have appeared in the Press, because they show that teachers and public men have given thought to our scheme. But we feel that many of the objections raised are based on a misunderstanding of the basis of the scheme. We would, therefore, like, with your permission, to refer to the more important points raised.

"THREE-CENTRED CO-ORDINATION"

1. Much criticism has been directed against the amount of time devoted to craft work, and it has been urged that academic work will be

starved in consequence. Without subscribing to the implied dualism between practical and academic work, we would point out that the time allotted to the basic craft is not meant to be spent only on the mechanical practice of the craft, but oral work, drawing and expression work, naturally connected with it, as well as instruction in the why and wherefore of the processes involved, i. e., their scientific and intelligent understanding, which is one important educative aspect of craft work, will also be given during this time. This is clearly implied in our scheme of three-centred co-ordination.

Moreover, as pointed out in the report, the object of the scheme is "not primarily to produce craftsmen able to practice their craft mechanically, but to exploit the resources implicit in craft work for educative purposes," the adoption of the activity method should ensure the attainment of this objective.

2. Some people are alarmed because there is no reference in this scheme to "secondary" or "higher" education, for getting that our terms of reference were confined to a seven years' scheme of basic education only, and they are apprehensive that we want to limit the facilities for higher education. We have only to point out that this is a scheme of universal and compulsory basic education for those who are qualified to receive it; and when that scheme is drawn up, it will have to be co-ordinated with the scheme of basic education, so as to ensure continuity as well as proper intellectual equipment for those who are to proceed further with their education.

THE 7-14 AGE RANGE

3. The scheme has also been criticised because it contemplates: the child's education beginning at the age of seven, which is argued of being too late. In the report, we have made it clear that we recognise the importance of pre-school education and envisage the possibility of its introduction on a voluntary basis, with State help where possible. But in view of the present financial and other considerations, we have not felt justified in including it as a part of our compulsory scheme. Moreover, we have chosen the 7-14 age range because we consider it absolutely essential to keep the child at school until he is fourteen, in order to ensure that he will receive the essential modicum of social and civic training—which, for psychological reasons,

is not possible earlier—in order to become a better citizen, that his literary training will be thorough enough to make a lapse into illiteracy impossible, and that he will acquire sufficient skill in his basic craft to practice it successfully if he adopts it as his vocation. We are so strongly convinced of the educative importance of the years of adolescence that if we could extend the period of education, we should like to keep the students at school till the age of sixteen, in order to ensure proper moral, social and civic training.

4. We have not given a separate and distinctive place to *play* in the scheme because it is essentially an extra-curricular activity; if it is made a compulsory part of the syllabus, it loses its spontaneity and ceases to be play in the psychological sense. But, in our syllabus, we have made provision for individual and group games and we contemplate that in all good schools there will be various kinds of games. It should, however, be borne in mind, that in an activity school play is an integral part of its method and is not included as an escape from academic drudgery.

FALLACY OF "SELF-SUPPORT"

5. We should like to make it clear—if the Report has not already done so—that we do not contemplate any direct connection between the teachers' salary and the proceeds from the sale of the children's products. Teachers are to be paid directly from the State Treasury as at present and are not to be dependent on the somewhat fluctuating income received from the sale of school products, which should be credited as income to the Treasury. As the Wardha Conference has made it quite clear in its Resolutions, that the basic crafts practised in schools were expected in due course to cover only the remunerations of teachers, it was hardly necessary for us to say that all other educational expenditure, e.g., on buildings, equipment, etc., must be met from other sources, public and private.

6. We had not specifically mentioned, in our Report, the setting up of a sales organisation for the school product because we were primarily concerned with the drafting of an *educational* scheme and not with its political and administrative implications. Moreover, you had made it quite clear in your speech at the Conference that in the last instance, the State will be responsible for their purchase at a fair

price, and we had made a reference to your remark in the Report.

