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# Educational India

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No. 10



APRIL

1943

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### A UNIVERSITY FOR RAJPUTANA

Sir Mirza M. Ismail

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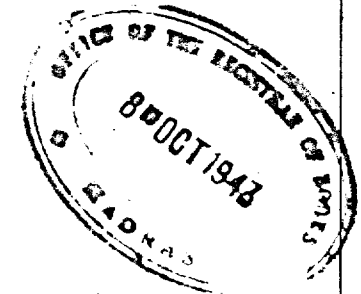
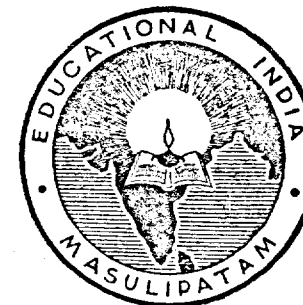
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# EDUCATIONAL INDIA

A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF  
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Edited by Prof. M. VENKATARANGAIYA



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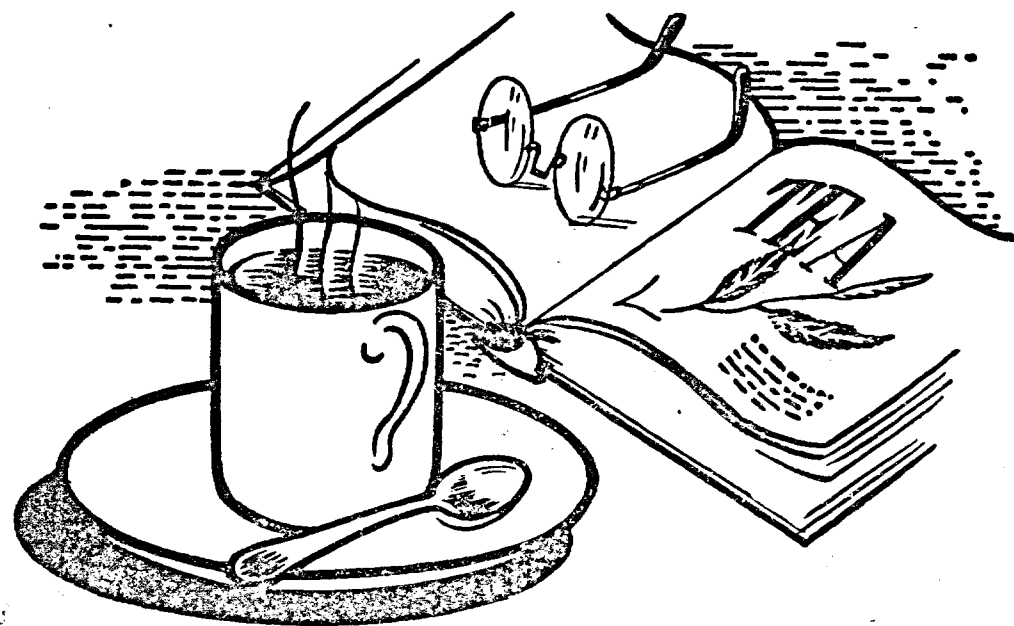
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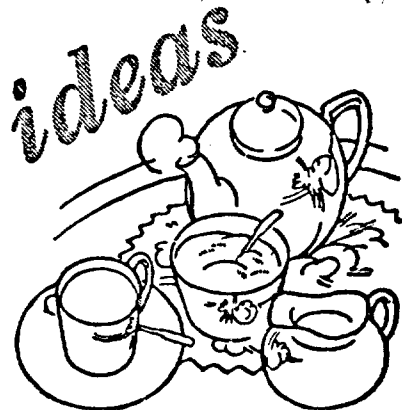
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# INDIAN TEA

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## QUALITIES OF GREAT TEACHERS \*

Prof. M. VENKATARANGAIYA, M.A.,

*Andhra University.*

**F**RRIENDS—I thank you very much for your having invited me to preside over the second session of your conference. I value it as a great honour. I take it not merely as an indication of your extreme kindness towards me—which it undoubtedly is—but also as a proof of the importance you attach to age and experience. I have been a teacher for thirtysix years. I entered the profession before several of you were born. I had in my classes sons of my former students and if I am to continue in service for another three or four years it is quite possible that their grandsons also will become my students. I do not know whether it is an advantage to be always in contact with immature minds. But it has its own compensations. I have no reason to regret having chosen teaching as my profession. Moreover I did it deliberately and with open eyes and that at a time when many of my friends advised me to enter the public services or take up law which in those days was certainly more lucrative than what it is at present. When I look back on my long career as a teacher I do not feel that I made a wrong choice. I am taking today as much pride in it as I did on the first day on which I entered the class room as a teacher. I now realise how rare a privilege it is for one to have an opportunity of shaping the mind, the character and the ideals of the youth of one's country; and that is just what a teacher is called upon to do especially if he happens to be a teacher in the University classes. Whatever may be the personal ups and downs in our career—and which walk of life is there that is not subject to ups and downs—I am now more than

convinced that teaching is really the noblest of professions and the higher the standards which we place before ourselves the more ennobling it becomes.

Teaching is an art and a very difficult one also. It is one of the most ancient of the arts with a long tradition behind it. Like every other art it has been undergoing modifications from age to age. You will however excuse me if today I raise the question "what the elements are which go to make up a successful teacher", and attempt at a short answer to it. At all times there have been many among those practising the art who by universal agreement have been considered to be successful. Every one of you must have come across a few such eminent persons whatever be the college in which you happened to have studied. I have in my career as a student the good fortune of having sat at the feet of two great masters of this art and even after the lapse of nearly forty years I look upon them as models for being followed by others. They are Professor K. Ramanujachariar and Professor K. B. Ramanatha Iyar of Pachaiyappa's College, Madras. Professor Ramanujachariar was a man of versatile genius. He was only a B. A. and his special subject was Mathematics. But there was no subject which he could not handle. He taught with equal proficiency subjects like Mathematics, History and Economics. He was a solidly built man who inspired among his students a feeling akin to awe. His industry knew no limits. He could quote from the oldest as well as the latest books. He had unrivalled capacity in placing before his students the central points in the subject of his lecture. In the careful analysis of all the relevant points and in developing his argument

\* Presidential address delivered at the Conference of the Teachers of Affiliated Colleges of the Andhra University on 12.3.43.

from step to step very few were his equals. The most remarkable however of all his qualities was the clearness and lucidity of his exposition and its impressiveness. It was impossible for his students to forget anything explained by him in the class. He could lecture continuously for three to four hours at a time to the same class without making a single moment dull. He had a sort of sarcastic humour about him and he used it most effectively in bringing round the few mischievous students who, I need not remind you, are always to be found in every class. Then there was Professor K. B. Ramana-than. He was one of the profoundest students of English language and literature and even the few Englishmen who in those days happened to teach the subject in some of the leading colleges of the Madras University were his inferiors in their knowledge of Chaucer, Anglo-Saxon and Gothic. He was one of the very few professors of those days who had a well-stocked private library of their own. He would always be found pouring over his books. And when he walked into the class-room he came on every occasion with what I may call a miniature library of books of reference from which he would read extracts. He was a slow speaker, and often times he was dull. But every word he spoke brought out the depth of his wisdom and the profundity of his thought. His greatness consisted in making his students love books and think for themselves. He had a sort of biting wit with which he kept the class in perfect discipline. After I left college I have come across a number of other eminent teachers and some of them have been among my colleagues. It would be invidious for me to mention their names. They were all men of real worth and the reputation they acquired was well-deserved. They did not try to conceal their deficiencies—and which of us, men as we are, is free from defects—by saying that the function of a teacher in a college is not to teach—that is the work of a

teacher in a secondary or elementary school—but only to guide the students; nor did they try to frighten students and extract obedience from them by virtue of their position as members of boards of examiners. All these great teachers are immortal. Their memory will remain fresh for all time and if the history of education is ever written in the same way as political histories are written they will have in it a secure and a lofty place, receiving the homage of successive generations of students and teachers.

Is it possible for us from the examples I quoted to draw any generalisations regarding the qualities that go to make an efficient and successful teacher? I think it is quite possible for us to do it. It may be that we may not be able to give an exhaustive list of all of them or to arrange them in the exact order of their importance. With this caution I should like to mention among the first of these qualities the possession of real scholarship and learning. Especially in this age of specialism no teacher can be a success unless he is a real scholar and widely read. He must be familiar not only with the classics on the subject he has to teach but also with the current literature and discussions bearing on it. He should therefore be a man of prodigious industry. In many cases it falls to his lot to study not only the best books but also those that are of a mediocre character and sometimes those that are absolutely worthless. For it is only after reading them that he is able to make his own estimate of them. Reviews of books appearing in magazines cannot always be trusted to tell us the real and the complete truth about them. Judgments are bound to vary. The longer a man happens to be a teacher the more conscious he becomes of the magnitude of the task he has to accomplish and the limitations of time and energy which he can apply to the task. But this should not lead him to a feeling of despair and make him think that all effort to be up-to-

date is useless and that it would be better to catch hold tightly of a few solid truths found in old books and place them before his students. The moment a teacher begins to cultivate this attitude his fall begins. He ceases to be true to his profession. It may be that it is not given to any of us to reach ideal perfection in this matter, but no one should stop striving after it. I place so much emphasis on scholarship and learning for two reasons. We will be doing the greatest disservice to the young men who come to us to learn if we do not give to them what is best. It will not be right for us to place before them ideas which have become antiquated or ideas which have become the fashion of the day and which have value only in the market place. We have to tell them what is true and what has stood and is capable of standing the test of time. All this is possible only when we have intimate acquaintance with as much as possible of what has been written on the subject. Another reason why I attach so much importance to this is that even today I occasionally come across teachers—they are of course few and it will be a disaster if their number increases—whose lectures are based on books they studied when they were at College or on notes dictated to them by their professors. They lose contact with living knowledge and forget that ideas are undergoing a rapid change.

