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Educational India

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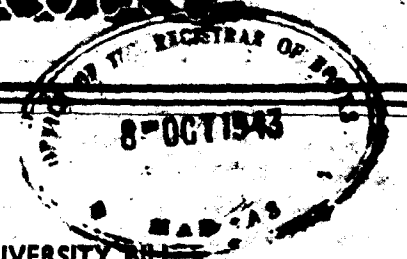
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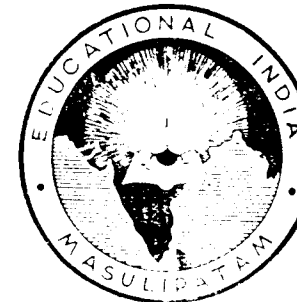
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A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
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Edited by Prof. M. VENKATARANGAIYA



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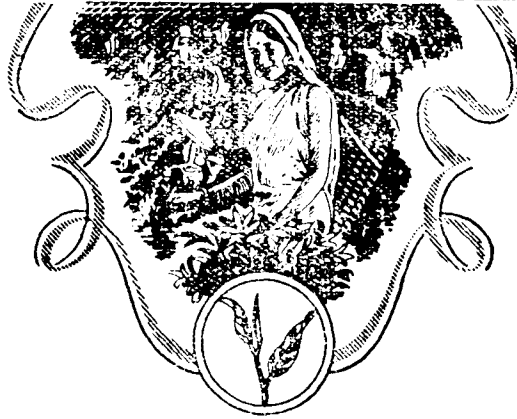
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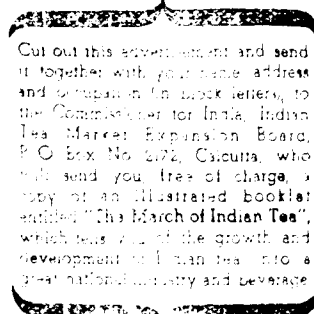
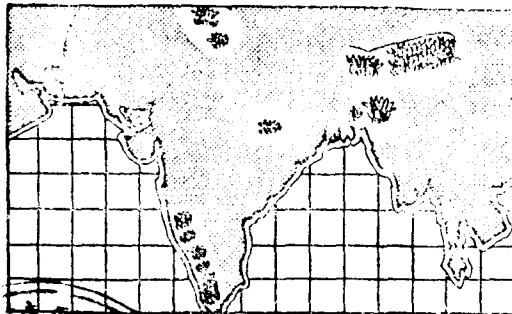
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The Basic Principles of Staff Management

Prof K. S. Vakil, M.A., I.E.S. (Retd)

Managers of schools and other educational institutions would be well advised to bear the following principles in mind. Their observance would result in their happy and harmonious working :

- “1. Always to maintain impartiality and consistency in dealing with staff matters.
2. To aim at getting efficiency by leadership rather than by discipline.
3. To be ready with praise of good work and sparing of blame.
4. To encourage initiative and to welcome suggestions.
5. To encourage further technical training outside business hours.
6. To think continuously of the comfort and convenience of the staff in their work.
7. Never to correct an employee before others.
8. To try to adjust the job to the individual rather than the individual to the job; in other words, to try to understand the talents and temperament of each member of the staff and to use them as fully as possible.
9. To remember that one of the main responsibilities of management is clarity of instructions; and that it is unfair to expect a job to be well done unless it is first well understood.”

— News of May 1943 of the National Institute of Industrial Psychology.

POST-WAR EDUCATION

By Mr. V. S. VENKATA NARAYANA, M.A., B.Ed.

AT present the democratic world is busy with the formation of plans for post-war reconstruction of society. In the reconstruction of society of our world upon a sure and permanent basis, education must play its part. As educators, it is but meet that we should try to discuss the problem of post-war education. It is a complex problem requiring special consideration and discussion. Our business is merely to state what conditions are required for the ideal type of education as we conceive it. The State will have to lay down the educational policy in the light of our suggestions and the ideal State shall certainly fall in line with us and give facilities to carry out our suggestions. The responsibility of the educator shall be effectively discharged when he states his ideal requirements. It is given to the State to extend its patronage and authority by providing funds and keeping effective check over the proper conduct of educational institutions.

Education is bound to suffer under autocratic and imperialistic States. The war that was to have ended war had given rise to the present world-war because the educators after the last world war were not given a free hand in moulding the rising generation. Dictators in Europe fashioned a new social order which placed too much emphasis on

the principle of self determination and this led nations to exaggerate their national ambitions while in their character they were as yet unripe for self-determination. Consequently education under the authority of the "men-on-the-horseback" became regimented with the definite view to fashion the nations intoxicated with the spirit of self-aggrandisement. Our ideal for post-war education shall be therefore to educate for peace through love in place of hate. This ideal had been put forward by Sir Robert Baden Powell as long ago as 1923 in an article quoted from the *Jamboree* (London) in the *Young Citizen* (Vol. 1 No. 1) edited by Dr. Annie Besant and G. S. Arundale. He states: "We desire peace and so prepare for war fearing lest the enemy should attack us; we preach peace because we fear the horrors of war. We are moral to a great extent because we fear the consequences whether legal or sentimental of being found out." It is fear that is our guiding fiction in all our behaviour. The principle of ruling by fear shall have to go. Wars are the direct result of such fears and mutual suspicions. Our desire is to abolish war. How then can we strive towards the achievement of our ideal? It is not abolition of armies that will do away with war any more than the abolition of police will do away with crime. We have to do away with the *cause* of war;

armies are rather the *effect*, that is, the result of fear and of the fighting spirit. And that is a matter for post-war education.

The academic training has taught generation after generation their national history, with all its victories in war, too often dishonestly omitting its defects, and maligning its enemies while extolling its piracies. The desirable course is to change all this and teach the rising generation the peaceful triumphs of their country and to think in terms of peace to other countries. Every nation has a clear duty in this respect. It must not think in terms of itself alone. It is only this selfishness that led the Germans to place the whole nation in the irons of a coercive discipline for the sake of national well-being. But we should not misunderstand the issue here. The Germans were certainly right in wishing to make the whole nation of one mind and one purpose about the essential need of living for German well-being, and were magnificently efficient in the methods they chose for arriving at that uniformity; but they were obviously wrong about the sort of purpose and well-being which was desirable.

Instead of a wide-ranging national consciousness of 'many-sided' interests, consistent with international peace, they produced a narrow national mind obsessed with a low purpose. The duty of any nation is therefore to recognise that individuality and sociality are the indestructible elements of life out of a fusion of which all progress comes.

Individualism either in the nation as a whole or in a person as an entity must be tempered with sociality. Education is the process by which man is taught or otherwise learns spontaneously to refine, control and satisfy his egotistic impulses and desires in such a way that his conduct makes for the social as well as his own individual well-being and development. In educating for peace, therefore, the individual should be trained to regard service to the community as the ideal to be cherished and put into practice.

Post-war education shall be representative of our best cultural traditions to unify and energise each and all of us. The modern nation is not a community in the true sense of the word in-as-much-as its people lack as a whole any singleness of purpose; in fact, they have nothing in common, spiritually, which has the power to integrate their endeavours. Attempt must be made to bind nations into unity of spirit in the bonds of social service. Post-war education by emphasising on this aspect will make the world a peaceful haven of delight and happiness. Educational content and methods must be thoroughly changed in order that this might come to pass. Education of the instincts and emotions must be thorough and efficient.

Half the cause for the present war is the incomplete education of the instincts. The mastery instinct of man shall have to be satisfied. Long ago William James wrote a stimulating and suggestive essay 'on the need of a moral equivalent for war which should provide us with

the undeniable advantages of the latter without its disastrous disadvantages in barbaric bodily conflict, thus strengthening and hardening the fibre of the young men who are fated to grow up in the easy days of long peace when heroic memories begin to lose their vital quality and thrill.' The human race should devise for itself some substitute for war: training such as would make for peace but without emasculating a nation and without making it a herd of milksops and so much "human blubber."

William James suggests that there should be conscription of the whole of the youth of the country to serve for a term of years, not in army but in the coal and iron mines, aboard the fishing fleet and in winter, at road-building, tunnel-making and work in foundries and stokeholes and on the frames of skyscrapers etc. This is truly a hardening process. But physical hardness is not the only quality desired. Though these occupations tend to create a sense of equality breaking down class barriers, they do not necessarily go far in character-building, which is the urgent need in the education of the future.

Sir Robert suggests international sports as a means of promoting manliness and good feeling. He states that all these would rule out the workers and the weaker; and moreover in these remedies women are left out. Women today are sharers with men in the work of the world. On them more than on the men depends the healthiness both of body

and mind of future generation. The effective education of women is therefore at least of equal value with that of the men. They must be in the training. We can also affirm that voluntary self-education in manliness is possible.

Training the individuals with the aid of nature as the teacher will inculcate in them the desired manliness of character. Open-air life with its nature-study, camping, exploration, mapping, sketching etc., will form attraction enough to the pupils. Some such training is necessary, but it should not bear the stamp of authority; it should be voluntarily worked out with all the energy and enthusiasm of the youth. This training should not interfere with scholastic instruction. Sir Robert Baden Powell reiterates that if we are to bring about the end of the reign of fear and to have peace in the world, the remedy will lie not so much in legislation to control the warlike propensities of existing governments, as in the education of the on-coming generation to international goodwill. He posits that in their psychology, children all over the world are much the same until they begin to grow upon differing lines resulting from their different respective environments.

If all nations come to adopt the same activities to develop manliness the young people will grow up with a new and widened mutual understanding and an international sympathy with each other. This Sir Robert wanted to achieve through the Boy Scout and Girl Guide move-

ments. But how far has this been achieved in practice?

Due to the prevalence of dictatorship in Europe it has not been possible to avoid war. Due to the hands of the educator being tied in respect of educational policies which are solely determined by the State nothing has been practicable.

