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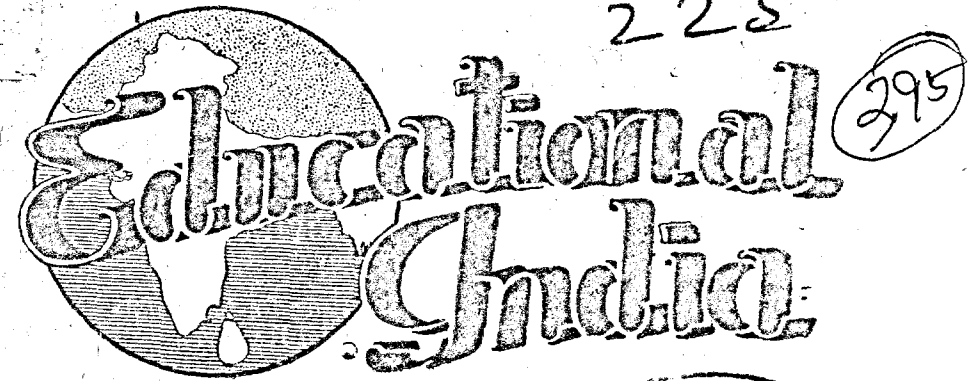
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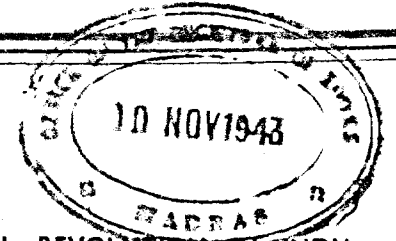
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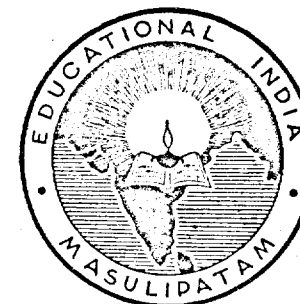
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EDUCATIONAL INDIA

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

Edited by Prof. M. VENKATARANGAIYA



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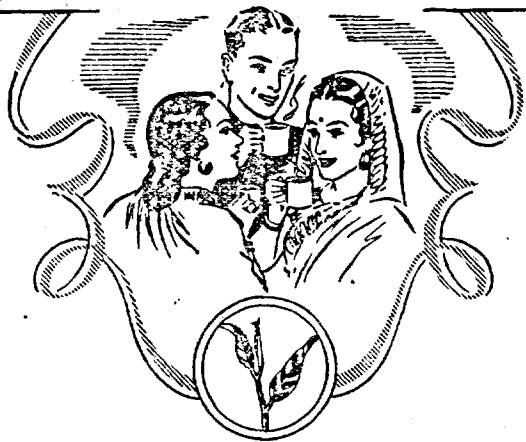
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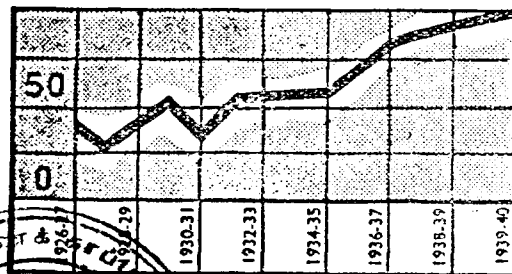
THE MARCH OF INDIAN TEA



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The Teacher in Adult Education*

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

The great movement of Adult Education in Kashmir was started five years ago. It was yet in the experimental stage when, recently, Jammu and Kashmir Government stopped financing it, due perhaps to war economy. This movement had not yet out-run the initial stage of spade work. The success or results of such a movement which receives a setback at such a stage cannot be measured statistically. That this cause is no longer state-fostered should not and will not disappoint educational workers. Clouds will clear soon. The sun of mass literacy will appear over this land of dark ignorance, if combined and nationwide efforts are made under the initiative of organizing brains. As a matter of fact, the work of Adult Education in most of the progressive countries is carried on either non-official lines by Universities and schools or by such public bodies as trade unions and workers' clubs. This Conference is held to provide the necessary fillip to such institutions so that they continue the great work of liquidation of illiteracy. Enlightened and progressive opinion in the State certainly fosters the cause, holding that illiteracy must be liquidated as soon as possible.