The learning which a teacher should possess must not be restricted to the particular branch of knowledge which he is called on to impart to his students in the class room. It must be of a more comprehensive character. He must have a general acquaintance with those other subjects that have a direct or an indirect bearing on the special subject of his study. It is true that we are living in an age of specialism, and each of us has to be a specialist. But we have to be much more than specialists. We must understand the significance and the meaning of the special branch of our study in the wider universe of knowledge. We must realise that

though for the sake of convenience we divide knowledge into different departments they are all interconnected and have a sort of organic relationship. This unity of knowledge can only be understood when each one of us becomes familiar with the broad outlines of its different divisions. From my own experience I have no hesitation in saying that the ability of a teacher to teach a particular subject like History or Economics or Politics depends not merely on the knowledge he possesses of any one of these subjects but also of all them. I have been teaching advanced politics for the last dozen years and whatever success I achieved as a teacher of this subject is due not merely to my study of this subject but also to the fact that in my earlier years I taught History and Economics. And recently when I began teaching Modern European History to the Honours students I found that the intensive study of politics which I carried on during these twelve years had made me understand History better and teach it more intelligibly to my students. Not only this. I found that without a knowledge of Ethical Theory, Social Psychology, and even some Metaphysics it is very difficult for one to get a firm grasp of Politics or Economics or the important social and intellectual movements in the history of modern times. I am sure that this is not merely my experience but the experience of you all. Though I cannot speak with the same confidence about the interrelationship between different sciences like Physics and Chemistry I believe that the need for acquiring the broad outlines of knowledge is as important in the field of science as it is in that of humanities.

The moral of all this is that no one can be a successful teacher unless one's scholarship is deep and wide. It is however a pity that the importance of this truth is not widely recognised. It ought to be our endeavour to keep this ideal at all times before the large body of college teachers and create in them a genuine desire to realise the ideal. For there is

always the possibility of taking a narrower view of what a teacher ought to be. Many may become completely satisfied if they succeed in coaching their students to pass the university examinations; and such teachers often find that success of this sort has not much to do with their scholarship or learning and that sometimes real scholarship may even stand in the way of such success. Sometimes the environment in which teachers have to work makes the entertainment of such narrow views inevitable. To a large extent this environment is created for them by those who are in charge of the administration of Colleges. How great a scholar a teacher is depends to a considerable degree on the attitude which principals of colleges and the committees managing them adopt towards the teachers and the standpoint from which they measure the efficiency of their work. Here again it is depressing to find that the percentage of successes at the examination is the most important of the factors determining that attitude. It is because of this that conditions favourable for the growth of real scholarship among teachers are not generally present. In the first place a teacher is called upon to teach a large variety of subjects and to teach them up to the University standards. He is expected to be a specialist in each one of them. But this is an utter impossibility. He finds it difficult to keep himself up to date in any of the subjects and the standard of his scholarship and of his work in general inevitably goes down. In the second place the number of hours during which he has to lecture is also made large. It is forgotten by managements that much time has to be spent everyday in preparing for the lectures of the day. In the third place there is only a meagre equipment of books and journals and teachers are naturally handicapped in their attempts to keep themselves abreast of the times. A more sympathetic imagination and a wider outlook on education is required from the administrative autho-

rities of colleges if teachers are to become real men of learning and fulfil their vocation in society.

While scholarship is the foundation for the success of a teacher it is not everything. It has to be supplemented by several other qualities and among these the power of exposition occupies a leading place. This power consists in the main in the capacity of the teacher to communicate to his students the ideas which he has made his own after hard study and reflection. They must be so communicated that they could easily be grasped and understood by the students and leave an indelible impression on their minds. It is this impressiveness that is at the heart of the whole problem of successful teaching. Lucidity and clearness with which a lecture is given, the proper and orderly arrangement of ideas and their elucidation step by step and the ease with which these ideas are expressed are all of value in that they produce this impressiveness. Mere polish and phrase-making which pay and arouse popular applause when one has to lecture occasionally on a public platform to a lay audience are out of place in the class-room where one has to lecture day after day to the same set of persons. A good deal of skill is required to avoid boredom and monotony. The teacher's sense of humour, his resourcefulness in selecting apt and striking illustrations especially when abstract ideas have to be explained and even his talent for dramatic action will have to be largely made use of in this connection. It is the difficulty involved in acquiring these qualities that makes one raise the question whether a teacher is born or made. Many learned scholars are not quite successful as teachers mainly because they lack this power of exposition. The need for this increases with an increase in the size of the class. It is this more than anything else that creates a personal bond between the teacher and the taught.

It is a saddening feature to find that in many places enough value is not attach-

ed to this personal bond, and that its place is being taken by the dictation of notes. It is quite possible that like all practices which we meet with in life this practice of the teacher spending almost all his time in the mere dictation of notes without any effort at exposition or explanation had some justification when it first came into vogue. To a teacher the writing down of the lectures he proposes to deliver or of preparing analytical notes on them is of great service in so far as it clarifies his ideas. To the students the dictation of notes might have been inevitable in days when there were no suitable textbooks or when books were very scarce and costly. But things are quite different today. Thanks to the enterprise of textbook writers and publishers the market in every country has an adequate supply of text-books of a high quality and they can be had at a fairly cheap price. Specialisation in the art of text-book production has been growing at a rapid pace and there is therefore no justification for the continuance of the practice of dictating notes at the present day. Of course in a few cases the practice may be the outcome of the teachers lacking power of exposition. In such cases the only way perhaps by which they could convey their ideas is by the dictation of notes. Even then I am not sure if it is a proper method. Moreover the practice does not seem to be merely the outcome of incapacity to lecture. It is resorted to even by those who possess this ability to an eminent degree and I understand that it is a common feature of the system of instruction in Training Colleges where methods of teaching are taught to graduates undergoing training. I am on the whole inclined to think that it is to be attributed mainly to the domination which examinations have gained over education in our colleges today. The view is widely prevalent that the purpose of instruction in the class room is not so much to enable the students to understand the subject but to make it easy for them to pass the exa-

minations. And examinations as they are conducted in our country have a curious tendency to become more and more mechanical in character. They are not very much in the nature of tests of intelligence or capacity to think. Under these circumstances dictation of notes pays much better than exposition and explanation. It is more economical and effective for this purpose. Its utility from this standpoint is all the greater in view of the fact that with falling standards in knowledge of English—which is the medium of instruction and examination—it is only by memorising carefully prepared notes that the average student can hope to scrape through the examination. Though we can thus understand the psychology behind the dictation of notes it should be regarded as a suicidal practice. It kills all creative faculty in the teacher, and gives to his work a purely routine character.

A third quality which is to be found in a successful teacher is the perennial freshness of his teaching. This is a rare quality and it is difficult to cultivate it. It is more like the attempt of a man growing old to preserve the vigour of his youth. When a teacher has to teach the same subject for the same class year after year there is the danger of his teaching becoming a mere mechanical operation. Of course from the point of view of students it cannot be said to be wanting in freshness. To them the subject and the ideas are bound to be new. I am looking at it from the point of view of the teacher himself. He should not feel that the subject has ceased to interest him and that it is merely a sort of repetition of the old tale. He must be capable of bringing into it the same energy, the same warmth and enthusiasm as he put into it when he first began to teach it. Growing experience must make him see new aspects of the subject. It is in this context that his study of the latest books on the subject will be of the greatest advantage to him. He should be capable of rearranging his ideas, redistribute the points of emphasis

and discover new illustrations. Nothing makes me more unhappy when I go to my class than that I have had no time to prepare afresh the lecture of the day and that in consequence I have to depend on my earlier notes. This is the reason why I do not care at all to preserve the notes of my earlier days. Students are apt to judge the character of their teachers by the power of exposition they possess. I am however inclined to give a higher place to this quality of freshness.

It is not my intention to draw a catalogue of all the qualities that go to make a successful teacher; nor have I the time to do it. But I think I should not omit a reference to the personality of the teacher as a very important factor in contributing to his success. It is not easy to define precisely what personality is. I can only say that it stands for all that is unique or characteristic of him as an individual—that it stands for everything that attracts him to others. There is something magnetic about it. It may be the solidity of his learning, the brilliance of his talk, the liveliness of his humour, the simplicity of his life, the excellence of his general bearing and character or something else which enables him to automatically command the respect of his students and his colleagues. It is something impalpable which doesn't lend itself to easy analysis or exact measurement. It can only be felt and experienced. Every one of us knows what it is though we can't find words to express it adequately. Every great teacher has this quality in him. It is through it that he ultimately impresses himself upon his students and leaves behind him an imperishable memory. Such a teacher is a centre of light and illuminates the whole atmosphere around him.