The curriculum of studies has not been prescribed so as to have a meaningful relation to the present day issues of an industrial socio-economic order. But that shall have to be done if education has to play its potential part in the reconstruction of society after the ideal pattern. Of course there is the natural difficulty of keeping the curriculum in consonance with the changing times and with new knowledge. This shall have to be overcome for otherwise the attitudes and dispositions of the younger generation will be largely determined and influenced by the very out-of-school agencies in which there is confusion of values. A curriculum that takes no notice of this fact is based on a static conception of society. But society is dynamic—always in the process of evolution.

Hitherto all changes in education have been brought about by a change in one of the three aspects of education, namely, the persons to be educated, the purposes of the educational process and the procedures by which these purposes are achieved. For example profound changes were brought about in the educational world on the discovery of the child

by Rousseau. Martin Luther's new ideal of society, Fichte's plans for national defence etc., have brought in their wake the concomitant changes. New methods and procedures such as testing through statistical methods have also brought about some changes in the educational field. At present all these three factors are changing simultaneously and these shall have to be considered in the framing of a new curriculum.

Post-war schools shall have to first concern themselves with the task of creating an intelligently experimental attitude on the part of a substantial portion of our citizenry so that adjustment becomes possible with the dynamic society. Apart from the problem of curriculum construction in post-war education the major problem is the preparation of teachers properly and fully equipped to carry out such an ideal programme of education.

The problem of training the teacher of the present stagnated type is clear. Give him his schedule of work. Teach him the subject-matter. Give him practice in carrying out his assignment. That is enough. This crude illustration of a simple idea of education reveals in principle how most people look at teacher-training. This attitude shall have to change. The function of the teacher is not merely to instruct the pupil in a definite subject, to impart a certain skill, or to train him for a particular vocation. Plans for the education of the teacher of tomorrow must include not only training for the school of today and for the school of tomorrow,

but also for the school of Democracy which should enable every child to develop his personality and capacity to the full and which should provide equality of opportunity for the development of all. The Sargent Committee Report has forgotten or neglected this point. While recommending decent scales of pay for all categories of teachers, the Committee has urged the necessity for lengthening the period of training for primary and middle school teachers to 2½ years to 3 years of training. It has made no mention about the quality of such a training and its purposes nor has it stated anything about the training of high school teachers. At present high school teachers are usually college-graduates whose education includes a course of nine months in pedagogy which means in practice a burdensome reading of mediocre educational notes dictated by professors who themselves need broad training. They are products of mass teaching and have become high school teachers with no adequate professional training. These young graduates seldom learn to teach until they spoil several classes in the process of acquiring experience with, and some knowledge of, adolescent interests. They are almost always bunglers at first, not necessarily because of any marked deficiency in the knowledge of the 'subjects' they teach but conspicuously because of lack of knowledge of the 'objects' of such teaching including not only the pupils to be

taught but also the powers and qualities expected to be produced in them through such training. We have to alter this state of affairs. In any attempt to educate the problem of adequate 'pre-service and in-service' training of teachers should receive the greatest attention. The education of the teacher for the post-war school must take well into account the new knowledge of the child, the new knowledge of the problems of society, the new ideal to be achieved, the new investigations, researches, experimentation with the new types of schools, new processes of instruction and new materials with which to work. Unless this is done, post-war education cannot succeed in its purpose to educate people for peace.

It is the business of the State to see that this ideal is translated into practice. The Boy Scout movement and the Girl Guide movement shall have to be given wider scope for making their utility felt. These two movements satisfy to a great extent the two imperious needs of man's nature viz., the need to realise one's own self, and the need to work with and for others. "If such a training be encouraged in all countries in such a manner that the rising generation throughout the world feel themselves tangibly linked in brotherhood, it is going to contribute markedly to the abolition of all war, and to the coming of that long-looked-for era of peace and goodwill among men."

The Boy Scout Movement*

By Prof. S. Hanumantha Rao, M A. (Hons.), L.T.

It is no exaggeration to say that the Boy Scout Movement is one of the most valuable contributions of Britain to world civilisation. Like all the progressive movements in British History, it is not abstract and doctrinaire but eminently practical, invented to provide for a specific need, and when found useful and good, extended and adapted to suit wider needs. It has thus gradually evolved from very small beginnings to the huge dimensions of today, including in its ranks nearly 3 millions of boys and girls all over the world.

Today we are celebrating the birthday of its founder, who, forty years ago, trained a small group of soldiers in his own squadron, in his own way and finding the results extremely good in making those men more manly, more self-reliant, more reliable and more useful in the South African war of 1899-1900, applied the same methods on a more extensive scale, in organising the South African Constabulary in 1901-1903, which was as useful for the maintenance of peace and order as his squadron was for winning the war. Schoolmasters and Mistresses drew their inspiration from his methods and began to discover that they were able to get more from their boys and girls trained under these methods than when their instruction was confined to the mere

imparting of information for 5 or 6 hours a day, for five days in the week, for 36 weeks out of 52, during the year.

In 1907 General Robert Baden Powell started his trial camp with 24 boys, from different schools and different classes, at Brownsea Island, in Dorsetshire in England. That was 35 years ago. Within three years its numbers increased to 1,24,000 and its founder left the army, to enable him to give his full time to it. In 1912, official recognition was given to the movement by the grant of the Royal Charter. During the Great War of 1914-1918 thousands of Scouts did admirable public service both as land scouts and sea scouts, protecting bridges, telegraph lines, water works and watching the coasts. Thousands joined the active front. Ten thousand were killed. Over a thousand were decorated for special gallantry. Eleven Victoria Crosses were won. That was the testimony in deeds and not merely in words, of the value of Scout organisation, even in its infancy. And the spirit that animated the organisation is well illustrated by the story of the unknown Rover, who saved a woman's life by giving a pint of his blood and when asked for his name and address, replied "My name and address don't matter. I am a Rover", and wouldn't even stay for dinner. During the two decades that inter-

* A paper read at the Scout Masters' Association, Secunderabad.

vened between the conclusion of the last war and the outbreak of the present one, the movement made remarkable progress, not only in Great Britain but in all parts of the world. At the Birkenhead Jamboree held in 1929 over 40 different countries were represented. In the assemblies of the League of Nations, emphasis was laid on the urgent need of moral disarmament and the creation of a world mind, before any scheme of a universal peace, could become a reality. The assembly paid a tribute to the work done by the Boy Scout and the Girl Guide Movements, belonging to different continents, different languages and different creeds and united by a common faith in God and love to one's neighbour making an earnest endeavour towards the realisation of that vision of making our earthly city resemble the 'Civitas Dei.'

The Scout takes his promise to do his duty to God. That is the first broad principle of this organisation. It is, therefore, opposed to all the youth organisations that undermine our faith in God. All the modern 'isms' that attack religion as a doctrine of peace and love and wish to substitute the will to power for the will to serve one's neighbour, (because you see in him a brother, who recognises the Common Fatherhood of God) — all such modern isms are anathema to the true Scout.

The Scout promises to help other people at all times. It implies Brotherly unity. It is, therefore, violently opposed to youth organisations that preach the superiority of the Nordic

race or the Aryan race. Racism is a myth and a dangerous myth. We Scouts will have nothing to do with it. Brotherly love is our second broad principle.

The Scout movement came to India in 1910. Its value to Indian boys was soon realised by all those interested in the development of healthy ideals of citizenship among them. Mrs. Annie Besant, then President of the Theosophical Society who possessed a magnetic personality and superb powers of organisation, started an association of Indian Boy Scouts and enrolled large numbers of youngmen especially in South India. Her contribution to the cause of social progress in India was mentioned in appreciative terms by a former Viceroy of India, Lord Willingdon. Pandit Madan Mohan Malaviya, until recently Vice-Chancellor of the Benares University and one of the oldest living leaders of India, encouraged the movement in Northern India. In 1921 the Chief Scout, Baden Powell, visited India and was enthusiastically welcomed by all the Indian Scouts and several associations were amalgamated and affiliated to the Baden Powell movement. In 1921, the number of Boy Scouts in India was only 15,202. In 1941, the number stood at 315,755, over a third of the total number for the British Empire.

One of the most important reasons for its success in India was the appeal it made to the educationalists of this country, who were anxious to remedy the defects of the purely literary type of education, that

prevailed in most of our schools, at the beginning of this century. The school buildings were overcrowded and ill-ventilated, with no playgrounds. The boys had no opportunity to take part in group games. The total number of teachers in the school was so small that no individual attention could be given to the pupils under their charge and no personal contacts established. The boys merely received instruction and had little opportunity to do anything with their hands. There was no provision for manual work, no science laboratories. The Scout movement was utilised by some of the schools to remedy some of these defects. It improved the health of the boys, by taking them outdoors. It made them cultivate useful hobbies and gave them the pleasure of having done something themselves. It brought them into contact with nature, roused their curiosity, made them think and reason. It promoted team work and group life. The body, the mind and the soul of the boy were given chances of development.

Twenty five years ago, during the beginning of my life as a teacher, I vividly remember a young boy of 13, the joy he felt on the day he donned his uniform as a Boy Scout, went out on a hike, brought home the little things that he made with his own hands and showed them with great gusto. I closely watched his development for a few years and became convinced of the possibilities of scouting, under properly trained and properly minded Scout Masters.

A second important reason for the success of Scouting in our country is the appeal that it makes to all those who are interested in the eradication of some of our most serious social ills. A healthy citizenship is incompatible with the narrow outlook of the numerous groups and sub-groups into which our society is divided. The acute conflict of group-loyalties is a force of terrible disintegration in our country. The greatest need of our times is the proper integration of our group loyalties for the common good. The habits of mind necessary for the promotion of that harmonious balancing of our numerous group loyalties must be created and developed during the most impressionable years of our life—boyhood and youth. It is here, that the Scout movement helps us clubbing together young boys and girls of different classes and different creeds, making them perform common tasks in a spirit of cooperation, living a common life in their camps and excursions. It makes them understand each other better, tolerate views and customs other than their own, distinguish between the trivial and the fundamental and promote sympathies, rather than perpetuate antipathies.