"EACH ONE, TEACH ONE"

The slogan of "Each one, Teach one", was first raised in India in U. P. under the Education Minister-ship of Mrs. Vijayalakshmi Pandit in 1938. The experiment was more

ambitious than hopeful in its results. Such experiments have everywhere succeeded in the West where Adult Education has much higher aims. The educational authorities in a "Each One, Teach One", campaign should not depend too much upon the already over-worked primary and secondary school teachers. In such a campaign the voluntary services of school and University students can be utilized most profitably. They should know why they assume the dignified role of teachers in Adult Education. This civic sense should be thoroughly aroused so as to make them respect the role of adult tutor that they adopt. They should be willing to teach at least an average of one illiterate per year. If they are thus infused with enthusiasm they can easily attract many adults and conquer over their initial apathy for literacy.

POLICY OF SELF-HELP

We have lived too long under the soporific effects of State fosterage of Adult Education. The reality of the stern situation, when Adult Education no longer obtains State patronage in Kashmir, should induce us to spread enthusiasm for teaching adults among the educated. Let us cultivate the policy of self-help which has been responsible for the rise to power and prestige of so many great

* Read at the 4th Session of Northern India Adult Education Conference, Srinagar held on 30th August 1943.

nations. Every right-minded, educated citizen has a personal responsibility towards his less fortunate, illiterate brethren, to release whom from the prison of dark illiteracy is his birthright, his duty and his privilege. Enthusiasm and determination are the qualities urgently and indispensably needed in Adult Education workers and teachers.

METHODS OF TEACHING ADULTS

Given such adult tutors, the question naturally arises, as to how they will teach adults. Before they know how to teach adults, a faculty which will be cultivated mostly from experience and experiment, they should bear in mind certain facts of psychology of the adult. The researches of the great American psychologist, Prof. Thorndike, have proved after big scale experiments, that, under proper methods, it is a far more swifter and easier process to make adults literate than to teach children. In fact, he has demonstrated to the world that adult learners take less than one-fifth of time needed to make children literate. Knowledge of this certainly eases the adult tutor. But the psychologist sounds him not one but several notes of warning. The adult tutor has to regard the fact that the adult has far more experience, knowledge of the concrete world than the child. Therefore the adult teacher should broadbase his teaching on the sound basis of adult's experiences in the concrete world. It is obvious that the adult's learning should not be sidetracked into abstraction lest his enthusiasm may flag. The psycholo-

gist also advises the adult teacher to respect the personality of the adult. The adult's sense of inferiority is to be compounded by the adult teacher through polite treatment, individually meted out to the adult. Adult Education is, broadly speaking, individual, because adults in an adult class differ vastly in their interest and outlook on life. No rough and ready methods of class teaching will prove successful in an adult class. Lecture method can be sparingly used only when the adult class is a sort of homogeneous group, so far as their interests are concerned. Generally speaking, adult teacher must teach one adult at a time. Possession of the power of tactful suggestion will surely be his requisite and his asset. Whether he teaches through key words or picture words or whether he uses charts and other illustrative material, he should not pin himself down to any method of teaching. The fact is that in Adult Education, so little research has been made, that there is no final method yet. The able teacher, bearing in mind fundamental facts of adult psychology, will be mostly guided by his own day-to-day experiences with adults.

THE GOOD ADULT TEACHER

The ideal teacher has been too long window-dressed. While refraining such an attitude, I shall attempt to do justice to the topic by enumerating certain standards that determine and define the good adult teacher. While imparting the knowledge of three R's to the adult

through tact, polite treatment and artful suggestion, he should follow his main concern of developing the individual minds and personalities of the adults. He can succeed in this great aim only when he knows his student as intimately as possible. Getting over the inferiority complex of the adult, the teacher should establish personal relations with him. He should understand his interest, his hobbies, his home and professional environments and even his idiosyncrasies, so as to build upon these. He should vary his mode of approach in accordance with the differing psychological needs of urban and rural adults. He should combine literacy teaching with the imparting of general, useful information.

POLITICS AND ADULT EDUCATION

One of the professed social aims of Adult Education is the dissemination of general information which is useful to the citizen of to-day. Indeed, democracy, both in theory and practice, is inseparable from Adult Education in India, more so in these transitional war times.

Ignorance of general, useful information not only undermines spiritual and moral health of a people but makes it either politically static or an unthinking recipient of cheap political propaganda. Illiteracy of a subject people like Indians is a stupendous obstacle in their economic and political progress. The illiteracy of the peasant masses is directly responsible for their exploitation by the "banya" and other parasitic classes.