Some of you at least may be wondering why I have not included "capacity for research" among the qualities of great and successful teachers. It is not because I under-estimate the significance of research or the place which it ought to

occupy in all institutions of higher learning. My only reason for doing so is that one can be a great and successful teacher without having done much research while it is also possible for one to have much research to his credit without his being a successful teacher at all. It is only in a few cases that we find a combination of both these capacities. I will only ask you in this connection to analyse your own personal experience and just think for a while of those whom you have come to regard as great teachers—men like Dr. Miller, Dr. Maephail, Dr. Skinner, Professor Hogg, Professor Allen, Principal Penn, Dr. Metcalfe and several others who are still living with us here. They did not do much of research. Perhaps most of them did not do any research at all. Does it mean that their contribution to the enrichment of the educational life of our country and to the healthy and wholesome character of the young men who had the good fortune to have come into contact with them was of no value? A teacher's place in a college is no less significant than the place of a worker in the research department. There is a general tendency to think that capacity for research denotes a qualitatively higher order of intelligence and ability than capacity for teaching, and the inference is often drawn that the best and the greatest among teachers are inferior even to those that occupy the lowest ranks among research workers. This has become the fashion of the day and it is painful to find that this has created a kind of caste distinction among teachers in institutions of learning—research workers being assigned to the higher caste and mere teachers to the lower caste. I am unable to subscribe myself to this view of the matter. I do not believe that every one who is engaged in research is a budding Newton or Faraday or Einstein. For I know that it is only very few individuals working in the departments of research that have real originality and that are capable of discovering new facts or new truths.

The large majority of them are engaged—and this is inevitable—in mere humdrum routine work, in the mere collection of data and of materials scattered here and there, work which requires not intellectual ability of a high order but patience. Moreover it is not in places of learning alone that we find research carried on to-day. It has become a part of the efficient working of the whole economic system. Every industrial concern has its own research department and the work there is as mechanical as the work in the sales department or the accounts department. It is not however my purpose to disparage research. My only desire is that we should have a proper sense of perspective in these matters and avoid confused thinking.

There is only one other matter to which I wish to refer. What is it that an association like ours can do to improve the quality of teachers and the standards of their teaching? I believe it can do a

lot in these directions and that it ought to give to this its primary attention. Everything else that may be included in its aims and objects should be regarded as subsidiary. When we meet in a conference like this we take stock of our individual experience, compare notes, and draw lessons for our future guidance. It is true that individual effort can do something but it has its own limitations. This is an age of collective effort and in every walk of life the improvement in the lot of the individual is being brought about by organised action of a co-operative character. In the larger public life of the country a national organisation of teachers has to play the same significant part as the Bar Council plays in respect of the legal profession or the Medical Council in respect of the Medical profession. The fact that teachers do not yet have such a council shows how much there is need for organised work among them.

## POEMS OF TO-DAY

At our special request SIR HENRY NEWBOLT, one of the foremost poets and a leading literary critic of our time, undertook a few years ago the preparation of an anthology of English poems, designed for Indian schoolboys. What with the honorarium paid by us to Sir Henry and the copyright fees paid to authors for permission to include their poems, we spent a big amount in publishing the book.

Although specially intended for Indian schoolboys, the book created a big demand in England where it was published by Messrs. Bell & Co., by arrangement with us.

This mark of appreciation shown by schoolmasters in England is proof positive that the selection made by Sir Henry Newbolt is of distinct merit.

Headmasters having a preference for poems of to-day are requested to write to us for a specimen copy of Newbolt's "Book of English Verse" with a view to its introduction as a class-book.

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# Democracy and Adult Education

By Mr. S. M. HUNASHAL, B. A., B. T.

**T**HE present war has spread like wild fire. At first the war was staged on the European arena. The European war soon spread to the African soil and with the Japanese aggression, Asia, America and Australia were dragged into the war so that the European war was transformed into the Present World War. But the Present World War is an international civil war in that two forces, Fascist and Democratic, are fighting for supremacy tooth and nail. Fascism, the spearhead of Capitalism, is at loggerheads with Democracy, the crown of Communism. Fascism has marched and is still marching triumphantly throughout the length and breadth of the globe so that Democracy is endangered and its cause is jeopardized.

But what is the cause of the lightning success of Fascism and the staggering fall of Democracy? In Europe the Belgian army fought for a few days only and the miracle was the surrender of the whole country, Belgium. Similarly France, the land of Liberty, Equality and Fraternity, fought for fourteen days only and the greater miracle was the deliverance of France into the hands of the Fascists. In the same way other nations in Europe followed the same example so that fascisation of Europe was brought about in a short time. But the root cause of the trouble lies in the fact that the people in those enslaved nations are not educated in the democratic ideas and ideals. The rank and file of the population—the labour and the peasantry—are not trained to the democratic principles. Even the literate are not cradled in the democratic traditions. If the people of France were truly taught to the traditional watchwords of their revolution, they would not have so easily yielded to the anti-democrats. But such a sorry state of affairs did not

overtake England when it was being bombed day in and day out in winter. And such a tragic tale is not happening in the Soviet Russia which is dealing blow-to-blow and hand-to-hand fight with the Fascists. For the English people are trained to the democratic traditions and the Russians are cradled in the democratic ideas and ideals. So, if Democracy is to be saved, democratic education should be imparted to all irrespective of classes and creeds. That is, education should be democratized in toto. Not only should the illiterate and the uneducated be educated but the literate and the educated should be educated also; so that the whole educational field should be revaluated and reorientated to the Democracy, freedom and progress. Mr. J. Lahiri, the Inspector for Chittagong Division, Bengal, harps upon the same string in his lecture on "War Time Education". "But if one form of education (Fascist form) has demonstrated its power to lead an entire generation in the wrong direction of totalitarian destruction, is it beyond the wit of man to evolve another form of education which will be a real education for freedom? That is where the educator comes in. Education is the only hope of mankind in its darkest hour of gloom and peril. If the human race is to survive and regain its grandeur as the highest of created beings if the individual is to come into his own as the arbiter of his own destiny, the teacher must remould society, fashion life anew on lasting foundations and restore a proper sense of ultimate values".

But what is that Democracy of which much is talked on the platform and much ink is being split in the press? The basic principle of Democracy is freedom of thought. The triple alliance between liberty, equality and fraternity is brought

about by the basic principle of freedom of thought. Without freedom of thought no man and nation can realise the equality, liberty and fraternity of humanity. Without it no man can think of equality, liberty etc. Freedom of thought is the precondition to the freedom of humanity. As Mr. J. Lahiri aptly remarks, "The individual is then the sole judge of what is useful to him—the sole judge of right and wrong—a judgment exercised by the collective will of the majority. Such is the spirit and foundation of democracy. Democracy provides an atmosphere wherein any individual can freely express whatsoever lies in him. It is essentially an experiment—an exploration of the possibilities of new ways of living. Democracy gives the individual a sense of power and dignity and makes people responsible for their own destiny so that human thought untrammelled finds a variety of ways to accomplish its necessary purposes and this without confining the human spirit."

Secondly, democracy is the rule of the people, for the people and by the people. But who are the ruling people? Not the upper strata of the society but the representatives of the rank and file of the population—the labour and the peasantry. But the intelligentsia and the middle class can also be represented. All men are workers, whether they be hand-workers or head-workers. The present social inequality, as it is based on wrong rotten economy, should be reduced to the minimum so that the rich and the poor, the high and the low, should be classed under the common category. The labour as well as the capital should be socialized so that the labourers may work earnestly and sincerely in their mills. Secondly, the capitalist profit-motive should be replaced by the socialist use-motive. If we adopt this socialist economy, unemployment will be unknown and democracy will be achieved sooner. Mr. M. N. Roy expresses the same in the sublime style in his international classic, "Whither Europe". "Democracy can develop as the anti-thesis

of Fascism only by outgrowing the limitations of capitalism and by finding for itself a broader economic foundation .... It is admitted that the only dependable factor in the fight against Fascism is the working class. If democracy is to be saved only by the devotion and idealism of the working class, she must cease to be the fashionable dame who adorned luxurious parlours during the last hundred years and more. She must democratize herself. Otherwise, she cannot possibly escape being ravaged by the ruffians who alone can to-day protect the money bags of her old time admirers".

J. B. Priestly invokes a real democracy in Britain. "We are now engaged in that grim and all-embracing struggle known as total war. We cannot fight such a war without changing the whole economic and social structure on the country... ..whether you like it or not, you have to make many profound changes. It is necessary to have a vital democracy, because social justice demands it. We must drop once and for all any idea of a small ruling class." Dorothy Thompson too anticipates a great democracy in Great Britain. "People ask: what will Britain be if Britain wins?—Communist? Socialist? Britain will be a great democracy, in which the people take back the country from the bosses and bureaucrats, in which workers and managers work together to build a home for a people, whose dauntless decency has saved the soul of a nation, and given the whole free world one more lease of life."

First, the literate should be educated in those lines shown above. For many literates have entertained and do entertain wrong notions about the current 'isms', Fascism, Nazism, National Socialism, Indigenous Socialism, Reformist Socialism, Revolutionary Socialism etc. Debates and discussions, study camps and circles should be arranged so that current political and economic tendencies may be well tackled and thrashed through and through. Broad-

cast speeches by eminent politicians should be arranged regularly so that the educated should be able to reevaluate and reorientate their democratic ideas to the current ones. Touring lecturers should be appointed to tour the nooks and corners of the country and ventilate the vulgar notions of the people.

Secondly, the illiterate adults should be trained and taught in democratic ideas, through lectures which should be delivered in the native tongue. The peasantry and the labour will gradually cast aside their age-long ignorance and will realize their responsible share in the Government. The film, the radio, the circulating library, the magazine—all the paraphernalia of propaganda—should be conveniently harnessed to shake off their illiteracy and ignorance and enlighten their benighted brains. The radio talks on the secret of the Soviet and Chinese resistance in the present war should be broadcast. Simple talks on the importance of voting, electing, etc., should often be had to facilitate the realization of a democratic Government. Elementary ideas about Fascism, Socialism, Freedom etc., should be well circulated among the masses through simple lectures, booklets and pamphlets. The academical knowledge should be brought down to the practical level within the range of the layman's understanding. For clear understanding leads to clear expression and effective action.