Scouting thus, promotes a healthy individualism, without selfishness, a healthy social sense, without group conflicts and binds every Scout to do his duty to his King and country, by being loyal and trustworthy and rendering due obedience to all lawfully constituted authority.

The Scout is an obedient and law abiding citizen, because by conforming to the spirit of law-abidingness, he guarantees the preservation of liberty and freedom, which promotes the fullest development of human personality. That is the Rule of Law, which supports liberty and it is well said that where justice and liberty are separated neither is safe. This conception of citizenship that Scouting develops runs counter to the one that prevails in Nazi Germany which has dismissed over a thousand professors for their views and whose conception of Law is unquestioning obedience to the will of its ruler. It has suppressed the Boy Scout Movement in the countries that it has occupied.

The development of healthy ideas of citizenship among young boys and girls, emphasising their duty to respect law and encourage the law-abiding spirit, by using all their knowledge, reason and judgment and their powers of persuasion and sweet reasonableness when the general spirit of the times shows a tendency to revert to the herd mentality of the primitive is all the more essential during present times, when the cinema, the Broadcast and the Press are as much liable to bad use as to good use by a few unscrupulous men, who appeal to the instincts of men, rather than to their reason.

During the last 25 years, the Indian Scouts have done selfless service at big religious festivals and gatherings. Some of those who rendered conspicuous service were brought to the notice of the Chief

Scout and received awards. In 1934 and 1935 they rendered admirable work during the earthquake disasters in Bihar and Quetta. Under the inspiring leadership of Mr. Brayne of the Indian Civil Service, the Punjab Boy Scouts have done remarkable work for village uplift, which was highly appreciated by the world's Chief Scout. The greatest public service that the Scouts can render today is to participate actively in all those duties that help us to win the war. That is our immediate task. This is no war of chieftains or of princes or of dynasties or national ambitions. It is a war of peoples and of causes. This is not an ordinary war. It is a war for freedom and humanity against slavery and dictatorship. It is a challenge to civilisation and to all those moral values which we so deeply cherish—that place Right above Might. The cause which the United Nations stand for is also the cause of India.

It was a Chinese Professor that characterised India's legacy as a legacy of the Freedom of the Mind and a legacy of Brotherly love. It is this good life and full life, the privilege of every individual, that is now at stake, when the Nazi and Fascist ideologies either of the European or the Asiatic type wish to turn men into soulless machines. We are prepared to sacrifice everything to prevent such a catastrophe. And when occasion arises, the Indian Boy Scout, like his comrades in England will be prepared to fight on the coasts, to fight inland, to fight in the streets and to fight wherever he

is called upon to do so for the preservation of the Freedom of Man. Even now and in the immediate present, every Scout with his sweet smile and inborn courtesy, can do his little bit, in disseminating correct facts and correct modes of thought, thus disarming the effects of evil propaganda, which if unchecked, is detrimental both to the internal and external security of our country. In front of the house of the Chief-Scout of India, the Viceroy in New Delhi, stands a column, on which are inscribed the words :

In Thought Faith
In Word Wisdom
In Deed Courage
In Life Service
So may India be great.

Let these words be a source of inspiration to us, that we may equip ourselves in body, mind and spirit for public service, with faith in God and faith in ourselves—so that we shall be able to crush the forces of darkness and relight lamps that have gone out in many parts of the world.

INDIAN EDUCATIONAL SYSTEM

By Mr. S. N. DHAR, M. A., B. T., LL. B.

HISTORICAL RETROSPECT

TWO hundred and fifty years ago, "the chief gold mine of the world," was a vital trading centre for contending European nations, the English, Dutch, French and Portuguese. Throughout the seventeenth century the missionary societies spread literacy in the areas which were under their trading or political influence of the various companies. In the eighteenth century, with the definite emergence of the East India Company as the most powerful political organisation, the company patronised the missionary schools and started its own schools with a two-fold aim: the turning out of Indian literates, whose ready and cheap services the Company badly needed; and the spread of Christianity, a professed motive of education in English.

The historical Resolution of Charles Grant, moved a second time in the British Parliament, was passed in 1830. The British Government recognised the responsibility to educate the subject peoples of India, fixing a grant for the purpose. The date is noteworthy because in England this principle was not officially recognised till 1833.

ANGLICISTS AND ORIENTALISTS

The controversy between the so-called Anglicists and the Orientalists began early in the nineteenth century. Progressive Indians of a westernised outlook strongly supported the Western system of education, calling Sanskrit and Persian "dead and static languages." Dazzled by the rush of Western ideas and perhaps the glitter of English troops and navy in India, the Anglicists, of the

stamp of Raja Ram Mohan Roy, lyrically advocated education in English, to the entire exclusion of the mother-tongue. On the other hand, the orientalist, of whom many were Englishmen, who were scholars of Sanskrit and Persian, advocated the greatness of India's ancient cultural heritage and the utility of the mother-tongue. The controversy ranged long and wide, till the dramatic advent of Lord Macaulay as Chairman of the Committee of Public Instructions in 1835.

FAILURE OF "INFILTRATION"

Wielding his usual, forceful weapon of rhetorical prose, employing a superabundant wealth of superlatives and hyperboles, Macaulay in his famous Minute of 1835, set out the high sounding claims of Western education in English. He sneered at the useless, metaphysical abstractions of Indian classical languages. His persuasive eloquence carried the day. The Minute was passed and immediately enforced by Lord William Bentinck. The policy of imparting Western education in English to the middle classes, who would further spread the acquired knowledge to other classes, otherwise called "infiltration", was adopted.

Even to this day infiltration has remained a myth in India. The infiltration policy was short of every virtue but that of British imperialist statesmanship. Today as much as 95% of the total Indian population is illiterate, which equals one third of the population of the world! What an appalling figure when we look at the

incomparable advances in education made in progressive countries like Japan and Russia during the present century.

ENGLISH AND THE VERNACULARS

Lord Hardinge's Resolution of 1844 definitely established the place of English as absolutely necessary to employees under British Government in India. To this date—and not the so-called Magna Charta of Education in India, the Dispatch of 1854,—is the neglect of vernacular education in India traceable. The vernaculars, Sanskrit, Persian and Arabic, prominent among them, taught in indigenous institutions, on the verbal, translation method, served no utilitarian purpose. The urban middle classes flocked to missionary, Board and other private schools to achieve at most a passive knowledge of English that fetched clerical employment. Gradually, the vernaculars, their indigenous culture and heritage undermined by the incursions of a foreign tongue, falling into disuse and consequent disrepute, quite succeeded in appropriating the worthless background for themselves. To-day, thanks to Wardha and other schemes, the lead given by several universities and a general India-wide awakening, the Indian vernaculars are holding their head up.

PRIMARY, SECONDARY AND HIGHER EDUCATION

The Dispatch of 1854, the Magna Charta of Education in India, fomented considerable educational activity. But the impetus it gave, as we later found by Hunter's 1882 Committee

and subsequent Reports, was, in the main, misdirected. It gave an undue bias to secondary and higher education, which resulted in a top-heavy educational system. While it made the superstructure of secondary and university education compare favourably even with the corresponding English institutions in England, it deplorably left the foundation of primary school education in an unhealthy state for the mass of the people. As Hartog Committee reported, primary education failed even to impart literacy.

The present top-heavy system has none or little survival value. The only feasible remedy lies in reconstructing the vital foundation and broad-basing higher education on compulsory primary education, that is complete in itself, like Basic education, through a full connection with local life at all points. What a poor, agricultural country like India needs badly, the devitalizing political impotence of the country forces being borne in mind, is a mass literacy campaign, limited, in the first instance, to compulsory primary education.

TEACHER IN INDIA

The teaching profession, nowhere lucrative, is everywhere supposed to be noble. The average "noble" teacher in India gets little more than starvation wages. The staggering majority of our "craftmen of the art of teaching" are untrained. The generality of teachers come to the profession either because they cannot get a job elsewhere or they join to exploit the profession as a step-on

stage to some other vocation. The best products of Indian society are not attracted to the profession. The profession made more lucrative and attractive, consequent upon a nation-wide economic and social awakening, the power of education as the moulder of better future generation would be miraculously realized, as the examples of progressive countries like America, Japan, Russia, Germany and even Denmark and Finland considerably evince.

PROBLEMS OF EDUCATION IN INDIA

We, in India, desirous of building an Indian nation that stands shoulder to shoulder with other peoples of the world, shall have to reorient our whole educational system, starting reform from the bottom. We shall graft what is best in modern education upon the indigenous tree of ancient culture, shaking off mechanical adoption of other people's methods and evolving, through experience and experiment, methods suited to the soil.

The dire problem of education in India to-day is to spread a vast net-work of schools throughout the country. Secondary, college and higher education will have to be reoriented, to satisfy the new economic and social needs. The problem of unemployment, though temporarily and partly solved by the present War, postulates diversification of courses after the matriculation stage. Many other problems of planning and financing shall face the educator and the administrator. With Government and people's co-operation, we hope,

Importance of Supplementary Reading

By Mr. GOPI NATH KONE, M.A., B.T.

ONE of the most important habits that we must build up in our pupils is the habit of extensive, rapid and useful reading. We shall fail in our duty as teachers, if we do not train our pupils in finding easily all possible material in books, magazines and newspapers on a desired topic. In our every day life, we notice even high school pupils ignorant about the important part, which the index and the content pages of a book play in finding out the desired topic.

Reading is one of the important ways of acquiring knowledge. After reading a novel or some other book, beside the text book, we find ourselves richer as regards information and knowledge.

Supplementary reading is the means of increasing our vocabulary.

Our first acquaintance with a strange word is made by reading. It is very essential for us to have much wider range in the use of words and the only way to acquire this is through general reading.