When there exists the foundation of general, useful and up-to-date information and the training to think, a right-minded, literate adult can sift fact from propaganda and thus be safe from the exploitation of his previous ignorance. He can also adjust himself to the constantly changing world around him. Receiving progressive notions from his teacher and otherwise, he will make this adjustment a continuing process. Thus it is observable that Adult Education is the essential condition of social progress in the present dynamic age. That incidentally shows how important is the place of the adult teacher in bringing about social and political evolution of the Indian society.

SUGGESTIONS TO THE ADULT TEACHER

A few suggestions to the adult teacher will not be out of place. To be quite able to arouse enthusiasm and interest in the adult learner, he should read Dale Carnegie's famous best seller, "HOW to MAKE FRIENDS and INFLUENCE PEOPLE". By arousing the enthusiasm of adults the teacher will be awakening innate latencies of his charges. To be successful he should not merely dispense facts or literacy, but he should provide healthy opportunities for his adult pupils to learn, discover, create. Stimulating their capacities for leading a cultural life, he should make them more and more socially acceptable. He should implant into them the great idea that "Education is a continuing means of self-development, lasting as long as life itself". His great contribution

lies in helping adults to make constructive use of their leisure, as educative leisure forms one of the main fields of educationalism. Through useful utility of leisure alone can the vital reserves of the community be tapped. It is very necessary that the teacher should organize small study groups in the adult library. The adults should do some library and magazine reading under his encouraging guidance. They should thus be infused with permanent enthusiasm for reading, so that their pleasure of reading never lessens and thus unhappy chances of lapses into illiteracy will be checked. Library reading could form the right and healthy basis for discussions in adult class. Indeed the adult tutor has "to instil high knowledge into empty minds".

TRAINING OF ADULT TEACHERS

It is to be deplored that even the most progressive countries of the world have not so far evolved any definite method of training for adult tutors, which is explained away by the fact that Adult Education movement is yet in its infancy in the world. Adult Education is not at all specialized as compared with child or adolescent education. So far as the present researches are concerned there is much of difference of opinion as to the character of training of adult teachers; that difference is not resolved yet. The Adult Education

organizer is also faced with the problem of fixing of whole or part-time adult teachers. In actual practice, however, the latter give better results. It is indispensably desirable that a substantial portion of adult teaching should be carried on a part-time basis. Anyway, the fact remains that any and every educated man cannot *ipso facto* become an adult teacher. Those who become adult teachers, whether on part-time or whole-time basis will do well to organize themselves into associations. These professional bodies would, as they do in the west, safeguard and guarantee the position of their members.

The great Adult Education movement yet stands at the beginning of great new possibilities in India. Those will be brought out into action in the wake of a social regeneration, which may presumably follow the post-war depression. A cent per cent literate Indian nation can then stand shoulder to shoulder with other progressive nations of the world. Energy and enthusiasm, Herculean efforts at planning and financing, will be needed for this great task. The work is great and the field of activity is increasingly vast. On the great campaign of Adult Education rests the future social, economic and political well-being of India.

"Life's assets are not only material; few of us can guarantee financial security for our children in these unsettled times, but most of us can give them by a wise upbringing the power to make their own success and happiness in life."—Jane Gray

Teaching of English Prose and Poetry Difference in Methods

By Prof. V. S. MATHUR, M. A. (Lond.), Dip. Ed. (Cantab)

Government College, Lahore.

WHAT is Prose and what is Poetry? The question has been exercising the minds of the greatest of literary scholars since the very beginning of literature and many and varied answers have been given to it. The subject has been so extensively discussed and to such good purpose that it would be out of place here to start a discussion upon it afresh. It is best for our purpose here to accept the most general and common explanation that has been evolved of the differences between both modes of expression.

The basis of difference between the two commonest modes lies in the differences in two basic aspects of the human mind—the reasoning and the feeling. Whereas the address of the one lies to the reasoning faculties of the mind, the business of the other is with the sentiments and emotions of mankind.

Language is the expression, through the mind, of life. Prose is language at the ordinary and everyday level of life. It is the medium for all reasonable and serious exchange of ideas, for all business-like transactions between man and man. It is the expression of our ideas in a tranquil state of mind. Poetry on the other hand is language at the heights of life. It is the medium of the expression of our mind at the

most intense moments of life, and is more like an outburst than an orderly setting forth of whatever is weighing on the mind, striving for expression. Emotions have more dynamic force than arguments and that is why poetry has greater motive power behind it than ideas set forth in a syllagistic manner.