7. Considerable criticism has been voiced in certain quarters on the assumption that our scheme is opposed to all industrialisation and aims at harking back to a primitive state of society utterly incompatible with the forces and needs of modern times. Without entering into a controversy about the respective merits of industrialisation and the rural economy, we want to point out that there is no necessary logical connection between the scheme of basic education and either the industrial or the small-scale village economy. We have recommended the approach to education through crafts and productive work because that is a psychologically sound method of education, but we fail to see why co-ordinated training in the use of the hand and the eye, training in practical skill and observation and manual work, should be a worse preparation for later industrial training, than the present education which is notoriously bookish and academic, and definitely prejudices our students against all kinds of practical and industrial work.

Working the Scheme

We are conscious of the great deal of administrative organisation which this scheme will involve and we realise that the education department in each province will have to think out the detailed ways and means by which the scheme is to be gradually put into operation. Without attempting to take over this great responsibility on ourselves, we should like to make a few suggestions in this connection, which we trust will be found useful in working out the detailed stages in which the scheme is to be introduced in India.

DEMONSTRATION AND TRAINING SCHOOLS

The first step, which should, in our opinion, be taken immediately, is to set up a number of training schools in selected rural areas—at least one or two schools in each linguistic province where teachers may learn the technique of education through crafts and productive work, and be trained to teach in the new basic schools. The number of teachers to teach in the new basic schools to be opened in the selected area will be determined by the extent of that area. We suggest that a reasonably large area, e. g., a district, should be selected for the purpose and the Education Department should undertake a survey of its requirements—

the number of existing schools to be transformed, the number of new schools to be opened and the number of teachers needed for them. Immediate steps should be taken to train this number both by utilising the existing training schools and by opening new ones. We are of the opinion that this work of establishing basic schools for all the children in the selected area should be completed within five years. Meanwhile, all the other training schools in the Province should be transformed into the new type of training schools, so that the work of establishing new basic schools as well as of transforming existing schools, all over the Province, may proceed as rapidly as trained teachers become available. It will be necessary during the first few years to have both kinds of training schools—i.e., one year and three year schools. The short course of one year's duration may be given to specially selected and preferably, experienced teachers from existing schools, so that they might start work a year later in the new schools. Simultaneously, however, the regular three years' courses should also be introduced and another group of teachers selected to undergo this training. The Department should arrange to send all the teachers in the existing schools who cannot attend the one year's course of training, to specially organised refresher course, where they may understand the principles and methods of basic education. A scheme should be drawn up to ensure that all teachers in the service of the Department have attended such a course within the next five years.

It is essential that these training schools be located in rural areas, so that teachers may work and acquire necessary experience under conditions in which they will have to carry on their teaching. If they are trained in an urban environment where they will be deprived of village contacts, they will not be able to develop the requisite attitudes and habits.

When the first batch of teachers has been trained, new basic schools should be started in a selected area where all the schools should be of the new type contemplated. It does not seem desirable that schools of the present as well as the new type should co-exist in the area. Naturally it will be easier and more useful to select for this purpose areas in which there are few schools at present and where, for that reason, the provision of educational facilities is more urgently required.

Secondly we suggest that every training school so started should have a demonstration school specially organised to import basic education according to syllabus and the technique outlined in our Report. This school, like the training school, should be staffed by specially competent teachers who possess the necessary intellectual and practical disposition to work the scheme sympathetically. It will serve as a model school for the locality to which other schools to be established later will look for inspiration and guidance.

PROVINCIAL SURVEYS PROPOSED

Each province should, we suggest, undertake a survey of its educational requirements, and plan out a detailed programme of action. The survey should aim at finding out the number of children to be educated, the number of teachers and schools that will be eventually required for their education, the number of training schools that will have to be established, the rate at which trained teachers can become available year after year. On the administrative side, the survey should indicate the amount of money which will be required for recurring and non-recurring expenses, and the machinery that will have to be put up for the sale of the school products. These are practical and concrete problems that will have to be worked out—their magnitude is no excuse for fighting shy of them or looking upon them as impossible.