I thus find that reading is of great importance from the education and recreational points of view.

Continued from preceding page
the stupendous task of reorganising the Indian educational system will be achieved at no more distant date than the period of following the present world crisis.

WHAT IS SUPPLEMENTARY READING

The term supplementary reading has different meanings in different connections.

In our middle and high schools it means reading of books other than the text books. These are meant to give additional reading opportunities to students. The topics are varied and have no connection with their text books.

With college students and with some of high school pupils, whose I. Q. is above the average, it may mean the reading of books, the subject matter of which is not intensively dealt with in their text books.

Thirdly this may mean in post-graduate courses the extension of information about select topics.

WHY SHOULD THERE BE SUPPLEMENTARY READING

It has various purposes.

It helps in the complete understanding of the text. The students get armed with new constructions, words and phrases which they find generally used in their text books.

We always find in good text books lists of references. The importance of such lists should be explained to children by stating that all the extra material pertaining to the topic dealt in the text can be got from this list published in the text book. The progress will no doubt

be slow, but it is a step in the right direction.

It develops the art of drawing outlines and short summaries and encourage a challenging spirit in the reader. Generally, we find students accepting anything in print as the gospel truth. It gives the mind the power of judgment and the power of criticising the views of others. We find, always, a wide reader possessing an independent line of thinking and he will never accept passively anything and everything that he sees in print.

THE FUNCTION OF THE TEACHER

In the first place, he is required to stimulate interest. It seems to be a vague term, and does not carry us far when we say that the teacher should know the art of creating interest. "I want to be more concrete and, therefore, the following ways and means are suggested to achieve this end in a practical way. Teachers are at present in the habit of suggesting names of some important books. The boys never care to read them or to remember their names. The teacher should face the problem in a very practical way and should act perhaps somewhat as under:

It is a known fact that we get a medley of students viz., good, average and the indifferent ones. The teacher should have a practical knowledge of the mental equipment of the individual student of his class. He should then select only those books which would be quite suitable to the age, capacity and lastly to the interest of his students. As far as

possible, interesting and simple books should be chosen.

The method should also be suited to the needs of the different groups. With the bright students, he may take up some attractive passage from the books issued to them or he may even go to the length of discussing those passages with them and thus try to impress upon their minds the beauty of the book.

To the average group of students he may, perhaps, confine his attention to the portions read and explaining here and there the difficulties in the language of the text.

If he can, he may assist the last group of students, in the most elementary principles of reading, recitation and asking of simple questions on commonplace topics dealt with in the book.

Proper acting while reading a beautiful passage from a book helps to stimulate interest in the minds of students for reading that book.

Lastly, I may suggest that a special period should be allotted in the time table for such kind of reading. This is a great help to the teacher. The teacher should try to ascertain, whether the pupils have read the book supplied to them, and should invariably explain the difficulties and the difficult passages which the students bring in the class as passages not understood by them. I may go even up to this extent, that setting of one or two questions at the time of their annual examination from the most widely read books will make it necessary for the students to read such books. It is the

question of forming a reading habit and if we succeed in forming it once, it will stick to them throughout their lives. In this period the teacher will show to the boys the special value of the use of dictionary, its alphabetical arrangement and so on.

HOW TO ASSIGN SUPPLEMENTARY READING

At present in all high schools there is a class library system in vogue. Every class is supplied with a number of books. Most often, I see that the books are allowed to be distributed by the class-monitors. There are various reasons why the teachers should themselves do this work. Firstly, the all-pervading personality of the teacher inspires confidence in the boys. Secondly, the teacher is the best judge of the capacities of his pupils. Thirdly, as the librarian of one of the premier high schools in Kashmir State, I feel that some of the teachers lose books and are required to make good this loss out of their purse. By distributing it themselves they can, naturally, keep an up-to-date account of the receipt and issue of the books.

Sometimes the school libraries contain a few books with many copies of each. With such a provision the teacher can set a question or two in their composition period and ask them to write their answers. This will make the boys read these books. This, no doubt, calls for an attention on the part of the teachers but the little that can be done, will ensure better results.

The third method gives greater scope for self-expression to the boys.

By following this method the teacher should at the outset tell the students that they will have to express the contents from the books they read in story form to their fellow students. This method is sure to create a healthy rivalry among the students. The other boys, naturally, become eager to read this story from an original one.

LENGTH OF ASSIGNMENT : A WORKABLE SUGGESTION

A fair estimate of the time in which a student is engaged in reading text books and doing home task is to be arrived at. For this purpose occasional conferences of a select group of teachers are necessary. They must arrive at some concrete programme of work, so as not to burden a pupil with an ass's load. The natural conclusion which comes to the forefront is that the assignments should not be lengthy. The teacher can also make himself sure about it by making enquiries for sometime in the beginning from the individual students as to one's capacity of reading and on such basis the various groups in a class may be given assignments. The greatest danger for giving a lengthy assignment to the boys is to impose a very distasteful task and the work is sure to be dull, mechanical and uninteresting.

A FEW METHODS FOR CHECKING UP THE SUPPLEMENTARY WORK

An oral report to the class is a well-known method.

The expression and the understanding of a student is brought into

full play. Boys must be able to express. In the beginning, if they fail to do it in detail what they read from the books, it should be considered quite sufficient if they be able to give only the main points mentioned in the books.

Written tests have a further qualification of testing one's knowledge, thoroughly and exactly.

Yet a third method can be pressed into the service. Here the teacher can get individual reports from his students. While the teacher in the special period goes round he should make it his point to put questions of different types on the books read by the students. This is a sure test of making a teacher familiar with the individual capacities of students but I fear that the teacher's work thereby becomes heavy and he may not find time to attend to so much.

Last but not the least important is the teacher's supplementary reading. A teacher who does not cultivate a reading habit soon becomes a back-number. Stagnation in teaching

follows as soon as the teacher ceases to extend his knowledge of the subject matter he is teaching. Continued progress in the mastery of the subject is necessary not only to keep ahead of a class but to maintain his own interest in it. To this end the teacher of any subject should constantly look for useful books from the school library. It is the duty of every teacher to bring useful books of their subject to the notice of the Headmaster or the Principal of the institute, to enable him to make a provision for such books annually from the library grant.

I now fear repetition as I have given sufficient details about the subject under discussion. I therefore close it with an apt remark passed by one of the public speakers on an educational topic. He opined, "One of the teacher's primary duties is to create a lively interest for supplementary reading, to introduce the pupils into the rich realm of literature and to train their minds in such a way that they will be able to judge rightly the value and importance of any book they come across".

THEY SAY

Commenting editorially on the rapid wartime spread of tea drinking, *The Leader*, a well-known daily of Allahabad, in a recent issue writes :

"Whatever the other lasting effects of the war may be one certain result of it will be an enormous expansion of the consumption of Indian tea. Thanks to the enterprise of the Indian Tea Market Expansion Board and the inherent refreshing quality of the infusion of the leaf, tea has become a favourite beverage of the Allied armed forces. The tea habit once acquired is not easy to give up. While Indian tea is Britain's national beverage, it is also fast becoming India's national beverage. It is reported that American troops in Britain are getting to like tea very quickly. The future of Indian tea is, therefore, very bright."

—Tea News and Views

Teaching Notes in Schools

By Mr. K. N. PASUPATHI, B.A., L.T.

“THE Director of Public Instruction, Madras, considers that probationary Teachers' Certificate-holders cannot be exempted from writing teaching notes, as this is an important record indicating their actual work. For more senior teachers, however, it should be sufficient if the Inspecting Officers ask them to bring their existing teaching notes up to date in their existing note-books, thus saving some paper”—so runs a recent order of the D. P. I., in his proceedings No. 894 dated 21-6-43 when the question was referred to him by some school authorities whether teachers could be granted exemption from writing teaching notes in view of prevailing paper scarcity. This order was communicated to all Inspecting Officers and Presidents of District Boards, Commissioners of Municipalities and Correspondents of all Aided Secondary Schools for being given a wide publicity. But still many schools have yet to communicate it to the staff.

This is one of the important problems in Secondary Schools—the question of teachers writing regular, day-to-day, notes for every lesson delivered by them. ‘Notes of lessons’ or what is a better expression, ‘teaching notes’ are certainly an effective aid to the teacher in the delivery of his lessons as they involve previous planning, thinking and preparing of lessons. If only teachers in the first

five or six years of their teaching practice devote their best attention to the preparation of lessons there is no doubt that they will gain efficiency in the content and methods of imparting instruction to school children. When teachers, however, after twenty or more years of practice, teach the same subjects such as History or Mathematics or English Grammar and Composition, the regular writing of teaching notes would become superfluous. But in most, if not all, schools, teachers, till the end of their service, are compelled to write “notes” of every lesson they give—and the average teacher in a Secondary School teaches 27 periods in the week—and fill up several note-books of information only too well known to them. What is the purpose served by this insistence which has tended to become a fetish in the hands of several heads of institutions and perhaps too of some Inspecting Officers? To-day, when paper scarcity is one of the major problems schools and offices have to solve, it is but just and proper that the head of the Department of Education has ordered the saving of some paper by giving senior masters exemption from writing fresh teaching notes.

The truth seems to be that the teacher is suspected at every stage—to begin with, by his own senior colleague, the Headmaster, who commands in most cases, neither

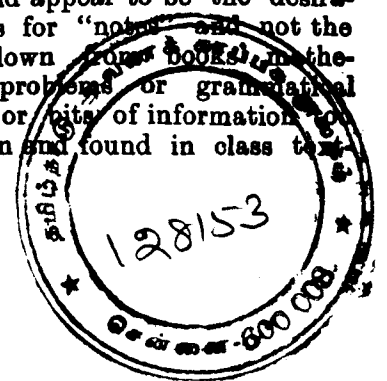
inclination nor time and aptitude to scrutinise the ‘notes’ he periodically calls for from teachers and merely initials with date here and there, thus indicating his imaginary perusal thereof. The writer is aware of a school where, for several years, the teachers’ “notes” were collected every week and the rubber-stamp seal of the Principal put by the school-peon in every note-book! Surely it would be better to abolish this unwholesome and fraudulent—for, it amounts to nothing more—practice of checking teachers’ work.