The State should sanction a considerable amount for this education for democracy. It should employ young and enthusiastic bands of political thinkers for the purpose. The adult education centres should be set up, in all parts of the country. Booklets and pamphlets should be printed and published so that the labour and the peasantry should read them during their leisure. Holidays and vacations should also be allotted to the coolies so that they may find ample time to think, discuss and debate the pressing problems of social, political and economi-

cal importance. This begets culture among the coolies and the peasants.

In Great Britain, transformation is taking place in the field of education. Vernon Bartlett stresses the need of reorganising and reorientating the Public Schools in Britain. "One of the important results of the war in awakening the social conscience of the people is the attitude towards public schools. These institutions have many merits. But it is now realized that in their present form they introduce class cleavage into education, which is undesirable, and then high cost encourages undue family restriction among the moderately well-to-do. Progressive opinion in general is agreed on the necessity of bringing these schools into a unified national system of education. There is every evidence that men in authority are anxious to make education an easily attainable social necessity."

But India is not brought up in democratic traditions. It is in need of education for democracy. Its adult population is steeped in ignorance and illiteracy, only 8% of the population being literate. Therefore it is high time for the Indian Government to start adult education in all quarters and corners so that by constant hammering and dinning the democratic ideas, the masses will feel and think of the difference between Fascism and Democracy, bondage and freedom. But it is a matter of deep regret that 'every political worker would only agitate for the education of the grown-ups, who constitute the virile section of the population, on whose healthy activity depends to a large extent the progress of a nation. While caring for the welfare and prosperity of the future citizens of the soil, we should not ignore the interest of the present adult population. The fact that India is poverty-stricken and subjected to economic exploitation, should not stand in the way of our making voluntary efforts to improve the lot of our fellow-countrymen'.

Finally, as the Indian politician finely sums up the position: "The end of an era has divided the world into two camps. There is no third alternative. The fateful choice must be made. It is not between the devil and the deep sea. It is between retrogression and progress—Fascism and Democracy. Indeed it is between life and death. Should modern civilization live and blossom forth into a still better civilization, or should all the splendid achievements of human genius be sacrificed on the altar of cowardice and greed?" But if the above plan of education is

adopted, the adult population will properly respond to the political and economic upheavals and will play the historical role like the English, the Russian and the Chinese peoples. Thereby the dying democracy will be brought to life and its banner kept fluttering for ever:

Come ye common men of the street,  
Crush the sham democracy of the classes:  
Heralding high the glory of the maxim:  
Democracy of the masses not of the classes:  
Plant and flutter the glorious standard  
Of Liberty, Fraternity and Equality.

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# Refresher Courses for Hyderabad Teachers

(Summary of an account published in the special number of the Al-Muallim)

By Principal SAJJAD MIRZA, M. A. (Cantab.)

ON assuming charge of the Education portfolio, the Hon'ble Nawab Mehdi Yar Jung Bahadur took energetic measures to improve the training and efficiency of the Hyderabad teachers. The Principal, Osmania Training College, Hyderabad, was asked to prepare a report with a view to recognizing the training schools in the districts. This report submitted in 1347 Fasli made various suggestions, of which the most important was the institution of a refresher course for the trained teachers, so that they could be in touch with the recent educational ideas and practice and solve their own problems. In 1348 Fasli, the All-Hyderabad Teachers' Association appointed a sub-committee with the Principal, Osmania Training College, as chairman, and Mr. Prakash Rao, M. A., B.T., as Secretary, to consider and report on refresher courses for trained teachers. The proposals of the sub-committee were accepted by the conference at Gulburga. Mr. Syed Ali Akbar, the officiating Director of Public Instruction, took great interest in these proposals and made the necessary arrangements to start a refresher course in 1351 Fasli. Thus for the first time in the history of the Education Department steps were taken to enable the teachers to improve their methods of teaching, to add to their professional knowledge and to enhance their efficiency. All this was

possible because of the interest taken by the Minister, and the efforts of the Officiating D. P. I. In popularising the idea of a refresher course the Hyderabad Broadcasting Station also co-operated with the Education Department and made arrangements for broadcasting talks by the Hon'ble Member for Education, the officiating D. P. I. and others.



*Broadcast talks by the Hon'ble Education Member and the D. P. I.*—In his broadcast talk declaring the refresher course open, the Hon'ble Member for Education stressed the importance of training for teachers. After describing the arrangements made for this purpose in the Dominions, he emphasized the necessity of refresher courses for trained teachers. He suggested that the training institutions should pay more attention to the technique of instruction, and expressed his hope that the newly instituted refresher courses would add to the efficiency of the teachers.

In the other broadcast talk on "The Teaching Profession", Mr. Syed Ali Akbar, the Officiating Director of Public Instruction, set forth the requirements of a successful teacher. He then traced the history of the training of teachers in the Dominions leading up to the institution of the refresher courses. Referring to his visits to the training institutions in the

districts, where these courses were being conducted, he expressed his satisfaction at the interest the teachers were evincing in, and the benefit they were receiving from, them.

*Syllabus of the Refresher Course:* This Refresher Course for the undergraduate teachers extended over one month and consisted of two parts: I. Theory and II. Practice. The theory part consisted of the following topics:—

1. The School: Its functions; the aims of Infant and Primary schools.
2. School Management: The Headmaster; School and Society; Classification; Time table; Home work; Problem of failures; Examinations; Discipline and its modern conception; Punishments; Training in responsibility; School equipment and furniture; Text books.
3. The Education Code: Circulars.
4. Educational Psychology: Scope; Heredity and environment; Stages of growth; Individual differences; Instincts; Attention and Interest. Fatigue.
5. Methods of Teaching: Aims and value of the subject; Syllabus and Text books; Methods; Correlation; Teaching aids etc.
6. Hygiene: Outlines of Anatomy and Physiology; Personal cleanliness; Posture; Air, water and food. Diseases; Medical Inspection; First Aid. Physical Training: Aims; Syllabus; Games; Tournaments; Playgrounds.
7. Extra-curricular activities: Aims; Activities and their organisation.

Part II: Practice, comprising model lessons by lecturers, criticism lessons by the teachers, and study circles.

*The Conduct of the Course*—The syllabus outlined above formed the object of study in the refresher course for undergraduate teachers held from 21st Khurdad to 20th Thir 1351 Fasli, at the Osmania Training College, Hyderabad, and the

regional training schools at Raichur, Aurangabad and Warangal. The Superintendents of the Training Schools at the Raichur and Warangal and the District Inspector of Schools at Aurangabad were in charge of the arrangements at Raichur, Warangal and Aurangabad while Mr. Sajjad Mirza, Principal, Training College, Hyderabad, organised and supervised the work at all these centres, besides being directly responsible for the Refresher Course at his own College. On the opening day, the teachers attending the course at the various centres were made familiar with the aim of the course, the syllabus to be studied and the conduct of the work. In the evening they listened with great benefit to the talk broadcast by the Hon. Education Member from the Hyderabad Radio Station.

*Hyderabad Centre.*—At Hyderabad, instruction was imparted in two separate classes, one for the Matriculation and the Intermediate trained teachers, and the other for the Middle trained teachers with 56 and 57 teachers in the two classes respectively. The majority of these were headmasters of primary schools. The lecturers were drawn from the staff of the Osmania Training College reinforced by some educational officers at the headquarters. After the completion of the course an examination was held, which was taken by the teachers at the other centres also. The course closed with a farewell party given by Principal Sajjad Mirza, which had the honour of being addressed by the Educational Minister and the Officiating D. P. I. The report of the study circle read on this occasion mentioned the difficulties met with by the teachers. The Minister in his impressive speech replied that these difficulties would be considered sympathetically.

*Aurangabad Centre.*—At Aurangabad the course was given separately in Marathi and Urdu. Opening the course, the Divisional Inspector of Schools made a valuable introductory speech. Various

difficulties like the heat of the summer, the lack of the necessary number of copies of the books recommended, a mixed class of middle and matriculation passed teachers, were surmounted by good preparation on the part of the lecturers and enthusiasm on the part of the teachers. The course ended with a social gathering at which the Divisional Inspector of Schools gave a farewell address. A special feature of the course was a visit to Ajanta and Ellora made possible by the grant of Rs. 150/- which the D. P. I. kindly sanctioned out of his own funds. His visit of inspection was also a source of inspiration to all concerned in the course.

**Raichur Centre.**— At Raichur the refresher course was conducted in Kanarese and Urdu and was attended by 56 teachers, many of whom were headmasters. The officers of the Education, Medical and Co-operative departments assisted the staff of the Training School in making the course a success. In the study circles, the actual difficulties of the teachers were discussed. In spite of their advanced age, the teachers took a keen interest in the work. While the course was in progress the D. P. I. and the Divisional Inspector paid an inspection visit. The D. P. I. gave an interesting talk on the aims of the course and listened sympathetically to the difficulties expressed by the teachers. During the course the teachers visited a neighbouring rural improvement centre, a visit which proved informative and interesting.

**Warangal Centre.**— At Warangal the refresher course in Telugu and Urdu was opened by the Divisional Inspector of Schools who brought out the need and usefulness of such a course. The conduct of the work in progress was inspected by the D. P. I. and Principal Sajjad Mirza. In a talk they explained the purpose of

the course and the special features of the syllabus. Besides the staff of the training school, officers of the Education and Co-operative Departments took part in making the course a success. The Divisional Inspector of Schools kindly awarded two silver medals to the best writers on, "Impressions of the Course" in Urdu, and two more to those in Telugu. This was much appreciated by the teachers. An "At Home" was held towards the close of the course. The D. P. I. was present and expressed his satisfaction at its successful completion.

**Significant Features of the Course.**— From the conduct of the refresher courses summarised above, a few points stand out prominently which might be reiterated here.