We are fully alive to the financial implications of this great educational enterprise, but we think that it should be possible for provincial governments to put this scheme into full working order and introduce compulsory and free universal education in the whole country in about 20 to 25 years' time. What we suggest is the drawing up of a kind of 20 years' plan to provide basic education and to liquidate illiteracy. If this scheme is supplemented by some adequate system of adult education given through various agencies, including the con-

scription of school and college students for the purpose, we have every hope that within that time, India will have made rapid strides towards the goal of a 100 per cent literacy.

PREPARATION OF BOOKS

In working out the programme of national education, the Provincial Governments should utilise the services of the Central Institute of Indian Education, the establishment of which we have recommended in our report. The Institute could, for example, help in the preparation of suitable educational literature for teachers, as well as advice about the preparation of books for the new schools. They could also give advice on the educational problems which may be referred to them for opinion, and generally act as a central bureau for educational information. The Provincial Governments should, in their turn, give all necessary help and facilities to the Board in the discharge of important duties.

There are also a number of other non-official organisations in the country, e. g., national educational institutions, the All-India Spinners' and Village Industries' Association which could help in the working out of the scheme in various ways. We expect that there will be close co-operation between these organisations and the Education Department. We also contemplate that as a result of the enthusiasm released by this scheme of national education, many voluntary organisations and workers will be forthcoming to start training centres and basic schools. The Provincial Governments should encourage such private enterprise in education and help them with expert advice and funds.

We submit this syllabus to you in the hope that it will meet with your approval and that it may form an adequate foundation for a basic education suited to the genius of the Indian nation and the requirements of the country.

Teaching, above all things in this world ought to be absolutely honest and absolutely free. The teacher should never be the servant of the State in this way, that he preaches and teaches what he thinks the Government would like to have him do, whether that Government come from the Right or from the left or from the centre.

FOREIGN CURRENTS

Physical Education in England

In an address to the Ling Physical Education Association at the Conference of Educational Associations, Mr. K. Lindsay, Parliamentary Secretary to the Board of Education, said that the first way in which the technique of physical education in the schools had been improved was in the working out of special methods of physical exercise adapted to the needs of the child at each stage of his life—infant, junior and senior.

The second way was in the immense improvement in skill and knowledge on the part of the teacher. Advanced courses of 400 hours were now available in increasing numbers, and had been instituted in a dozen training colleges. No less than 20,000 teachers in elementary schools attended short or part-time courses, while this year a new type of three months course was being held at various colleges for senior school teachers.

The third way in which technique had been improved was by extending the scope and widening the interest of physical education at schools. Physical education in the old sense of drill and exercises could never really succeed in drawing out the social and individual instincts of the child. Organised games, gymnastics and swimming—these were for some children, especially the older ones, the best means of physical education. More and more we must look for playing fields for gymnasia and for swimming facilities in all schools, realising that these were not mere luxuries, but part of the necessary equipment of effective physical education.

During the course of the year ended March 31, 1936, 80 sites for playing fields were acquired by the local Education Authorities (double the number of the previous year), of which 32 were intended to serve more than one school, he said. During the following nine months a further 66 sites were approved, of which 21 were intended to serve more than one school. During the same period of 21 months no less than 372 plans for the extension of existing sites were approved. Again, since the

issue of the circular 170 gymnasia for secondary schools have been approved, 212 acres for additional playing fields, eight covered and eight open-air swimming baths. Proposals approved for elementary schools include 4,625 acres for playing fields, 215 gymnasia and three new swimming baths.

United States: School Radio

At the Institute of Education by Radio at a session which took place lastly at Columbus, the use of ultra-short-wave transmission by city and county school systems was discussed.

The special advantage of the ultra-short-wave is that it carries only over a radius of 25 miles and is not heard through the ordinary receiver. Because of the narrow area covered, each school system can have a self-contained service of its own. Cleveland, for instance, is about to install such a system and expects to broadcast lessons, supervisory announcements, and the like to all its schools. It will not have to consider the interests of the commercial stations or adult audiences, as it has had to do when using the local stations.