There is sometimes a conflict between the reason and the emotional side of our natures. Sentiments and imagination are well known to be beyond the narrowing and cramping sway of reason. Emotions resent it. Imagination transcends it and builds castles higher than it can ever aspire to; and that is why the poets are usually known to belong to a tribe of rebels. Much of the rebellion in poetry is only a very crude and more popularly understood expression for the essential incompatibility between an aspiration and the real conditions operating in life, and the rebellion is against the limitedness of life and human destiny rather than against any particular malevolent society. The business of Prose therefore is to convince and convert and the business of poetry to move and inspire. While prose refutes and establishes, poetry lifts us altogether out of these contentions (in which we see only one side of the truth at a time) into higher planes of thought where all

controversy is dissolved and merged into the pervading spirit of poetry, the spirit of generosity and love.

This difference in the aims and purpose of the two kinds of expression makes for differences in the aims of their teaching to the school classes and also in the methods, by which they are taught. The aim of teaching prose and the prose literature of any language to young boys is to develop their intellectual faculties of the comprehension and comparison of ideas; while the aim of teaching them poetry is to awaken in them aesthetic qualities of appreciating the beautiful in life. Let us come to the aims and methods of teaching prose and poetry and the differences between them.

The aim of teaching prose is therefore, as we have seen, mainly practical and utilitarian. It is to make the students conversant with the structure and idiomatic peculiarities of the language. The first and foremost qualities of good prose is clarity and conciseness and the students are helped to learn what a good piece of prose should be with regard to these qualities. They should be able to appreciate a really good piece of English prose and try to embody its essential qualities in their own style of composition.

Then in prose, matter is more important than form and the logical sequence of ideas of more consequence than aesthetic appeal. The intellectual element is dominant over the aesthetic.

A lesson in prose had therefore best begin with a short introduction

to the thought contained in the passage to be taught. This introduction prepares the minds of the students for the knowledge to be imparted to them during the lesson. Such introduction, (which is one of the most important and the primary step in a lesson according to Herbart) may consist of questions which may lead the students to a consideration of the topic which is going to be taught in the class and to feel interested in it and be willing to know more about it. Various methods might be followed to arouse the interest of the students. Generally, something pertaining to the experiences of their everyday lives should be introduced so that knowledge may be related to life.

The introduction, like the magnetised rod when passed through iron filings produces some order in the randomly flowing ideas of the class and makes channels through which the new knowledge can be conveyed to the students' minds. It brings the wandering minds of the students to more or less a common angle of vision and starts them from a common post on the road to learning. It brings their wandering thought to a point from where they can plunge directly into the subject matter under discussion.

After introduction the students are generally told the subject matter of the lesson that is to follow. This "Statement of Aim" as it is called is the natural tail-end of the introduction and develops automatically out of it.

After this stage the actual presentation of the subject matter comes. In a prose lesson the most obvious and natural thing to precede every thing else in the presentation stage is a reading of the passage by the class as well as the teacher. Many methods are followed with regard to this reading. Some teachers prefer a loud reading of the passage (or its first unit) by the teacher himself followed by the silent reading of the same by the class or by loud reading of the same by one or two boys as a variant, while others prefer a silent reading of the passage by the class followed by a loud reading by the teacher and the detailed exposition. These are only minor differences of very little importance. The only significant fact is that in the lower classes loud reading is given more importance whereas in the higher class silent reading is more encouraged, as the subject matter contained in the lessons meant for the higher classes is more thoughtful and requires more thought to be understood. The detailed exposition is given, as in all text lessons, by devices which when taken together are named as the elicitive method due to the intention in it on the part of the teacher to elicit from the students own thinking all the knowledge that he wants to impart to them. After the Detailed Exposition come a few questions involving an analysis of the main thought of the passage or the unit taught. The purpose of this Thought Analysis is to arrange a sort of revision of the whole of the matter taught side by side with the teaching, and to enable the teacher

to see whether the pupils have understood the meaning of the piece taught to them.

There is greater scope for the proper use of the principle called 'Application of Knowledge' in lessons of prose than in lesson of poetry. As prose pertains to the ordinary level of life it is something which can be handled and wielded, remodelled and rearranged by every man. In poetry it is different. It is a product of genius and only geniuses can wield it. It is doubtful even if a genius can interfere with a piece of poetry without killing the very soul of it.

A prose lesson is mostly either a story or something in the nature of an essay. If it is a story, the students may be required to rewrite it in a different setting, or a different narration, or they might be required to rewrite it as related by different characters in the story. If the lesson contains an essay, a suitable application may be afforded by making the students rewrite the whole or suitable parts of it from different points of view.