1. The course proved highly useful in reviving and broadening the knowledge and information of the trained teachers.
2. The Broadcast talks by the high officials of the Education Department proved a source of inspiration and encouragement to all the teachers attending the course.
3. The co-operation of officials of the Wireless, Medical and Co-operative Departments enhanced the usefulness of the course.
4. Mid-Summer is a trying time for holding the course.
5. Middle passed teachers should form a group separate from the matriculates, and their syllabus should also be somewhat different, e. g., simpler and with a rural bias.
6. The duration of one month is too short for such a heavy course.
7. Some monetary help might be given to low paid teachers.

## Bifurcation of Courses in Madras

By Mr. A. S. VENKATARAMAN, B.A., L.T.

**N**OW that there is a move to introduce 'Secretarial Courses' in certain select schools, it is worth our while to bestow some thought and attention on the problem.

**The Present Position:** It goes without saying that our conception of secondary education, as a stepping stone to the university or clerical jobs is narrow and needs re-orientation in view of the changed and changing social and economic conditions. In spite of our country being poor, the percentage of pupils in our secondary schools is almost equal to the percentage in secondary schools in England. Without doubt, there has been an undue stress on the so-called cultural or liberal education.

**Aim:** It is wrong to think that a secondary school should afford a direct training for any occupation or for the university course. The right view is that such training should be basic, individualistic and calculated to evoke a bias and to provide for a diversity of capacities and talents. We often speak of a balanced diet. In the same way we can think of a *balanced mental pabulum*, when our objective in education is the harmonious development of the child's personality. In a secondary school it ought to be possible to create the necessary attitude, to evoke suitable aptitudes and seek the harmonious development of the child's faculties.

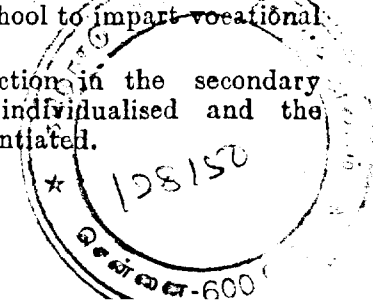
**Implications and Methods:** We have in mind that the child at school will grow to be an individual in society, and if so the necessary training has to be devised in the stage of adolescence. The immediate needs of man and the larger needs of society require consideration. We have to take into account the psychological and economic needs. If so, will a process of elimination, say for that matter, selection

by elimination, do? If the university has its own entrance examination and if the Government or any other state or public body has its own examinations, then what about the large number (they are the majority) of pupils who seek neither the university course nor the junior clerkships? It means that neither the Government nor the university accepts the responsibility for their future, even if it be the immediate future. On the other hand, it seems to me that they, besides mill-owners industrial magnates and other benefactors, should interest themselves in opening as many diversified courses as possible to provide for a variety of talents. The curriculum in the secondary school should be rendered practical, realistic and so designed as to discover the adolescent's tastes and bent of mind in order to help him in the choice of a career for which his capacities and talents qualify him. Selection by differentiation of curricula, not selection by elimination shall be the motto. In the secondary school it is not the specialised skill of an industry that is aimed at, but an outlook suggested by the bent of mind and manual skill.

**Certain Propositions:**— Following this line of thought, we arrive at certain tentative conclusions which must be acceptable to most of us:—

1. Vocational education and general cultural education are not two separate things. They are essential and enrich each other.
2. Though vocational education does not aim at specialised skill it is the business of the school to impart vocational guidance.
3. The instruction in the secondary school shall be individualised and the curriculum differentiated.

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4. While gifted students from the upper middle classes are lured away by Arts and Professional colleges, the intelligent students from the middle classes should be attracted to the Technical institutions for which the pre-vocational training in the secondary school should pave the way.

5. A closer co-operation between the parent and the teacher ought to be ensured to study the habits, aptitudes and abilities of pupils.

6. The vocational courses started in Secondary Schools shall be exploratory and 'try-out' in character.

7. 'The vocational counselling' imparted in American schools may be studied and adopted or adapted, particularly the 'general shop' in schools, where different courses are offered and where self-dis-

covery is aimed at, with the aid of the 'hobby method.' This method has been attempted also in the Oundle School in England and perhaps parodied in some of our schools.

8. The courses should be designed not as 'way-out' for non-academic boys but as exploratory and 'try-out' ones.

*The Secretarial Course:* The contemplated secretarial course, I am afraid, touches only the fringe of the problem. Here again the aim is narrow, unless this course is only one of the courses to follow. This too may have to be given up, if rigidly enforced. What is wanted is a course or a variety of courses comprehensively planned on the basis of a wide, economic and industrial survey. Where bifurcation fails, diversification may succeed.

## Vocational Guidance for the Educated—II

### VOCATIONAL COUNSELLOR AND HIS WORK

By Mr. J. P. GUPTA, B. A., LL. B., Dip. S. S. A.

IN the last article we have seen the necessity and meaning of vocational guidance. In this article we have to see something about the vocational counsellor and his work.

Vocational guidance is a distinct profession and requires special training based upon the function which one does in vocational guidance. But as we have no specially trained vocational guides in our schools we have to limit our article with reference to the secondary school teachers as vocational counsellors.

We should plainly admit at the outset that every teacher of a school cannot be a vocational counsellor, for teachers are teachers of school subjects, whereas counsellors must be essentially teachers of children. So every school is to select a

teacher or two for the purpose. Such teachers should have human sympathy, interest in young people and their problems, and good general education including the study of economics, sociology, occupations, industry and psychology. The students should have confidence in his friendliness as to be frank and open in stating pertinent facts, and willing to tell hopes and ambitions.

The qualifications necessary for a teacher to work as vocational guide are:—

Mature age, impressive and cheerful personality, tact in handling matters, skilled observation knowing the technique of interview, common sense and sound judgment, knowledge of human nature, sympathy, friendliness and keen appreciation and understanding of the problems

of pupils, knowledge of industrial conditions and problems and occupational opportunities and requirements, knowledge of local affairs and problems whether educational, economic or civic, knowledge of technical and other institutions, knowledge of sources such as books, bulletins and other reference materials. Over and above these qualities he should have good ethical standards, a spirit of enquiry i.e., research attitude so as to get information without being inquisitive and a spirit of cooperation with persons within the school and outside who are giving other forms of guidance.

The counsellor is not like the lawyer, physician, or dentist to whom one goes when there is something wrong for a diagnosis and a specific treatment of a temporary problem; nor he is like the architect or engineer who solves a special problem nor like the clergy who give ethical advice. The problem with which these people deal is a highly specialised one often abnormal while the problem before the vocational counsellor is a universal problem wholly natural and normal. The counsellor enlightens the pupil and helps him to solve the problem of employment. Everything is achieved by counsel. Counselling is talking over, a conference, a friendly discussion upon equal terms as far as possible. There is no attempt to impose a decision but every effort is made to stimulate the thought of the student to find or generate such technical knowledge and wisdom as will lead him to a right decision.

The main work of the vocational counsellor should be to teach the needs of occupational life to the students. Such knowledge will build up technical knowledge and some of the wisdom needed for occupational life. The counsellor should collect information about the prospective industries and place of employment through visits, reading, studies, surveys and interviews, and impart that knowledge to the students. Brief discussions of

occupational opportunities, conditions and requirements of work, kind of workers needed, training required for securing the particular work, how the job is secured, how promotion is earned, and for what reasons the employer discharges, and the like should be held every week. Pupils should be encouraged to consult with their school counsellor on general or specific questions pertaining to the selection of or preparation for life occupations. The stories of men and women who have succeeded showing how and why they became successful and what employers require should be one of the features of the weekly discussion. In discussing each occupation special care should be taken to point out the related callings. Vocational charts may be used for discussing vocations as demonstration is a most successful way of conveying an idea. A number of charts consisting of pictures and brief texts should be prepared and circulated from class to class and student to student. Such charts may also be hung in the hall, library and reading room. Pupils may also bring to class illustrative materials such as catalogues, advertisements on professional training, articles on opportunities, and application blanks for the purpose of free criticism in the class. Job wisdom should be emphasised. It should be made clear to the students—the future workers—that insubordination, unreliability, absenteeism, laziness, trouble making, drinking, violation of rules, carelessness, fighting, dishonesty, and other similar acts mean loss of the job. The class so well taught can stimulate and prepare students to make their decisions wisely, guide them in selection of vocational courses, equip them to get their own job, prepare them for problems of adjustment. Whenever necessary and possible personal interviews with the pupils should also be arranged in order to understand the individual's future plans and difficulties.

The school should also arrange for showing to its students the pictures,

movies, and photographs of flourishing industrial establishments, process in the manufacture, tools and instruments used, pictures of products in various stages of manufacture showing the workers in action. These will convey the complex process in a simple and interesting way. Students should also be taken to the exhibitions of industrial and agricultural machines and plants where the engineers and technicians of those industries should tell the young visitors all about the machines and their working. Visits to shops and places of business where work is actually being carried out should also be arranged. The conditions of admission and the prospects in the line should be explained by the accompanying vocational guide of the schools.

Visits to museum in which collection of commercial products are exhibited in various stages of production from the materials to finished articles, from producer to consumer will also help to encourage and enlarge vocational knowledge of the pupils.

The school magazine instead of devoting its entire space to literature, fiction and stories should devote sufficient space for giving affective and interesting illustrations, description of occupations specially with regard to the demands of particular occupations.

Addresses by eminent men and executives of industries should be arranged for explaining to the students all about their industries and the prospects of employment therein. It would be better if the lectures can be illustrated with pictures or magic lantern slides.