"Cramming Bait"

"Cramming" of children for examinations has been banned by Essex Education Committee. Homework for elementary school-children under 12, too, has been stopped. The "cramming" ban covers any "intensive special preparation" or the formation of special classes for scholarship candidates. To give all the children equal chances to win scholarships, extra tuition for special candidates is barred. The Council's action followed complaints by parents. It has been said that the schools which invariably carry off highest honours in examinations give the children an excessive amount of homework for some weeks before hand, besides running special classes for them in school.

SOME NEW BOOKS

DELHI: A Historical Sketch

By PERCIVAL SPEAR. Crown 8vo, 112 pp. Rs. 3

In this book the author gives a brilliant survey of Delhi's history from the earliest times to the present day. It is more than a historical survey, and more than a guide book, but it contains much to interest the historian and will be an entertaining and useful companion for the visitor.

BETTER VILLAGES

By F. L. BRAYNE, C. I. E., I. C. S. With a Foreword by SIR SIKANDAR HYAT KHAN. Crown 8vo, 320 pp. Rs. 2

THE REMAKING OF VILLAGE INDIA, Mr. Brayne's first book, has been out of print for some years and the present handbook is designed to take its place. It points out briefly what has to be done in the village and how to set about it. All who have to do anything, directly or indirectly, with the villages will be interested, while rural workers will find it an indispensable guide for their work. It is the most up-to-date book for anyone wishing to have information about India's pressing rural problem, and the suggested ameliorative measures.

INDIA REVEALS HERSELF

By BASIL MATHEWS. With the collaboration of WINIFRED WILSON. Crown 8vo, 202 pp. 5s.

'Mr. Mathews, scholar and thinker that he is, does not fall into the mistake of thinking that he can prescribe remedies for the manifold ills of India after a hurried tour of a few months. So he has adopted the plan of letting Indians speak for themselves. He met hundreds of prominent people of all communities all over the country, and his book contains their opinions on many of the outstanding questions of the day, with, of course, his own impressions thrown in. It is a volume worth perusal by anyone interested in seeing India as it is seen by a foreigner.'—NEW BOOK DIGEST

ADJUSTING THE SCHOOL TO THE CHILD: Practical First Steps

By CARLETON WASHBURN. Large Crown 8vo, 206 pp. 7s. 6d.

One of the most insistently pressing educational problems of today is that of the adaptation of school work to individual differences. It is the purpose of this book to state the solution of this problem worked out by the Winnetka Public Schools, Illinois, U. S. A.—schools organized as a laboratory for scientific research and practical experimentation.

WIRELESS: Its Principles and Practice

By R. W. HUTCHINSON. Fourth edition, enlarged. Crown 8vo, 344 pp. 3s. 6d.

No previous knowledge of electricity is assumed, and the reader is led by easy stages right from the beginning of elementary theory to multi-valve receiving sets of modern design and the essentials of the new high definition television.

'The author has considerable experience of the subject both as a teacher and also as a practical experimenter in Wireless, and this has enabled him to present the subject with great clarity.'

—THE HINDU.

TELEVISION—A Guide for the Amateur

By SYDNEY A. MOSELEY AND HERBERT MCKAY. Demy 8vo, 142 pp., with numerous half-tone plates. 5s.

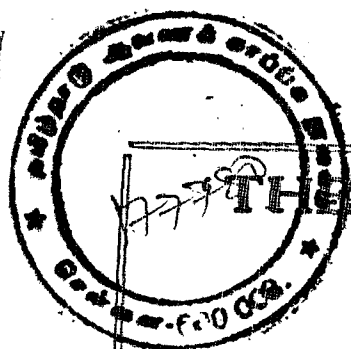
'There is a real need for the present book which aims at making the principles of television and their practical applications intelligible to the general reader, who, it is assumed, has no more than an elementary knowledge of the working of wireless.'—THE TIMES OF INDIA

OXFORD UNIVERSITY PRESS

Nicol Road
BOMBAY

Lal Bazar
CALCUTTA

Mount Road
MADRAS



THE SOUTH INDIAN TEACHER

IS

The Official Journal of
The South Indian Teachers' Union
It is therefore the journal of the Teacher

AND

No teacher should be without it.