A delineation of the main features of poetry and its difference from prose must have made it clear that the aims and methods of teaching it in the schools must also considerably differ from those of prose. The aim of teaching poetry to youngsters is as has already been told to cultivate in them an aptitude for the appreciation of whatever is beautiful in art or life. It would be labour lost, time ill spent for us here to examine at length whether the

beautiful and the good have any causal connection between them and so whether the cultivation of a taste for appreciating beauty wherever found in life would make us morally better or nobler. It would be equally futile to try to ascertain whether Keats's bold claim that

Beauty is Truth, Truth Beauty
 that is all
You know on earth and all you
 need to know;

is precise truth on only a poetical hyperbole, and so to foretell whether by the cultivation of a taste for the beautiful we shall attain to the Truth of the philosophers. It is equally out of place to try to examine the claim of Shelley set forth not in exaggerated poetry but in staid and sober prose that "Poets are the unacknowledged legislators of the world." If these claims were to be even mainly true, then the study of poetry should become one of the chief functions of a man's life. Be these claims as honest as they might, it is true that poetry feeds and nourishes the aesthetic elements in a man's mind and a strengthening and promoting of these elements is one of the essentials of liberal culture.

In poetry, matter is subservient to form. The facts of logic are less important than facts of art. Truth to sentiments is more important than adherence to facts and figures. A poem is an epitome of beauty rather than of thoughts—the very thoughts therein are symbols of her lovely world rather than functionaries of the world of logic.

An introduction to the thought contained within the lines would not therefore be a suitable introduction for a poem; for it would burden the mind with a serious frame work of thought whereas in order to enjoy poetry the mind should be absolutely unbiassed and without any preconceived notions. A common and somewhat hackneyed example is that if we begin to analyse and dissect the properties of a flower all its poetic charm is fled. Even a beautiful face when physiologically considered becomes a network of veins, arteries, muscles, nerves, bones and what not. When automatically considered it becomes a pattern traced by a series of curved lines, straight lines, ellipses, spiral and zigzag lines. When philosophically considered it resolves itself into a peculiar disposition of features set in such relationship with each other in space so as to please an aggregate of commonly inclined persons. It is only when we consider it apart from all background of systems that we can call it "a beautiful face."

Beauty is its own self and can be shown but not propounded. It is a queen "of such generous aspect and mien" that "in order to be loved" it "requires only to be seen." The best way of introducing any batch of spectators to a beautiful piece of art—a picture or a statue is to show it to them. A preliminary harrangue on its beauties, much less on its philosophy would mar all its aesthetic appeal for the beholders. So with poems. The best way of introducing a poem to the readers is to present

the poem itself before them. That can be done by reading the piece to them.

The reading of poetry is an art by itself. A proper reading of a poem may convey to the audience the sense of the whole of it without even going into the meaning of particular words, whereas a faulty reading may destroy all the charms of the piece and may confuse the sense. A model reading of poetry should be expressive of the rhythm and the metrical qualities of the lines. Rhythm according to some critics is the most essential and the chief difference between prose and poetry and is more a mental quality of effect than a regular beat after a measured time. This rhythm is a result of, and is only possible of enjoyment in a bouncing and pleasant state of mind and it flows on from line to line till the very end of the poem, transfiguring everything to its own shape and construction, pervading all. If a teacher is able to bring out the rhythm of the lines that he is teaching to the class in his reading of those lines to the class his work is much more than half-done.

After his own reading the teacher should ask some boys of the class to read the lines, encouraging them also to express the rhythm and cadence of the lines by their speech. This will make their appreciation of these qualities of poetry more realistic.

The detailed exposition in a piece of poetry will be similar to the one used in prose lessons in the

devices of teaching used. A salient point of difference will however be that in poetical pieces the teacher shall always keep the aesthetic purpose in view and should dilate more at length upon the beauties of the poem, as they are come across during the course of the studying of the poem. For example in teaching the following from Shakespeare:

"O how shall summer's honey breath
 hold out
Against the wreckful siege of
 battering days."

the teacher should not only give the literal meaning of the expression "summer's honey breath" but make the pupils impressed with beauty of the expression and the sweetness and charm of imagery that is packed within these four words. Or if it is a case of beautiful verbal music like the following of Gray:

"The plowman homeward plods
 his weary way"

the teacher should try to bring out the alliterative beauty of the words and the artistic effect of the sound echoing the sense in the expression "plods his weary way".