Lastly, but not the least, once or twice

a year the school should arrange a meeting of its former pupils who are now studying in colleges or technical institutions or are employed in professions and the present students. The future specialists and the specialists should tell their young comrades the work they are engaged in. This practice is being followed by the Sir Dorabji Tata Graduate School of Social Work, Bombay, by inviting the ex-students already in the profession to talk to the would-be social workers all about their profession, difficulties and the points which have led them to success.

In addition to the teaching of occupation life and its needs to the students discussed above, the rest of the work of the vocational teacher falls under the following three main heads:—

1. The study of the aspirant for guidance, of his aptitude, of his tastes, the peculiar features of his character, of his physical and psychological structure and environments.

2. The study of various occupations, of the qualifications which persons pursuing those occupations must have, of the psychological conditions which call for a given psychological type of human beings of the requirements of different occupations as regards training and vocational education.

3. The constant study of labour market i. e., employment field, of its fluctuations, and of the approximate supply of workers in each occupation.

We shall discuss the application of these tasks of the vocational teacher in our next article "Guiding the Youth."

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"The maxim of courts is that manner is power." "Manners are the happy way of doing things. . . . If they are superficial, so are the dew-drops which give such depth to the morning meadows." —Emerson.

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## A UNIVERSITY FOR RAJPUTANA

By Sir MIRZA M. ISMAIL

THERE can be no doubt as to the urgent need for the establishment of a University of our own. We have no wish that it should be limited to this State. Our hope has been that there might be a University for the whole of Rajputana, with its headquarters at Jaipur but with complete distribution of authority. Such a university would have a real significance, and a real character of its own, corresponding to the character and needs of this region. It would be small enough to be administered as a genuine unity, and could be in some degree a teaching university. Its different centres, might, perhaps specialise in different branches of study. Its Convocations could be held in the different States in rotation, that is, in the State whose ruler is also Chancellor of the University. Jaipur would have no wish to dominate such a University. This city is its natural and inevitable centre and headquarters, but if the other States are willing to come in, the thing can be organised with complete distribution of control. If, however, this undertaking is to be ours alone, or almost alone, it is not beyond the resources of the State and its immensely generous benefactors of learning.

Public opinion need not hesitate to approve decisively the idea of our University. For a long time we have been imparting university education. We cannot withdraw from this. Upon University Education, as we give it, depends the fitness for life and enlightened leadership in all departments of the State. Moreover, on the kind of university education we give depends in large measure the *general* enlightenment and progress in every human sphere, for the influence of our graduates must be powerful and pervasive everywhere.

Now we all realise that our present affiliations are most unsatisfactory. I am not criticising the University or the Board in their relations with us. We feel nothing but appreciation of their efficient and considerate care. But the whole system is wrong. The duality of control

is in itself absurd: Board for Intermediate, University for degrees. The Calcutta University Commission was right off the rails in segregating intermediate courses from university studies. Again, we suffer in so many matters of organisation, academic and other, because this College is subject to outside control.

### ACADEMIC REORGANISATION

The problem of academic reorganisation is one of all-India urgency. There does not seem to be a single person in India now who thinks that our ordinary B. A., and B. Sc. courses are producing educated men or useful men or happy men. Of course the criticism goes much too far, and assigns to universities vocational tests which are not theirs at all. But still all are agreed that a radical revision of Pass courses is necessary, and that even Honours men should be given a wider background of knowledge.

Why should not we, in Jaipur, at this exhilarating moment of our history, when we are tackling all our difficulties and planning a great future, why should not we resolve to give to our young men a real university education, one that will be a stimulus to all their power and will bring out all the zest and enterprise as well as all the intelligence, that they possess? What a farce it is, for example, that a man should get a B. Sc. degree, should become a university graduate, when throughout his B. Sc. course he has studied nothing but Science and Mathematics, what does he *know*? What can he *do*? What is his value to himself or his people? And if he becomes a teacher, what will he make of his pupils? Such a man may educate himself by wider reading, but his university has certainly failed to do so. We could speak somewhat similarly of Arts Courses, though there the anomaly is not quite so striking. Such things we can no longer endure. We ought to see to it that every university graduate is much better equipped than that for the understanding of his own life and the life of every sort of community that concerns him.

The Commerce course which our men are taking at present is a very good and compre-

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\* Extracts from the speech of Sir Mirza M. Ismail, Prime Minister of Jaipur, at the Annual Day of the Maharaja's College, Jaipur, on 12th March, 1943.

hensive one, but we shall want one that will suit us better. One thing that seems a real necessity is a higher standard of English for the B. Com. degree. It is not right that the grammar of a graduate in commerce should be a source of amusement to correspondents and of humiliation to his college. And we should like to have a course that more closely relates commerce to industry and has to this extent a more practical value in the daily work of many business men. We wish our courses in Engineering and in Agriculture to be of special suitability to our conditions.

We are anxious that the artistic sensibility which peculiarly distinguishes the people of these parts should in our students have special opportunity of development; and again that no sort of graduate should be unable to explain to a stranger the significance of his country's past and its manifold recording.

At every point indeed we feel that the replanning here of both professional and general university education is immensely worth while. And we desire and intend that in the planning, the staffing, and the administration of our university there shall be no regard whatsoever for political, communal, partisan, or personal considerations. Our single purpose and policy will be to provide an educational training on the

highest attainable level, such as will most advantage the persons who are entrusted to our care and on whom the country's enlightenment and progress will depend.

### A PROPHETIC GENERAL

A White-haired American General—an official observer—arrives just as fighting starts on the Egyptian front and refuses to leave the front-line troops under any circumstances. His conducting officers suggest, his aid-de-camp advises. American Headquarters come as near as possible to ordering, but the general is still out there and nothing short of the end of the battle is going to bring him in. A lifelong soldier, bearing a famous fighting name, he is the best of company in bivouacs and on the column. During one fight he was camped in a *wadi* with a number of Press Correspondents. Alarmist rumours kept coming in. The general stoutly said: "I don't believe any of them. Keep the Army on tea and they will beat Rommel every time." —Indian Tea Bulletin—No. 17.

A REALLY GOOD TEXTBOOK is as rare an achievement as a successful drama. If any proof is needed in support of this statement, you will find it by examining even cursorily the many textbooks of English Grammar and Composition published every year in competition with such textbooks of acknowledged merit as

WREN'S PROGRESSIVE ENGLISH COMPOSITION. 53rd Edition.  
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**K. & J. COOPER — PUBLISHERS — BOMBAY, 4.**

*Sole Selling-Agents for the Madras Presidency:*  
**The Christian Literature Society for India, Park Town, Madras.**

### NOTICE

During Summer recess, the next number of 'Educational India' will be a Double Number for May and June as usual and will be published on 1st May.

—Editor.



## EDUCATIONAL INDIA

Masulipatam, April, 1943

### Recommendations of the Sargent Committee

THE Sargent Committee, appointed by the Central Advisory Board of Education to consider the question of training, recruitment and conditions of service of teachers, has submitted its report and it is now being considered by the Provincial Governments who under the existing constitution are responsible for the education of the people. The Committee was a most authoritative body as it had on it five Directors of Public Instruction and as it was presided over by the Educational Commissioner to the Government of India. Its recommendations have a weight which is sure to impress itself on the Governments concerned. There is no vagueness about these recommendations. They are clear not only in respect of the ends to be pursued but also of the means to be adopted for realising them. The report is on the whole a cogent and reasonable one

and is bound to be well received by all shades of public opinion in the country.

THE Committee has taken as its standing point the dictum that the problem of providing India with a reasonably satisfactory system of education cannot be indefinitely shelved and in any solution of it the teacher should occupy the central place. The success of any scheme of education will depend upon the quality of the teachers employed and it is to the question of getting the proper type of teachers that the Committee has addressed itself.

THE first factor in determining the quality of teachers is their general educational qualifications. The Committee has rightly laid down that no one should be employed as a teacher in primary and middle schools unless he is in possession of a matriculation certificate and that in High Schools holders of degrees alone should be employed. This is a right step especially in the case of primary schools where at present the qualifications possessed by teachers are of such a low standard that one is led to wonder what it is after all that they can be expected to teach. The Committee has also recommended the employment of women teachers in nursery and infant schools in accordance with the practice that prevails to-day in all advanced countries. This is a most desirable reform but in carrying it out Provincial Governments should take all possible steps to induce women belonging to the higher classes and castes to come out of their seclusion and become teachers in schools.

AS regards training the Committee has recommended the lengthening of the period of training to 2½ to 3 years. This is also a necessary change. But it appears from the summary of the report that is available now that the Committee has not recommended the lengthening of the period of training in the case of teachers to be employed in high schools. It is our firm conviction that an all-round lengthening is required. Teaching is a responsible profession. It is at least as responsible as that of law or medicine. And in the case of these professions the period of training extends from three to five years. There is nothing to show that a knowledge of the right methods of educating the children and the youth of the country can be acquired in a period of nine months which at present is the duration of the course for training graduate teachers. But there is one point that deserves consideration in this connection. Mere lengthening of the course will be futile unless the training colleges in the country are manned by professors who are experts in their field, who are capable of making experiments in teaching methods and who have real interest and belief in the efficacy of training. Unfortunately training colleges today are defective from all these standpoints.

THE most important of the Committee's recommendations are those relating to the salaries of teachers, and conditions of service in general. The committee has rightly recognised that no teacher can be expected to carry on his work with zeal and enthusiasm unless he is paid a salary which will enable him to live in

comfort and enjoy that respectable status in society which is rightly due to a teacher and which teachers commanded in India of the past. Nothing is more ridiculous than the present system under which most of the teachers employed in elementary schools get a pay which is less than that of a menial servant. The Committee has therefore rightly laid down that the minimum salary of a teacher in a primary school should be Rs. 30 per month rising to Rs. 50 and that in the case of high school teachers it must be Rs. 70-5-150 while middle school teachers are to get Rs. 40-2-80. Provision is also made for extra allowances towards house-rents in all places and towards meeting the higher cost of life in towns. Liberal recommendations have been made in respect of pensions, provident funds, leaves and hours of work.