As a teacher of twenty-five years’ standing and as one who has kept “notes” pretty regularly, I consider that it is a waste of time and energy—not to say paper—to write “notes of lessons” in subjects like Mathematics or Science or History in which any teacher attains proficiency after a decade or more. Instead of writing the usual “notes” one may be asked to maintain a weekly diary of the progress of his work in each subject. In lessons such as English, “notes” may be very briefly written for new lessons taught. A bibliography of books referred to or studied by the teacher in relation to the subjects handled by him with some brief notes of new points gathered—this may serve a useful purpose. As one who had an occasion to peruse the teaching notes of colleagues in a school, I feel certain that the sort of notes written by most teachers is quite superfluous, —nay, useless—involving mere waste

of paper, and what is more important, the precious time of teachers which could be better utilised.

The D. P. I.’s order insisting on the regular writing of teaching notes in the case of probationers is a very wise rule, and it may be highly desirable and necessary for all teachers to keep regular lesson-notes for the first five or six years of their service. But the heads of schools must really peruse them and guide the junior teachers, instead of simply recording their initials or signatures which only express their authority and nothing else.

‘Notes of lessons’ vary from teacher to teacher, and no stereotyped “notes” such as those ordinarily in vogue in training schools and colleges, are useful beyond the first few years of service. If “notes” written by a teacher display his mind, surely there is room for originality or individuality. On the whole “teaching notes” as they are kept in most schools may be deemed to be of little practical use. Short, thought-provoking, suggestive hints for the guidance of teachers in the delivery of their lessons, and useful extracts from latest books and publications—these would appear to be the desirable things for “notes” and not the copying down of “notes” or grammatical problems or bits of information or well-known and found in class text books.



THE TEACHER AND THE TAUGHT

By Sir MIRZA M. ISMAIL

A UNIVERSITY has been described as "an association or corporation of scholars and teachers engaged in acquiring, communicating or advancing knowledge, pursuing in a liberal spirit the various sciences which are a preparation for the professions or higher occupations of life."

How comprehensive is the function of a university as thus defined! Its scholars, its staff, have three kinds of duty to perform. First, they are to continue to acquire knowledge. As in all other things, so also in sheer studentship, they should set an example to their students. The university teacher has to keep his knowledge up-to-date: that is the first most obvious obligation. He must be conversant with the current literature and experiment in his subject. Further, I do not think that, however great a specialist he may be, he should be too much of a specialist. You cannot fully understand a subject in itself unless you realise its innumerable relationships.

Something to Acquire

But the man must also provide something for other scholars to acquire: that is, he must—if he is not a university teacher under false pretences—contribute to the advancement and interpretation of knowledge. If he has not in his soul a certain

urge for personal exploration, his teaching must become jejune, it will lack both freshness and inspiration. And apart from the effect of original work upon teaching, that work is itself a debt which the country, and especially India of today and tomorrow, requires of her universities and their members. This is most obviously so in matters of applied science, upon which both industry and agriculture depend; but it is so, too, in the urgent affairs of politics and economics, and in all the arts, and even in the purest and least practical forms of science itself. For we are coming to a time of national rebirth, when university leadership will be needed in every sphere, both of external progress and of inward health, enlightenment, and inspiration. To emphasise and foster the unity of our Indian culture, and the true kinship beneath all our differences, is a constant obligation laid upon academic men, whose whole time and life is dedicated to dispassionate thought and to the cultivation, in themselves and others, of the finest fruits of mind and spirit.

Personal Concern for Student

The third duty of the professor is that of teaching and guiding and in every way helping the students. I think that this is the most important duty, if we were to make an assessment of values. A number of fine scholars could form themselves into

an admirable body for the advancement of learning and do most useful work; but that would not be a university, it might rather be called an academy or an association. That which is most essential to a university would not be there: for I would say, though I have so exalted the research idea, that the university's duty to the least of these young men that trust themselves to its care is still greater than its duty to the whole world of science and of art. For in the case of every one of these students, however ordinary, it will depend largely on the university whether at last heaven is to rejoice or mourn over him. I do not think universities have as a rule troubled much about the heavenly verdict on their handiwork: and this duty can never be performed until our university and college methods are far more intimate and more animated by personal concern than has in most places been possible as yet.

"Liberal" Study

In considering what should be taught, and how, may I read again the later words of my quotation? "Pursuing in a liberal spirit the various sciences which are a preparation for the professions or higher occupations of life." By "sciences" are here meant all departments for higher study, the arts included; and the preparation for occupations does not mean a merely professional training in the sense of training in professional craftsmanship. When a university is making a doctor or an engineer, its function goes far beyond equipping him with the necessary

scientific knowledge and with routine principles to be applied in a lifetime of practice. Even here, in science of the most definitely practical kind, the teaching and the learning are to be done "in a liberal spirit"; that is, with a certain intellectual fervour and delight, most scrupulous and laborious in respect of *fact* and *measure* but inspired, beyond this, by an almost romantic love of *reasons* and of a scientific unity going far beyond the special subject and practical purpose of the study. Even practical science must, in a university, be regarded in this way, and with regard to pure science the case is more obvious. In literature and the arts it is more obvious still, and we find that even here mechanical planning and teaching may ruin everything. If history is only facts, descriptions and dates, and literature also is but this, with the addition of a memorised critical jargon, we lose the great purpose and justification of such study—the intelligent delight in law and beauty, and insight into human nature and affairs. Study "in a liberal spirit" is, in the deepest sense, an *education* even when it is a practical training for a specific career, and it is no less important when it aims only at the making of the man himself, to whatever uses that perfected instrument may eventually be turned.

Ignorance of University Graduates

Our danger is that subjects which are in themselves the most liberal, may be dealt with illiberally, in a spirit of essential ignorance and indifference. And obviously, on this view, the narrower the education the

* Adapted from the Nagpur University Convocation Address delivered on August 14.

less liberal it is likely to be. I have repeatedly ventured a protest against the so-called specialism to which even our high school children are subjected, and I think that one great feature in our urgently needed university reform is to give a more comprehensive education to our students, particularly those who take pass B. A. or B. Sc. degrees. I think no one will deny that in India the ignorance of university graduates is appalling, and this applies with great emphasis to a large proportion of those who become teachers, even in high schools. Their job is to teach particular subjects in their classes, and they have nothing else at all to tell or give to their pupils, because their university has given them no more.

Facts for Wider Understanding

I should like to suggest a few sorts of knowledge and understanding that every school teacher (and I do not speak only of high schools) should have acquired in his university. He should really know a fair amount about administration, both political and civic. It is not fair in these critical days of progress and planning that the children should not be told about these things because their own teachers are ignorant of them. Surely it is not too much to expect that every teacher (in a university also) should be acquainted with the actual facts of the British connection with India, not in great detail but in enough detail for him to be able to give genuine and accurate information to his pupils. Both students and school-boys are at the mercy of politicians' catchwords because their own

teachers do not tell them the bare truth. What is wanted in this political business is just the setting forth of facts, the giving of an example by the teacher in mere accuracy and dispassionateness. What an effect this might have in promoting both knowledge and thought in the young man's mind!

Another kind of knowledge that every teacher and every university man should acquire at the university is knowledge of the cultural traditions of his own country (not merely of his own religion); and also of the social problems which are just as important and difficult as the economic and political ones. I say that every graduate should understand every one of these things. It should not be open to a man to become a B. A., if he has just a bookish elementary knowledge of a few selected subjects, and ignores his country's heritage and problems. And science graduates, equally, should be aware of those things. It is from our graduates that such information and understanding has to come to the people in general, and (again I emphasise it) to their pupils in the school.

Scarcely less unfortunate is the fact that the typical arts graduate is quite at sea with the most elementary scientific conceptions, whereas he ought surely to have some idea of the main tendencies of scientific progress as they affect both our practical life and our understanding of ourselves and the world outside us. It has been found, too, when attempts have been made, outside the curricula, to interest the science man in the elements of humane study, and the arts man in

NOTICE

All articles for publication, and books for review should be sent to the Editor.

Business communications should be addressed to the Manager.



EDUCATIONAL INDIA

Masulipatam, Sept., 1943

The Annamalai University Bill

THE Annamalai University Bill published by the Government of Madras for the purpose of eliciting opinion is a measure of far-reaching character and it proposes to introduce vital

Continued from preceding page

the methods and ideas of science — themes which are not only of supreme importance but to any open-eyed person of fascinating interest — there is the greatest reluctance to make any effort. In general, the only aim and desire is to pass the examination and get away. It is impossible for us to blame students for this. They are not in themselves less curious and adventurous and responsive than students of other lands; but neither in our system nor in our atmosphere is there the opportunity and stimulus they need.

changes into the nature and the functioning of that University. It would have been the best thing if a bill of this sort had been based on the findings of a Committee of experts specially appointed to enquire into the actual working of the University. Such an enquiry would have brought prominently to the notice of the public the nature of the factors and the circumstances that have hitherto stood in the way of the more efficient working of the University and would have furnished the people outside, with the data required for expressing opinion on the proposed bill. It is not known whether such an enquiry had been conducted at all, and if conducted what the findings of the Committee were, and how far the present bill is based on such findings. As no reference is made in the statement of objects and reasons to any such enquiry it may be presumed that no such enquiry was conducted. If this presumption is correct it has to be said that the procedure adopted by the present Government in bringing forward this bill is an irregular one. A statutory University like the Annamalai University is a public institution. Large public funds are being spent upon it. Its graduates are appointed to various public services in the country. The kind

of instruction imparted within its portals and the conditions under which persons are admitted into it and subsequently trained are not matters that have, as it were, to be settled by private and secret negotiations between the Government on one side and the Founder on the other. In this respect the Annamalai University has from the very beginning been treated more like a private institution. While in the case of other Universities in India established in recent times committees were appointed to enquire into the need for such Universities and the lines on which they should be constituted, no such thing was done in the case of this University. Dr. P. Subbaroyan, the Minister of Education at the time when the original Act was passed, referred to the history of the original bill and said it was the outcome of the meetings which Sir Annamalai had with him and with the Finance Member of the then Madras Government. Everything was settled at these private meetings. Perhaps a similar procedure has been followed in connection with this amending bill.