In the explanation of poetry more attention should be lavished upon the expounding of the poetic truth than a working out of the lines. There is with some students of English (and I am afraid I should say with some teachers of English poetry also) a tendency to look merely to the meaning of the words of the poem and let the spirit of the poem go by. They would strive hard to get at the meaning of particular words and are generally satisfied

with poor synonyms for the original expressions. They generally think that they have finished the best part of their job with a piece of poetry if they, after lengthy discussions, have evolved a rough paraphrase of the original in prose, however false to the living spirit of the piece it may be, so it be true to the letters and the length of it. This quantitative method of dealing with poetry is antagonistic to the very spirit of poetry whose essence is vagueness of aesthetic suggestion. In poetry words do not have as in prose a denotative or a connotative significance but a suggestive one. Therefore, a synonym for a word in a poem or a rendering of it in prose on quantitative principles limits its meaning and kills it.

There is also scope for personal interpretation in poetry unlike as in prose. Many of the greatest poems of the world have evoked heated controversies with regard to the meaning of some of their lines.

Eminent persons have differed in their rendering of these parts. Even at that some lines of some poems have never been fully explained to the world, nor will be at any time in future. All that is left to us is to make guesses. It is so with all Arts. We can interpret their import according to the trend of our likes and dislikes, beliefs or disbeliefs, theories and systems. The teacher should therefore encourage his students to think for themselves in making out the meaning of lines of poetry and have their own views about it.

Thought Analysis should follow Detailed Exposition as in Prose lessons, as it affords a kind of recapitulation of the main concepts presented to the young learner during the lesson. If the teacher likes he can have after finishing with all the Units of the lesson a short recapitulation of the poem by a few questions particularly if a common idea is being developed through all the units.

IDEALS OF A TRUE TEACHER

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

IDEAL teachers like Bhishma or Drona or Socrates are rarely born.

But even under modern conditions, in India, when the impact of western ideas and methods deeply influences our eastern thought, true teachers are found here and there toiling in the spirit of their great ancient predecessors. They pursue great ideals in their teaching practice.

The question may well be asked: who is a true teacher? The method of Socrates, the great Athenian philosopher, who taught so well that the world still remembers him, after 2,300 years, represents an important ideal of a true teacher. He taught exceedingly well and his method is spoken of to this day. He had neither diploma nor degree; neither school

room nor equipment. He conducted no examinations; awarded no promotions to his pupils. But he just *helped his disciples to think*. And he was a *born teacher* who, in the words of Mr. Julius Boraas, guided his pupils "to think carefully and persistently so as to arrive at a satisfactory solution" on all practical problems of life. If only we had in every classroom, in our schools today, a Socrates who could stimulate the pupils to think cogently and clearly, how very valuable the education imparted in schools would be! So the first function of a true teacher is to train the mind of his pupil by helping him to think for himself, and he that deviates from this task in his teaching practice is a poor teacher indeed.

Secondly, the true teacher is one who is irresistibly drawn towards the young pupils under his care by sympathy and love and who treats with anxious attention and sympathetic consideration their problems, conflicts and difficulties. Such a teacher surely "loves his work without calculations of benefit or expectations of reward," as Prof. Zakir Hussain well puts it. He is an intimate friend of the young, over whom he hardly, if ever, dominates. He does not insist on putting his own peculiar stamp on the growing minds of the pupils. He is "inspired by a deep, personal, irresistible desire, to see human personalities in full bloom around him." Such a teacher constantly "searches for the lost lamb and his heart is always open to receive the Prodigal Son." So, a true teacher gets into intimate acquaintance with

his pupils unostentatiously and encourages him to talk freely with him. He wins the pupils' confidence and occasionally enters his sports and thus gets all information concerning him.

A true or ideal teacher seeks to unfold and develop the personality of the pupil, his physical, mental and moral being. Character is the crown and glory of life and man's noblest possession, as Smiles puts it. It therefore becomes the obvious duty of every teacher worth the name to teach the pupils correct forms of conduct and good behaviour, and cultivate in them regular habits and disciplined tastes. The teacher must be capable of "inspiring intelligent interest, infinite joy and expansive self-reliance in pupils who must be slowly, steadily and progressively brought into personal contact with all that is good, all that is beautiful and desirable, and given ample opportunities to regulate and discipline themselves." Moreover, schools and teachers must make it easy for youths to practise the virtues of co-operation, self-responsibility and service. All teaching is creative. It is the expression of personalities, not the product of formulas and prescriptions. Hence, in the words of Mr. M. S. Srinivasa Sarma, pupils must have ideals for their motivation and ideals of conduct which the true teacher provides for them.