THE Committee has recognised that the post of the headmaster of a school involves special responsibility and that it should be filled only by persons who enjoy special dignity and rank. It has, therefore, recommended special pay to headmasters in all schools, a pay which in some high schools may go up to Rs. 300-15-500.

IT is a great thing — a noteworthy achievement — for a Government Committee to have made such liberal recommendations. The more important question, however, is whether Provincial Governments have the necessary finances to give effect to them. For, there is no doubt whatever that all this will lead to a considerable increase in educational expenditure. The only solution to this financial problem is the one pointed out by the Committee itself

viz., grants to be distributed by the Central Government to the various Provincial Governments. It is true that the latter alone are responsible for education but their revenues are inelastic. The more lucrative sources of revenue like customs and income-tax are in the hands of the Central Government; and it is but right that in respect of all nation-building undertakings like education the Central and Provincial Governments should work in a spirit of co-operation and not in water-tight compartments. Both of them are interested in the people receiving sound education. This is also the practice that obtains in other Federal States like the United States where the Central Government has been coming to the rescue of the part-states in the financing of education, roads and other social welfare activities.

NOW that an authoritative committee has made the necessary recommendations it is up to the Governments concerned to put them into effect. Every one is now talking of the reconstruction of the world after the war and the talk of reconstruction is as widespread in India as in other countries. Any new order should ultimately rest on sound educational foundations; and the reconstruction of education should occupy the place of primary importance in all schemes aiming at the creation of a better world.

#### Private Managements

THE question of educational finance is always a thorny one. In every country schools imparting public instruction are partly under the

management of Government—central or local—and partly under the management of private bodies, though the tendency has been for schools of the former type to be on the increase. It has also been widely recognised that the primary responsibility for financing public education must rest on Government and that privately managed schools should get liberal grants from Government towards their recurring and capital expenditure. But this system under which private managements get aid from Governments has created a peculiar situation to-day. Owing to the all round increase in the cost of life created by war teachers in private schools have been demanding dear-ness allowances. No one can say that they are unjustified in making such demands. But private managements are trying to shift the responsibility on to the Government in this matter, putting forward the plea that they are helpless and that the additional cost, if any, should be borne by Government. Very few managements are alive to the seriousness of the situation. When they are unable to get more grants from Governments they discharge teachers in their service thus adding to their misery and suffering. What we wish to point out is that managements have to take steps necessary to collect more funds from the public instead of relying only on Government. Management does not consist merely in spending the money given by Government. It must be something more. In every important town today there are many merchants and businessmen who have made large profits in consequence of the war. Appeal should be made to their public spirit and

they must be induced to part with a portion of their profits. Persons who are anxious to secure seats on the managing committees of schools should not think that they are there merely to boss over the headmaster and the other members of the staff or to exercise patronage or to utilise the endowments obtained when schools were originally started. They must be brisk and active in moving about and raising funds required to meet the present abnormal situation and give relief to the teachers employed by them. This is the essence of management.

### The Olcott Memorial School

It is very rarely that we come across schools where sincere attempts are being made to put into practice the educational theories that are widely accepted. In many cases it is only lip sympathy that is paid to them. Among the few schools that have been striving towards the realisation of great educational ideals a prominent place has to be given to the Olcott Memorial School, Adyar, Madras. Founded nearly fifty years ago by Col. H. S. Olcott, the President-Founder of the Theosophical Society, with a view to uplift the untouchable classes through real education it has now become a model school in all respects. It is a complete elementary school with all the eight standards. It is a co-educational school. Though it was intended primarily for the education of the children of the depressed classes the training imparted there has been found to be so useful that caste Hindus are also sending their children into it. It has also been attracting Muslim and

Christian children. This cosmopolitan tone has been of great benefit to the children of all classes. More important than all this is the comprehensive and many-sided nature of the development of the child that is being attended to. Great emphasis is laid on physical development. Cleanliness is the first lesson imparted to children. Bathing is provided for those who do not have baths at home. Midday meals are given to a large number of children. Medical treatment is provided in the case of all minor ailments. Drill, games, dances, physical culture practices like Lezim exercises—all these find a prominent place in the regular school work. Religious instruction is an integral part of the training given in this school. It is done through individual and common prayers, regular weekly *bhajan*s, periodical *Pujas* and occasional talks and addresses on the lives of the great. Equal attention is paid to character training. Scouting plays a large part in this connection; and real scouting implies readiness to serve others. Manual training occupies an important place in the work of this school. There are regular singing classes. Pupils are taken out on camps, hikes and excursions. They know how to entertain others as well as themselves. It is no wonder that those who visited the school—including inspecting officers—regarded it as a model institution.

## THROUGH different PROVINCES

### DELHI

#### SCHEMES FOR TECHNICAL EDUCATION

Two schemes calculated to help in rationalising and co-ordinating technical education in India have been prepared by the Association of Principals of Technical Institutions (India) for submission to Central, Provincial and Indian State Governments. One of these provides for the institution of All-India certificates and diplomas in technical and commercial subjects, art, architecture and other allied subjects. The second scheme is a programme of work for a Standing Consultative Committee, representative of Governments, employers, employees, educationists and examining bodies to decide matters of policy affecting technical education throughout India.

#### NATIONAL PHYSICAL LABORATORY

The question of establishing a National Physical Laboratory in the country is now engaging the attention of the Board of Scientific and Industrial Research, Government of India. A sub-committee with Mr. Ghulam Mahammad, Finance Member of the Hyderabad State, as Chairman, has been appointed to formulate a scheme for the consideration of the Board.

#### REDUCTION OF EXAMINATIONS

Reduction of the number of examinations in different universities in the country in view of the paper shortage has, it is learnt, been recommended by the Central Advisory Board of Education of the Government of India.

#### INDIAN SCHOLARS TO VISIT CHINA

The authorities of the Calcutta University have received a letter from the Educational Commissioner with the Government of India, requesting them to submit to the latter the names of five or six post-graduate students of the University who would like to go to China under the Government of India's scheme for exchange of research students between the Universities in China and India.

The letter states that, with a view to strengthening cultural contacts between India and China, the Government of India have approved the suggestion of exchanging under war conditions, research students between India and China and have offered ten free studentships to Chinese post-graduate students at research institutions in India and steps are being taken in China to select those research students. The Chinese Government in their turn, have offered similar facilities to ten Indian research students (post-graduate scholarships). The scholarships, to be awarded to Indian students, will be tenable for one year, but may be extended to a further year when necessary and will cover free travelling from Chungking to the Chinese University selected, free tuition and living expenses during their stay in China.

### MADRAS

#### INDIAN ECONOMIC CONFERENCE

The 26th annual conference of the Indian Economic Association will be held under the auspices of the University of Madras, at Madras, on April 19, 20 and 21, 1943, under the presidency of Dr. B. V. Narayanaswami Naidu, Principal, Pachaiyappa's College.

#### ADULT EDUCATION SCHEME

That the Annamalai University authorities are considering a scheme of Adult Education and that it would be put into effect soon was revealed by Mr. M. Ruthnaswami, Vice-Chancellor, while presiding over the valedictory function of the Annamalai University Science Associations on March 6. He stated that a very large number of lecturers, who could lecture in Tamil on various subjects of interest to the masses, would be required, when the scheme was put into effect and that speakers in Tamil on science and other subjects would be useful to the organisers of the School of Adult Education.

#### EDUCATION CESS IN MADRAS

The Government have directed that the education cess levied by the Corporation of

Madras be raised from eight per cent to twelve per cent of the property tax, in order to make good the deficit of over Rs. 1 lakh in the budget estimate for 1943-44 of the Elementary Education Fund.

It is pointed out by the Government that the proposed increase in education cess would result in an additional tax of only 1½ annas on a house now assessed at Rs. 15 a month and 11 annas on a house now assessed at Rs. 100 a month. They state that in these circumstances they are unable to believe that the proposed increase is excessively burdensome.

## BENGAL

### PROMOTION OF SCIENTIFIC LEARNING

Plans for intensive work in the development of scientific learning were outlined by Sir Upendranath Brahmachari, in his presidential address at the Annual Meeting of the Indian Association for the Cultivation of Science. He sketched out a programme of work for the Association, including organisation of lectures by eminent savants as well as popular addresses, full co-operation with similar bodies and facilities for research work and training in the Association's laboratories for professors and students respectively.

Sir Upendranath expressed the hope that a Sir P. C. Ray Fellowship in Chemistry would soon be created, and that probably the study of some of the most important problems of Chemistry such as industrial, which was needed for the benefit of the country, would be taken up by the Chemistry Department of the Association.

### GRANT FOR RIVER RESEARCH INSTITUTE

The Government of Bengal have made a proposal to the Calcutta University that the laboratories of the College of Science and Technology of the University could be utilised for the work of the River Research Institute of the Government so far as chemical and physical problems are concerned. The Government have suggested that for this purpose, research workers should be appointed who will work in the laboratories under the professors in charge, and that the Government would sanction a lump sum grant of Rs. 10,000 annually to the University towards the expenses of the work.

## ORISSA

### EXPANSION OF GIRLS' EDUCATION

It is understood that the Government of Orissa propose to introduce far-reaching measures for the expansion of women's education in the Province. They have decided that there should be a high school for girls at the head quarters of every district. High school classes have already been started at Sambalpur. Recently orders have been issued for the opening of high school classes at Puri. This means that except Koraput all the districts will have now separate high schools for girls either managed or aided by Government.