Subscription is only Rs. 3/- per annum

Registered Office:—

41, Singarachari Street,
Triplicane, Madras.

Every Educational Institution should subscribe for

'The Educational Review'

A Monthly Record for India.

The oldest of its kind in the country now
in its 42nd year.

Devoted to all kinds of Educational pro-
blems and literary topics.

Contributions from distinguished educa-
tionists and literatures.

DOUBLE CROWN OCTAVO.

Annual Subscription Rs. 5/-

Offices:—190, Mount Road, Madras.

The 'Field-Madras'

An All Sports Monthly Journal.

The first journal of its kind in the count-
ry now in its fifth year.

Devoted to all kinds of sports & athletic

Special articles on all kinds of sports &
athletics by sportsmen of internation-
al repute and experts.

Profusely illustrated and printed on
superior art paper.

DEMY QUARTO.

Annual Subscription Rs. 5/-

Advertisement Tariff for Educational India

A DISCOUNT of 16½% will be allowed if space be taken for more than 6 months.
PAGE SIZE: 8" x 6" (two columns); one column 8" x 3"; Half page 4" x 6";
¼ page 4" x 3"; ⅛ page 2" x 3".

A FREE VOUCHER COPY is supplied for every contract advertisement.

ORDINARY POSITION PER INSERTION:	COVER PAGE PER INSERTION:
Full page or two columns ... Rs. 12	First page (below contents ... 3" x 6" space) Rs. 20
Half page or one column ... 7	Second page ... 15
Quarter page (for 3 insertions) ... 9	Third page ... 15
Quarter page or half column ... 4	Fourth page in two colours ... 20
One-eighth page ... 2	

Apply to: The Manager

"EDUCATIONAL INDIA"

Masulipatam (S. India)

THE NAME "SADHANA" BEHIND

Sir P. C. Roy says:—

"I visited Sadhana Aushadhalaya. The preparations are all made in large scale in strict accordance with Ayurvedic processes. Its preparations are daily gaining in popularity in all provinces of India and even outside."

"You prepared your medicines strictly according to the individual Ayurvedic Sastras. I know that you are doing something of material benefit for the patients and that it is something new to the world. I realise that medicines prepared in that manner are all powerful to heal."

(Sd.) WM BROWN, M.D.,
Young Town, Ohio U. S. A.

Speciality in prescribing medicines with suggestions free of cost by our eminent Kavirajas.

Sadhana Aushadhalaya

Adhyaksha—Joges Chandra Ghose

AYURVED-SASTRI, M.A., F.C.S. (London), M.C.S., America,

FORMERLY PROFESSOR OF CHEMISTRY, BHAGALPUR COLLEGE.

Head Office and Factory—DACCA.

AGENCIES:—London, Ceylon, Penang, Tientsin, Koforidua, Teheran.

CALCUTTA BRANCHES:—Shyambazar Market; 213, Bow-bazar; 67/4, Strand Road; 2 Russa Road; Kidderpur; Howrah.

BRANCHES:—ALL OVER INDIA AND BURMA

College Lectures

ON

English Industrial History

By Prof. M. Subba Rao, M. A.

A compendium of class lectures of practical utility—most indispensable for students preparing for University Examinations.

University Questions appended.

Price Rs. 1-4-0

M. Seshaghalam & Co.,

PUBLISHERS MASULIPATAM



Educational India needs no telling
Do not drug yourself for COLD
just rub a little
AMRUTANJAN on the nose

Colds

It gives you quick relief



Amrutanjani

THE INDIAN LADIES' MAGAZINE

Published once in two months

EDITED BY

Mrs. Kamala Sathianadhan, M.A.

CONTAINS MANY

Valuable Articles and Illustrations

ANNUAL SUBSCRIPTION

INLAND
Rs. 3—8—0

FOREIGN
Rs. 5—0—0

SINGLE COPY As. 8.

Apply to—

THE EDITOR, INDIAN LADIES' MAGAZINE,
VIZIANAGARAM.