To the true teacher, teaching is a joy and a mission. He is not the slave of syllabuses and curricula, though he takes children through the courses prescribed. He does not

swear by the percentages of marks in public examinations. He lives and works with his pupils in an atmosphere of dignity, love and sympathy. He speaks no harsh word, nor ever uses the cane. Since the fostering of character becomes his main task in teaching, he strives to be a model in behaviour, in speech and action. He seeks in every possible way to promote the cultural, moral and physical outlook of his pupils. He conducts his school or class room in such a manner that it will prove a source of attraction and not a place of toil and struggle to his pupils.

Hence, the true teacher must rise above the tight shackles of examinations and the deadening weight of tradition. He must work in a spirit of co-operation and sympathy with his pupils, and not in an atmosphere of harsh and rigorous external discipline. Though it is true that the cruelty and vice associated with some old schools have now disappeared, the

present discipline, in most schools and colleges even today, is of an authoritarian character. Corporal punishment should be abolished altogether as a relic of barbarity unworthy of being resorted to in temples of learning. Coercive methods used unfortunately by ignorant, though well-meaning teachers, only repress the pupil and exact passive obedience from him. On the other hand, a new code of discipline must be introduced, one which conduces to the harmonious growth of the faculties and character of the school child, and one too which may be helpful in the development of conscious discipline in him. And what can be a nobler task of the teacher than helping his pupil's character develop from within?

Above all, the true teacher is one who incessantly strives to raise the actual to the plane of the ideal without letting the ideals degrade to the level of actuals in the practice of his noble calling.

IMPORTANCE OF THE FIRST YEAR OF TEACHING ENGLISH

By Pandit GOPINATH KOUL, B.A., B.T.

THE large number of failures in English and the study of errors in pronunciation, punctuation, spelling and grammar usually committed by students of first year of the University class, in a high school, reveals that the situation is far from satisfactory. The guardians, time

and again, complain about the poor literary equipment of students, who pass through the portals of the University. They say that the recruitment on an increasing scale of large numbers of trained teachers, has not so far improved matters. The teachers of the older generation are

being well spoken of as men who understood their job, took more pains and achieved better results, even though they followed the universally discarded translation grammar method.

Our School is a Government High School in Srinagar city. It cannot therefore, be an exception to the rule. In the last session, we felt a great need for remedying the evil, in the teaching of this important subject, in the curriculum. So, during the beginning of the present session, P. Radha Kishen Koul, B.A., B.T., the Headmaster of the school, was keen on seeing a good foundation laid in this important subject, on which alone can a well planned superstructure be raised afterwards. He therefore deputed trained and experienced teachers to the first three forms of the middle department. The general outline of the method, to be followed, was thrashed out, at different times in sectional teachers' conferences. I was kept in charge of the first form of the middle school, where English is taught for the first time.

As soon as the session began, the work was started in right earnest and the method followed was the well known 'Direct Method' and the motto that I set before me was 'Do and Say'. The advocates of this Reformed Method believe that the best way to learn a language is to begin talking in it. The method leaves a greater scope for the teacher to introduce the vocabulary he chooses. It gave me a pause and made me think as to how to rouse interest of pupils, in picking up of a

foreign language, without wasting any of my energy or that of the boys. A combined conversational and spelling vocabulary list was accordingly framed for a term, with a view to familiarizing students with a number of words, which they could put to everyday use. The criteria for the selection of words, was, the names of things which the students come in daily contact, in and outside the class-room.

In the beginning, a certain number of common words, names of objects found in the class-room were introduced. The words were pen, pencil, book, map, door, window, desk, chalk, wall, etc., etc. I used to point to the things and name them in English. The boys used to repeat it—individually and collectively. It would be repeated often to ensure correct pronunciation of the words by the students of the class as a whole. After this, an intelligent boy would be asked to come out and point to the different objects. His classmates were required to pronounce the name after him, collectively or individually, according to the instruction given previously.

After a few days practice, I introduced sentence as simple question: What is this? The boys were not taken aback. The tone and gestures that accompanied the question made the meaning clear to most of the boys. They naturally said, 'It is a pen.' Similarly by pointing to different objects, the boys simply said, 'It is a book' 'It is a pencil' etc., etc. I had to correct them and make them say, a pen, a book, a

pencil and so on. My experience of the university classes is that boys even after four years learning of English do not know the use of article.

Next, I introduced the names of the different parts of the body and asked the oft repeated question. What is this? The answer was, 'It is a hand.' I thought it the best time to introduce the two pronouns 'my' and 'your'. I pointed at first to my nose and then to the nose of the boy, saying 'your nose' and while pointing alternatively, continued to say, 'This is my nose' 'This is your nose.' Sometimes, while putting the question to the boys about their hand, the students would say, 'This is your hand.' At such a time, there were several pupils ready to correct him.