Government have decided upon a progressive policy of having in course of time, at least one Middle English School for girls at the headquarters of each subdivision. In pursuance of this policy Government propose to provide for five new M. E. Schools for girls in the Province.

## MYSORE

### NEW PROPOSALS FOR SALARIES OF ELE. SCHOOL TEACHERS

That certain proposals were sent to the Government to enhance the salaries of the elementary school teachers in the State was revealed by Mr. A. R. Wadia, Director of Public Instruction, Mysore, while presiding over the anniversary of the Pupil Teachers' Association of Mysore.

The Director said that it was indeed a matter for regret that the emolument of a primary school teacher was low. The society must pay these teachers at least a reasonable wage. He hoped that something would be done to them by the Government in this connection.

## COCHIN

### GOVERNMENT TO TAKE OVER ELE. SCHOOLS

Rao Sahib I. N. Menon, Director of Public Instruction, Cochin State, addressing a large gathering at Arakkunnam (Cochin State) near Alwaye, at the First Anniversary of the St. George High School, announced that in the larger interests of public, the Government of Cochin had a scheme to take over primary education in the State under Government management.

## PUBLIC OPINION

### DR. B. C. ROY ON THE FUNCTIONS OF A UNIVERSITY

"One of the main functions of the University is to produce leaders of thought and action, workers dedicated to the service of the nation. The University is justly regarded as the citadel of truth, the home of that freedom of the spirit, which is true liberty, liberty to think, liberty to speak, liberty to teach. No votary in this temple, no alumni of the University could take his due share in shaping the new world to be, unless he receives the benefits of a well-planned moral instruction" declared Dr. Bidhan Chandra Roy, Vice-Chancellor of the Calcutta University, speaking at the Convocation on March 13.

The speaker regretted that in this country, a University teacher might be severed from the religious sympathies of the taught and must either be silent on the relations of man to a higher world or, if he discusses them, be suspiciously heard or imperfectly understood. And yet how otherwise could a young man get that discipline which would make him a self-governing being not being governed by others? "If young men cannot govern themselves, what effective share can they take in the new reconstruction of the world where there will be freedom from fear, freedom from want, freedom of speech and freedom of religion?"

Dr. Roy concluded: "The world will not tolerate such wanton destruction, this totalitarian scheme of subjugation by force. Along with the slaughter of innocent is slaughtered all that is precious to us—our ideals of new life, our hopes of a better world. No wonder then that the thinking world is tired of violence and is pining for a new order, where peace and goodwill, mutual service and understanding will be the governing forces."

### PANDIT MALAVIYA'S EXHORTATION TO STUDENTS

"We are passing through very critical times and there is a widespread feeling of discontent and despair, but I do hope that a better day will dawn upon our country," said Pandit Madan Mohan Malaviya addressing the students of the Benares University recently.

Pandit Malaviya added:

"There should be no controversy between us at such a time. We should develop a keen sense of nationalism among all our people and take a vow of promoting national unity throughout the country. Be united. Be hopeful. Do not be cast down. Take a vow at the altar of Motherland that you will not rest content until you have secured her freedom. It is for the lack of unity that this country, possessed of all natural advantages which it should have, has continued so long to be a dependency of England. That is why it is not treated with courtesy by other countries. Nothing matters so much as unity among all sections of people. This unity will be promoted by the exercise of true patriotism and good neighbourliness among fellow men. Students, there are a few things which you must always bear in mind. Remember that the University is a temple of learning. Let not the atmosphere of this temple be spoilt by internecine quarrels. Continue to build happy traditions that the elders guide the young and the young respect the elders and that all unite in offering worship to the Motherland. You want complete independence. So do I. You want freedom for yourselves. So you must allow the same freedom to others. In your behaviour you should so act that you should bring good name."

### SIR A. DALAL ON HOW UNIVERSITIES CAN PROMOTE UNITY

"If in India to-day our political and social problems have become more difficult of solution, if the ugly spirit of communalism is eating into the vitals of our national life, I believe it is partly because the Universities of India have in some measure failed to achieve their object of promoting culture, and dispelling not only ignorance but passion and prejudice" observed Sir Ardeshir Dalal in his Convocation Address to the Osmania University on the 19th March.

Continuing he said that it was from the young men who left the Universities that India might demand a sane and balanced judgment, a just sense of higher values, a broad mental outlook and a universal sympathy. A University would ultimately be judged by its success or failure in enlarging and liberating the mind of its students and developing in them an outlook that would transcend the narrow barriers of race, caste and creed."

## BOOK REVIEWS

**EDUCATION IN ENGLAND**, by K. S. Vakil

—Published by the Author, Principal, Teachers College, Kolhapur—Pages 144—Price Re. 1-8-0.

This book comes up to the high standard which we have learnt to associate with the name of the distinguished author who, thanks to his wide reading and sound judgment, is no mean authority in matters educational. It is a comprehensive survey of the progress of education in England from the earliest days when it had its humble beginnings in various monastic, philanthropic religious foundations right through the period when it has come to be regarded as a prime concern of the state. The author has also embodied in the concluding portion the views of distinguished persons on education in the post-war world. It is not only an exhaustive survey of education in all its stages—elementary, secondary and collegiate—but it also deals with vocational and technical education, women's education, training of teachers, the education of defective children, inspecting staff, adult education, etc. The various Acts passed in Parliament on the subject of education have been neatly summarised and the progress recorded under each clearly and precisely appraised. There is a tabular statement showing how educational movements in England have led to similar movements in India. The book is not only useful to the pupil teachers in Training Colleges, but it is also interesting and instructive reading to those who are interested in the progress of education in India and who might wish to make it follow on the same lines along which education has progressed in England. The information embodied in this book has been taken from official publications of the Board of Education, England, from the Year Books of Edu-

cation, published by Messrs. Evans Brothers, London, and from current educational periodicals and magazines. A lucid style setting forth facts and ideas in a clear and impressive manner adds greatly to the charm of the book.

—V. M.

**WARDHA (The Unofficial Capital of India)** by R. Visweswara Rao, M. A., B. T. The Sunday Times Book Shop, Madras. 1943. Prices 5 As.

This is a book which gives within a short compass of twenty five pages a large amount of information on the multifarious activities of Mahatma Gandhi and the institutions which he built up to give permanence to these activities. It is not merely a descriptive study. It is written in such a manner that every reader of it will be in a position to understand the spirit behind the life work of Mahatmaji. Wardha and Sevagram are the places which have given birth to the ideas on the basis of which the new India is being created; and this booklet gives a clear and direct insight into those ideas.

—M. V.

**SIX EXPLORERS**—by John Walton—Oxford University Press—62 pages—Cardboard cover. Price Re. 1/.

This book is suitable for library work or supplementary reading in the higher forms of the secondary course. Stories of fact are as necessary for the growing youth as those of fiction. The life-story of explorers such as Columbus, Cook or Livingstone belongs to the world and form a permanent part of the stock of adventure stories that never fail to appeal to youthful imagination. They lighten the library hour. Incidentally the young readers of this book absorb a wealth of geographical detail. Geography is correlated to literature in a pleasant natural way. The stories are written in simple, direct, idiomatic English. Explanatory maps have been added where necessary.

—D. I. A.

## The Subject-Matter of English Readers for Indian Children

● The subject-matter of the English Primer and the first two English Readers should be familiar to Indian children. Hence it follows that the subject-matter should relate to Indian life and surroundings.

● The subject-matter should be interesting to Indian children.

● The subject-matter should consist mainly of easy stories—not necessarily familiar to Indian children. They shall however have a greater appeal if they have an Indian setting.

● The subject-matter should exclude, at any rate till the third Reader, informative matter.

● The subject-matter should be in easy words—easy to read and easy to pronounce; at the same time these words should be of everyday use.

● The subject-matter should be presented in easy English constructions.

● The subject-matter should be adequately and clearly illustrated. The illustrations—at least a majority of them—should be genuine works of art, not childish drawings.

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Park Town, Madras

Approved for class use for schools in the Madras Presidency. (Vide  
"Fort St. George Gazette," dated 2nd June, 1942.)

## PLANE GEOMETRY FOR SCHOOLS

BY

G. V. BHAGWAT, M. A.,

*Professor of Mathematics, Karnatak College, Dharwar.*

*Author of "Trigonometry for Schools" and "A Course in Plane Geometry"  
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### OPINION

"Plane Geometry (Vol. I.)—Practical and Theoretical—is well produced and has much to recommend it and, in fact, the reviewer has welcomed and adopted it in his school. The book begins on right lines with a practical course designed to meet the needs of Standard IV, and paves the way to a correct appreciation of the fundamental concepts of Geometry. The practical course is followed by a theoretical course suitable for Standard V. Exercises that follow a theorem or a group of theorems are carefully chosen and they are not too many. Revision exercises are provided at the end of each part. Quite an admirable book... eminently suitable for the fourth and fifth standards of our schools."—*The Bombay Teachers' Journal* (July 1938).

As an experienced teacher of Mathematics,

Prof. Bhagwat is well known throughout the Bombay Presidency.

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### FOR HIGH SCHOOLS

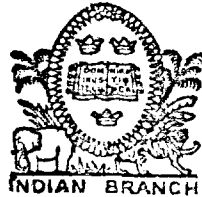
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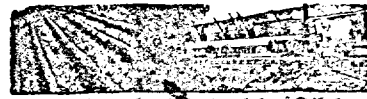
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PRAPANCHAMUNANDALI MANAVA  
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(Middle School Geographies)

REVISED EDITIONS, 1942

BY HELEN T. SCUDDER

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