THE need for a public enquiry into the working of the University before any amending legislation is effected is all the greater today as there is no legis-

lature where it is possible to bring about improvements in the proposed bill. There is no select committee to examine its provisions in detail and suggest modifications. This was possible in the case of the original Act of 1929 and everyone knows that the Select Committee was responsible for a certain number of important changes. Moreover there is no opportunity for a party in opposition to point out in the course of a debate the defects in the bill. Everything therefore depends on the Governor and his departmental Advisers who were responsible for the drafting of the bill; and there will be nothing surprising if the bill is finally passed in the form in which it has been drafted.

THE least that the Government could have done in a matter like this is to have the bill referred to the Senate, and the Academic Council of the Annamalai University itself and elicited their opinion. Even if the Government had not done it, steps should have been taken by these bodies to call for special meetings and examine the bill. No such procedure seems to have been adopted. These are the bodies that are directly concerned in the matter and that are at the same time in the best position to pronounce an autho-

ritative opinion on the bill. This would have been the proper course for the Government as the bill aims at abolishing some of the existing authorities of the University and modifying the constitution of the rest. It is a simple maxim of jurisprudence that no one should be condemned without being heard.

EVEN now it is not too late to adopt this course. There is no special urgency about the amending bill. The current academic year has already commenced. Even if the bill becomes law most of its clauses will have to come into effect only in the next academic year. There is ample time for a preliminary enquiry and for consulting the authorities of the University.

WE would not have emphasized so much this need for a public enquiry if the changes proposed had been of a formal character. But they are not of that kind. They attempt at fundamental changes and some of them strike a severe—an almost fatal—blow at the teachers of the University—the teachers on whom ultimately depend the character and the reputation of the University.

(2)

THE Government has stated that the bill is intended to secure the more efficient working

of the University. It is with this object that the bill proposes to abolish the Academic Council and the Boards of Studies, to deprive the University teachers of their seats on the Syndicate and to considerably reduce their strength on the Senate, to appoint teachers on a contract instead of permanent basis, to increase the powers of the Founder and the Vice-Chancellor who practically becomes his nominee and to revive the Finance Committee which in its new form will be entirely dominated by the Founder.

THE efficiency of any institution consists in the extent to which it produces the results expected of it. In the statement of objects and reasons attached to the Original Annamalai University Bill of 1928 it was laid down that the object of that bill was to establish a unitary and residential University — “one in which teaching, study, research and active social life will be pursued in an atmosphere congenial to their growth along sound lines, and in which the training given to students would be of primary importance and the examinations which test this training of only subsidiary importance. While this University would like others in this Presidency promote the cause of

learning in general, it is hoped that the study of Tamil, Sanskrit and Indian History and other subjects particularly connected with India should be given special importance in the new University". The training of students, and research in the above subjects may be taken as the primary objects of this University; and whether it has been efficient or not should be judged with reference to these.

THE University has been a unitary and residential one. All the students are residing in the hostels which are under the direct control and management of University authorities. The Vice-Chancellor is a full-timed officer and resides within the Campus. The same is the case with the teachers of the University. All these have ample opportunities of coming into close and intimate contact with the students, guide them not merely in their studies but also in the shaping of their ideals and character. Is there anything to show that the Vice-Chancellors and the teachers have all these years failed in carrying out this part of their task? And if they have failed or if they have not shown sufficient zeal in this sphere of their work, is it because the teachers have a place on the Syndicate and the Senate and the

Vice-Chancellor has no effective powers of control over students? Or is there anything to show that the University has been specially attracting a large number of students whose character was so completely formed before they entered the University that they could in no way be improved by the influence exercised over them by the Vice-Chancellor and the University teachers? An analysis of the present bill and of the statement of objects and reasons makes one suspect that the framers of the bill are not entirely satisfied with the work hitherto done by teachers or with the behaviour of the students. The remedy that is proposed is to lower the status of teachers to that of the mere servants of the University without any voice in the governing bodies; and to prevent persons deemed undesirable by the Vice-Chancellor from entering the University as students.

TO take the latter point first—'one of the most important clauses in the existing Act is Clause 5 which states that "No person shall be excluded from membership of any of the authorities of the University, or from admission to any degree or course of study, on the sole ground of sex, race, creed, class, caste or political belief". And one

of the vital changes that the amending bill proposes to make is to empower the Vice-Chancellor "to refuse to admit any person to any course of study in the University without assigning reasons". It is not known how a clause like this is consistent with Clause 5 (which it is not proposed to delete) unless it is a surreptitious way by which Clause 5 is nullified in practice. And it is curious to find that in the statement of objects and reasons no explanation has been given for conferring this dictatorial power on the Vice-Chancellor. Even as it is, it is not obligatory upon the authorities of any University to admit any and every person. When that is the case there is no reason why there should be a special clause on this matter unless it be to circumvent Clause 5. The result of this amendment will be to restrict admission into the University to only members of particular races, creeds, classes, castes or political beliefs according to the whim and fancy of the person who happens to be the Vice-Chancellor for the time being, and convert the University into a purely denominational one. In these days when we are experiencing with increasing bitterness the evils of communalism it seems to be most undesirable that we should with open eyes

and deliberately transform a national into a denominational institution. Are the students that are likely to seek admission into this University so undesirable that powers like these should be conferred on its Vice-Chancellor to prevent their flooding its gates? The public have a right to know the origin and history of this particular clause in the bill.

(3)

THE second test for judging the efficiency of any University is the quantity and quality of research work done by its teachers and students. Any bill which intends to secure the more efficient working of a modern University should pay special attention to this aspect. It is unfortunate that there is no indication in the amending bill that the Government has realised the importance of research or that any special steps are being taken to encourage research. Here again the Government should have undertaken an enquiry into the nature and amount of research work already done by the teachers of the University and whether if the University continues to function in the way in which it has been functioning all these fourteen years it would be possible to really develop research. Ques-

tions like the following require an answer before anything can be said of the prospects of research. How many teachers are employed in each department? How many hours of routine lecturing work do they have? What is the amount of leisure that they have for original work? What are the facilities that are available for research in the Libraries and the Laboratories attached to the University? What are the opportunities that are open to the teachers to establish personal contacts with teachers in other Universities carrying on research work in similar fields? What is the provision that exists for the publication of the results of research conducted by University teachers? How many students are working in the post-graduate courses in each department? How do the salaries that are paid to teachers here compare themselves with those paid in other universities? Have the salaries and grades been raised or lowered from time to time? Whether the University has been successful in securing and retaining the services of the teachers of the highest quality?

It is a pity that instead of turning to matters like these the bill is really lowering the position of teachers in the Univer-

sity. Even when the teachers are found on the Syndicate and the Senate things have not proved very satisfactory from their point of view. With the proposed changes their position is bound to become much worse. The Syndicate on which they are not to be represented is in future to have more comprehensive powers regarding their dismissal, discharge, reduction of their pay etc., without provision for an appeal even to the Chancellor. They are to be appointed in future for only a period of five years at a time. What this would mean in these days of unemployment one need not describe. It might be very well in the case of professorships, fetching high salaries. But it has no meaning with teachers whose salaries range from Rs. 75 a month.

THERE are many other objectionable features in the bill. It is not however our intention to examine each of its clauses. Our purpose has been to show that the Government will be well-advised in withdrawing the present bill, undertake an exhaustive enquiry into the working of the University during the last fourteen years, publish the enquiry report and proceed with any amending legislation at a subsequent date.

THROUGH different PROVINCES

DELHI

COMMITTEE FOR PREPARATION OF INDIAN HISTORY

A Committee under the chairmanship of the Rt. Hon. Sir Tej Bahadur Sapru has been appointed by the Indian History Congress in pursuance of the project of the Congress to prepare a comprehensive history of India in twelve volumes. The Committee will arrange for carrying on the administrative work in connection with the publication of the book. The work on eight volumes dealing with the Mediaeval and Modern Indian History is already well on its way, and the manuscript of the various chapters is expected to be ready by the middle of the next year.

MADRAS

ANNAMALAI UNIVERSITY BILL

The Government of Madras have published a bill to further amend the Annamalai University Act of 1928, for the purpose of eliciting opinion. The main changes introduced, according to the statement of objects and reasons are: (1) Abolition of the Academic Council and the Boards of Studies; (2) Altering the constitution of the Senate so as to make it a more representative body and disqualifying teachers and other employees of the University for nomination to the Senate or for election to that body except to the seats representing the teaching staff of the various Faculties; (3) Reducing the strength of the Syndicate and disqualifying teachers and employees of the University from being members thereof; (4) Revival

of the Finance Committee; (5) Grant of effective powers to the Vice-Chancellor; and (6) Appointment of teachers, officers, and other employees of the University on contracts not exceeding five years in the first instance.

ELIGIBILITY FOR FEE CONCESSIONS

Revival of the Madras Educational Rules provides that to be eligible for fee concessions under that rule, the annual income of the parents or guardians of the pupil concerned should not exceed Rs. 600 if he is studying in a secondary school or Rs. 900 if he is studying in a college. The Government have directed that the limits now in force will be raised by 20 per cent, that is to say, the income limits now in force will be Rs. 720 in the case of secondary schools and Rs. 1,080 in the case of colleges so as to include in them "dearness allowance" or other analogous additional payments which are now being made as compensation for the increased cost of living. These modifications are an emergency measure and will be in force so long as the present conditions last or the 'dearness allowance' continues.

SALARIES OF TEACHERS

Resolutions urging the Government to take immediate steps to give effect to the Sargent Committee's recommendations in respect of salaries of teachers, to grant to all teachers the Government rate of dearness allowance, providing the necessary funds to the managements were passed at the 18th annual Conference of the Coimbatore and Nilgiris District Teachers' Guild.

GROUNDNUT RESEARCH SCHEMES

The Government have sanctioned three agricultural research schemes on groundnut. The details of the schemes, their duration and total cost are as follows: (1) Schemes on insect pests of stored oil seeds (groundnuts), (one year, Rs. 4,300); (2) on pests and diseases of groundnuts (2 years, Rs. 10,907); (3) on the storage of groundnuts (3 years, Rs. 1,24,040). The Imperial Council of Agricultural Research has made grants of Rs. 3,225, Rs. 8,181 and Rs. 62,000 respectively.

BENGAL

DEARNESS ALLOWANCE FOR TEACHERS

The Government of Bengal have decided to extend the scope of the scheme for payment of dearness allowance to Government employees with meagre income, to teachers of approved primary schools in those parts of the Province, where School Boards are functioning for three months from September next. About 4500 teachers will be benefitted by this decision of the Government to the extent of Rs. 5-8 a month each, in addition to their present allowance of Rs. 2-8. The money required for this purpose will be spent out of the surplus funds of the School Boards.

DEARNESS ALLOWANCE DENIED

The Calcutta University's request for a grant of Rs. 1,75,000 to cover the dearness allowances to be paid to University employees this year and next year has been turned down by the Government of Bengal. The Government have informed the University that its expenditure on this account would be regarded as an approved expenditure and would be taken into account when the University's finances are considered, provided that the allowance granted is not in excess of that sanctioned

by the Govt. for their own employees— SUPPLY OF FOODSTUFFS TO TEACHERS

A resolution asking the Government to take immediate steps to support non-Government schools and colleges recognising teachers of such institutions as members of the essential service by granting them dearness allowance and supplying them with foodstuffs and standard cloth on the same scale as sanctioned for their own employees and also granting adequate subvention to these institutions for their continued existence and proper maintenance, was passed at a public meeting held at Calcutta in connection with the "All-Bengal Teachers' Day."

In the course of his speech, Dr. Shyamaprasad Mookerjee announced that a scheme was under preparation under which it was proposed to supply cheap foodstuffs to families of nearly one thousand teachers of non-Government educational institutions in and around Calcutta for a period of four months.

FUNDS FOR SANTINIKETAN

The President of the Visva-Bharati and members of the Governing Body of the institution in an appeal on the occasion of the second death anniversary of Dr. Tagore say: "Santiniketan and Sriniketan have been actively engaged in cultural and educational work as well as in other forms of practical service, for the last forty years. We need not emphasise that the deepest concern of the Poet lay in the welfare of these institutions to which he had devoted his life, and it is, therefore a great encouragement to find that the public, in increasing measure, has taken up his cause as its own."

"We would invite all those admirers of the Poet who believe in supporting his life-work to contribute to the fund which we have already initiated here."

BOMBAY

PROSELYTISATION IN COLLEGES

Conversion of students from one religion to another was deprecated by the Bombay University Senate, which adopted the following resolution, moved by Prof. K. T. Shah, after a lengthy debate:—"The Senate think it desirable to affirm the fundamental policy of the University, which is not to permit in any educational institution conducted by or affiliated to it, any activity which has for its object the conversion of students from one religion to another."

GIFT FOR DEPT. OF PAINTS AND PLASTICS

An offer of one lakh of rupees have been made by the trustees of the late Rao Bahadur Poonamchand Karamchand Kotawala for starting and maintaining a Department of Paints, Varnishes and Plastics in the University Department of Chemical Technology at Bombay.

For the establishment of Department of a Dyestuff Technology the Secretary of the Council of Scientific and Industrial Research, Delhi, has agreed to sanction an amount between Rs. 16,800 and Rs. 23,400 annually according to requirements, as the Council's contribution. The grant has been made on condition that the Bombay University will reserve 40 per cent of the seats for students from outside Provinces.

ORISSA

EXPANSION OF GIRLS' EDUCATION

Steps for the expansion of education among girls have been taken by the Government of Orissa by providing funds for enlarged fee concessions and by starting a number of middle schools for

them. With a view to encouraging further expansion of education in the province, suggestions are under consideration to start one or two junior grade colleges, to improve the conditions of services of teachers in aided high schools, to further encourage education in those limited areas where compulsory education is in vogue, and to explore the possibility of hostel accommodation for girls intending to study in college or training institutions.

MYSORE

STATE LITERACY COUNCIL

From the annual report of the Mysore State Literacy Council for the year 1942-43 it is understood that at the beginning of the year the Council planned to open 150 literacy classes in various parts of the State. Till now 488 classes have been organised in various parts of the State, with a total strength of 6,201. Of these 179 classes finished the complete literacy course and literacy certificates have been issued to 1,952 adult students.

The Mysore City Literacy Committee has taken the lead once again in organising the first libraries under the new scheme of the Council. With the help of a municipal grant of Rs. 654 for six months, seven libraries have been started in the slums of the city, where a large number of literacy classes have been conducted successfully.

A comprehensive scheme of Adult Education inclusive of library and follow-up work to be carried out as an integral part of rural reconstruction was prepared and submitted to the Government. The Chairman and the Secretaries met the Minister for Local Self-Government and discussed the plan and placed the final scheme, with a budgetted expenditure of Rs. 1,32,000, before the Dewan. Government have accepted the scheme and have sanctioned Rs. 80,000 for the purpose.

PUBLIC OPINION

Mr. WORDSWORTH ON EDUCATION AND THE STATE

"One of the evils of the war is that it takes away importance from things that are permanently valuable but gives importance to things that are of temporary value to the nation. Education is of permanent value to the State" observed Mr. W. C. Wordsworth, M. A. (Oxon.), M. L. A., presiding over the All-Bengal Teachers' Day at Calcutta.

"I was privileged not long ago" he continued, "to speak in the Legislature of the recommendations of the Sargent Committee. It stated that every civilised community must put education in the front of its valuable activities. It cannot do that unless it is prepared to set aside for the maintenance of education a proper part of the revenue. It might be that no province in India today would be able to pay for its education what the Committee recommended, but India is rich and we can get riches out of the land for our use. Bengal has 12 crores of revenue and if there is a redistribution and proper handling of what is potential, there is no reason why Bengal should not have many more crores for education which ought to form a very large part of the revenue of the country for all time to come".

Concluding he said, "It is your tradition that the teacher is paid mainly with respect and the teacher is respected in India more than he is respected in European countries. But respect does not feed teachers and their wives and their children especially in these hard times. I say that the teachers and the whole community should study the Sargent Committee's report and spread the feeling

that education is one of the most essential and progressive services and that education must be made better and better at every possible opportunity".

SIR C. P. RAMASWAMI IYER ON POST-WAR EDUCATION

Sir C. P. Ramaswami Iyer in the course of his inaugural address at the Training College Teachers' Association, Trivandrum, made a rapid survey of the progress of education in the State ever since the inception of the University and the systems of education successively in vogue in the West and stressed the need for reconstruction of the educational system as it obtained at present. In this work of reconstruction he said, the Training College had a great and prominent part to play. At the end of the secondary stage it ought to be possible for the parent and the teacher to help the pupil to make up his mind whether he should tarry there or fit himself for his life's vocation—agricultural, commercial, industrial or other—or march on into the University.

Adverting to the post-war period the —Dewan envisaged an era of competition acute and ruthless competition—that would confront India and the rest of the world in the near future, when whole continents which now lay in ruins would have to be rehabilitated—competition in agriculture, in commerce, in industry and every aspect of human activity. And if India were to surmount that crisis and survive as a great nation, her whole educational system would have to be so modified as to make everyone of its population a

potential worker and not merely a potential clerk. In other words, everyone in the country should be ready and prepared for a change of occupation; the post at the workshop or at the counter. The time had come when the lot of the teacher in India must be in a position to stand up to the stress and strain of the immediate future, if we wanted to usher in a new era in Travancore.

REV. KEITHAN'S ADVICE TO STUDENTS

Inaugurating the First All-Kerala National Students' Conference at Calicut Rev. Keithan, the American disciple of Gandhiji, paid a tribute to the student movement in India and asked the students to prepare themselves for taking up the leadership of the country in the coming years.

Rev. Keithan said that they must remember that their motherland had a glorious past and a great culture, which no other country could boast of, excepting China. When they thought of a new world based on co-operation, they could not go to any country for inspiration, except to India itself. He maintained that they could not build up a world civilisation, unless they had non-violence as its basis. The students must have before them, as their first programme, the freedom of their nation. They must act, think and live like free men. They must work for a united India. He knew that there were certain differences among students, but he would appeal to them to get rid of them quickly, in the interests of their country. The first and foremost thing they must remember was that they were members of the Indian nation.

Rev. Keithan stressed the need for students taking an active interest in the development of villages, and appealed to

them to devote their leisure hours to encouraging village products and khadi. If they spent some time in educating their illiterate brethren, they would be contributing a great deal to national life.

SIR GOPALASWAMI IYENGAR ON ADULT EDUCATION

Opening a night school for adults for imparting instruction upto the High School standard, to be conducted by the Madras Presidency Adult Education Association, Sir N. Gopalaswami Iyengar, retired Prime Minister of Kashmir, said that in this country neither the Government nor the public had given to the problem of adult education the attention it deserved. As Registrar-General of Panchayats in Madras, one of the things he tried to do was to make the village panchayats in each village responsible for education in that village. As many as 1,500 panchayat schools were then started in this presidency.

Proceeding Sir Gopalaswami Iyengar said that in his opinion it was a mistaken view to seek to identify education or culture with mere literacy. When he went to Kashmir he tried to put these ideas into execution through panchayats, about 900 panchayats being established in the State. A committee appointed to reorganise education in the State recommended that along with the education of children should be taken up the question of adult education as well, with the result that a definite sum had been allotted in the budget and there were now about 60,000 adults receiving instruction in the State. The teachers were paid an honorarium calculated on the results achieved. In conclusion Sir Gopalaswami Iyengar said that the object of adult education was to make the recipient broaden his outlook on life and intelligently follow various problems. They could not have a democracy without educated people.

Letters to the Editor

Annamalai University Amending Bill

SIR,—The proposed appointment of a Commissioner for Education in Germany and the occupied countries, and the establishment of the United Nations Education Bureau for the planning and betterment of education are significant of the trend of importance that education and educators have to occupy, in the interests of world-peace, after the war. Yet, in the year of grace 1943, it is proposed to disfranchise the professors and lecturers—it is unfortunate that the bill calls them teachers—from membership on the Senate and the Syndicate. The world does not know what the teacher-members of the University bodies did to invite this punishment on themselves and on their successors.

The battle royal for assignment to teachers' seats on the University bodies may be said to have been started by the late Mr. Gokhale who as early as in 1904 suggested in the Imperial Legislative Council a minimum of one-third of the strength of the Senate to be drawn from colleges. The functions of the Senate being what they are, the courses of study and the methods of examination which so vitally affect their teaching are determined by regulations which can only be altered by the Senate. The proposed ban on teachers is a humiliation to the entire teaching

profession, and an affront to the enlightened public life of the province.

As regards the abolition of the Academic Council, I would request the framers of the Bill to study with care the speech of Sir C. R. Reddi at the inauguration of the Senate of the Andhra University in 1926. Sir Reddi observed that the successful working of the constitution of the several Universities, Leeds, Birmingham, Manchester, Madras, etc., is due to the convention of allowing educational matters to be dealt with in the first instance by the Academic Council, the Senate acting with the reserve of an appellate authority. The Senate should have the benefit of the independent judgment of the Academic Council before coming to its ultimate decisions on educational questions.

Regarding the powers to be vested in the Vice-Chancellor, provided a proper person is chosen, he must be the dominating personality moulding the minds of the adolescent youths.

As regards amendments relating to security of tenure, it is fair and reasonable that foreign professors are recruited on the basis of a five-year term contract, with the option of renewing or terminating the contract. But, as regards the entertainment of teachers recruited locally, they should be made permanent, if satisfaction is noted at during the period of probation which should not exceed two or in some cases three years.

As the Legislature and the Ministry are not functioning, the Amending Bill may be referred to the

Vice-Chancellors of the several Universities in India for opinion, before the Government propose to place on the statute-book by a fiat; and the opinion of the Inter-University Board may be invited, as the changes effecting the status, prestige and morale of the teaching profession are revolutionary and reactionary.

Peela- } R. SRINIVASA IYENGAR,
medu. } *President, Coimbatore
District Teachers' Guild.*

Post-War Education

SIR,—Though it is a matter of common observation that the child of today would become the citizen of tomorrow, very few realise how essential it is to give the first place to educational reform in preference to the rest.

Indians as a politically backward people are not in a position to allocate funds and reform education, in a manner best calculated to further the interests of the people. Sir M. Viswesvaraya has been dinning into our ears that industrial education is the only sure panacea for all our ills and that a sum of a thousand crores should be utilised on a five or ten-year plan basis for the speedy transformation of India from an agricultural to an industrial country. It requires a long period of technical instruction and training which would necessitate the establishment of technical and technological colleges throughout the country. Care should be taken to see that humanities, which are highly important for training up the economist, politician, historian, statesman and diplomat whom the providence has specially

chosen for giving the right lead at the proper time to the country as a whole, are not relegated to the background, without being given their due place of recognition. Suggestions are being made to give a moralistic, nationalistic, utilitarian and vocational bent to education which should be imparted in the vernaculars.

Some lovers of fine arts demand with much force and emphasis that music, painting, sculpture, architecture should have their well-merited place in any educational system, as the glory of a nation would rest more on the patronage of arts and learning in its contributions to world culture and civilisation than on its material prosperity and political greatness. The ardent lovers of journalism, co-operation, banking and insurance wish that those subjects should also find their place in the curriculum of studies.

Schemes and suggestions are many, varied and rarely conflicting, as people are agreed on fundamentals and are interested in the general progress of the country as a whole. Unless and until education is given a place of primary importance as a supreme nation-building department and adequate funds are placed at its disposal and the teachers assured of decent prospects and security of tenure, no solid, substantial progress can ever be made. It is but just and proper that sufficient attention should be paid even from now to problems of reform, so that suggestions made by good thinkers may provide the necessary data for hammering out the right scheme.

— C. B.

Book-Reviews

INDIA, BRITAIN AND EMPIRE
(A Junior History Book I) By P. C. Kerslake—Pp. 110, Price 12 annas—Macmillan & Co.

The book is intended for schools wherein pupils have to study the history of the British Empire in English. It starts with the beginning of Modern Times and treats of the period between 1450 and 1605. It weaves into one unit such events in India and Britain as have contributed to the making of the Empire. The histories of the Muhammedans, the Rajputs, the Moghuls, the Tudors, the European discoverers—all fit into their respective places, each relating to the other and all relating to the one central theme—the Empire History. Viewed thus, Indian and British histories appear to the pupils as parts of one whole. The author has exhibited throughout a sympathetic insight into the inner spirit of history, especially the history of India. He is ever striving to reach forward to the contribution made by the East and the West to the present-day culture, many features of which are traced back by him to their roots in the 16th century.

The book is profusely illustrated with pictures and maps. Useful time-charts have been appended. The author is projecting two more volumes to bring his work up-to-date.

— D. I. A.

THE SILVER JUBILEE SONGS AND OTHER POEMS—by Ramadasa K. S. Seshagiri, B.A.—Pages 32. Price 4 as. only—Published by the Author, Mylapore, Madras.

The six poems in this small booklet set forth the spiritual experiences of an ardent devotee of Sri Ramana Maharishi of Tiruvannamalai. We have no doubt that the author has been privileged through the grace of the Lord of the Sacred Hill to attain a peep into the Infinite. While there is zeal and piety in these 'poems', there is not much of poetry. Occasional echoes of the great English poets bear witness to the author's scholarship, but his versification does not show that he has a good ear for the harmony of numbers. Monstrosities like "to'er" for "tower", "be'ngs" for "beings", "appe'rs" for "appears", "min'tes" for "minutes" irritate the eye and jar upon the ear. A line like "This no dream" with the naive comment "IS is omitted after THIS" puts us in mind of Tenali Raman's picture which contained but one or two limbs of a horse, the others being supposed to be on the other side of the wall or left to the imagination. The gloss which is appended in the form of footnotes is for the most part an indirect admission of the imperfections of the text.

We feel that the author would have done better if he had shared his rare spiritual experiences with his readers in plain straightforward prose.

— V. M.

Correspondence

Kurnool District Teachers' Guild

The 19th Annual Conference of the Guild was held in the Coles High School, Kurnool, on 31-7-48, Sri A. Varadan, Head Master, Board High School, Koilkuntla, presiding. Sri P. Raju, Guild President, welcomed the gathering. Sri Y. Gura Reddi, Commissioner, Kurnool Municipality, opening the conference pleaded for cent percent literacy without which peace could not be saved in the future of the world.

Sri Varadan developed a thought-provoking address. To him, the present educational system seemed a complete failure. It was not indigenous to the land; it was too materialistic in its outlook aiming merely at the production of clerks. It took no account of the fundamental nature of the school child, his innate aptitudes and interests, but mercilessly ground him through a uniform mill.

At the business meeting Mr. K. N. Pasupathi, Secretary, read the Annual Report for the year ending July 1943. The Office bearers for 1943-44 were then elected.

President: Rev. W. D. Sutton, Vice-Presidents: Messrs. G. I. Abraham and A. Varadan, Secretary: Mr. K. N. Pasupathi, Joint Secretary: Mr. Sundaresa Ayyar, Guild's Representative on the S. I. T. U. Executive Board: Sri K. N. Pasupathi.

The following are some of the resolutions passed:—

Requesting Government to place adequate funds at the disposal of all managements to grant dearness allowance to all teachers.

That the President, Kurnool Dt. Board, be requested to take necessary steps to grant dearness allowance to teachers in the service of the Board.

Teachers' Association, Board High School, Madanapalle.

The inaugural address of the above association was delivered by Miss Lowe, Inspectress of Schools, under the presidentship of Mr. S. M. Usman, M.A., L.T., D. E. O., of Chittoor. Mr. A. S. Venkatraman, Headmaster, in welcoming her, expressed that the most essential requisite of the mental outfit of a teacher was mental equipoise. While he should mingle with the pupil in his joy, freedom and play, his more serious thoughts should be centered in the cultivation of virtues like simplicity, truthfulness and honesty and the like.

In her address Miss Lowe pleaded for a rapid programme of literacy, exhorted teachers to be more enterprising, more enthusiastic and more independent with greater initiative and finally suggested that in the matter of bifurcation of courses in secondary education, the views of the parents be invited. With a vote of thanks to her and the D. E. O. by Mr. Y. Ramayogi, the function terminated.

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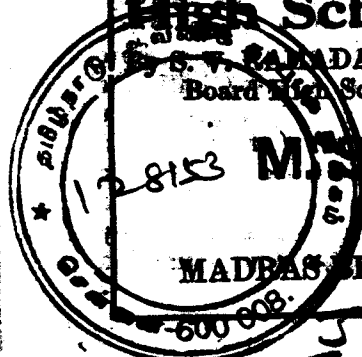
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