The word 'show' was, as usual explained in vernacular and the lesson proceeded as before.

Teacher :— Show me your head ?

Pupil :— This is my head.

A few intelligent students would sometimes be encouraged to come out and put questions pointing to the different objects. This often added to the interest and made learning quicker and easier, enabling me to introduce a greater element of play.

The words of command such as sit, stand, answer, shut your book, open your book, take your pen or book, walk, stop, run and jump came next. 'Do and say' was the rule followed. A student, if asked to stand up had to say 'I stand'; and if the class stood up, the boys were required to say, 'we stand'. In this way, the meaning of 'I' and 'we'

was clearly understood by them. Plenty of exercise was always given to fix up the new bonds.

At times, several bright boys were allowed to act as examiners of the rest of the class. Care was taken to see that they put the proper questions, in proper form. Boys speaking fast were checked because it was observed that it effected the pronunciation of the class, adversely.

I, then felt the necessity of introducing such words and phrases as, look at, take up, put down, no, yes etc. Plenty of practice was given in usage. Students were encouraged to bring objects of different colours into the classroom to put questions to one another as: What colour is the cap or leaf or chalk? In this way students could note and differentiate between various colours.

Similar was the line of action followed for the first term of this year's session in oral work. Gradually other words of action and qualification were introduced.

Next in order of importance came the hand writing. It is not an examination subject, therefore very little attention is being paid to it at present. There is no denying the fact that the 'Direct Method' on account of its over-emphasis on oral work proved prejudicial to grammar and hand writing. We often see students writing a bad hand. Many of them write an indecipherable scrawl. My aim, at the outset, was to make the pupils take some pride in their hand writing. They were asked to have

exercise books, with four lined paper. Single letters were written on the black board. The students were instructed in particular, to see as to how I wrote, and they had to note the size of the different letters. Ample practice was given until the boys were able to write a fairly good hand. A period was daily fixed, in the class-time-table for writing a page of calligraphy and greater attention was paid to the 'acquirement of clear, legible and neat handwriting'. The use of unnecessary 'stately flourishes' was avoided. The pupils were required to avoid the backward slant, as it is proved in practice a hand which hampers speed. No use of the printed exercise book was made, because it contained unnecessary hooks and curves. Moreover, such exercise books have no correlation with the subject matter of the text book, with which the student is familiar. It is therefore a mere mechanical drill. The boys were thus made to copy out simple words from the blackboard. From the beginning, I made it my point to make the boys write whole words and not to lift up the pen from the paper before a word was completed.

Last and not the least important is the spelling. Spelling is an important thing in an educated man. The standard of one's education is determined by the correct spelling one has. Taking into consideration the importance of spelling and the bad habits learnt in the beginning, by the students, care was taken to cultivate in their minds a right attitude towards it. I think,

bad spelling is due to the fact that children do not look at the words they read, carefully. Ample opportunity was, therefore, afforded to the students to read carefully the spelling of different words used in sentences, for it is the eye and not the ear that is a sure guide in this matter. While correcting exercise books, the common mistakes were brought to their notice and, only the correct form of the spelling used to be noted by me on the blackboard, in the hope that children may learn them effortlessly.

By the detailed description given above, the readers should not go away with the impression that I claim any originality for the line of action followed by me. The principles are wellknown to all teachers. My only object in bringing it to the notice of my fellow teachers elsewhere is that we must plan well and in advance, if we mean to lay 'a secure foundation in the language learning process.' The haphazard planning has brought the 'Direct Method' into disrepute. It is meet, therefore, that we must pause and take stock of our things. Direct Method is sure to succeed, if we can plan vocabulary in such a way that boys are more acquainted with words which they can freely put to the right use. In language instruction we must train pupils in the passive as well as active aspect of learning. Our pupils must be able (1) to understand simple, spoken and written English; (2) to speak and write such English.

DISCIPLINE IN SCHOOLS

By Mr. BIBHUTI BHUSAN CHAKRABORTY

EFFICIENT organisation is contingent on the tone and discipline of the school and the latter is determined by maintenance of law and order in the institution in true spirit. The school runs headlong towards derogation due to absence of discipline therein, and the teachers experience a great deal of difficulty in controlling their classes with a handful of unruly children. The good name of the school is stained and the lessons imparted become fruitless and valueless.

An incalculable mischief may be apprehended, if the teacher do not take care to be a worthy example to his children. His cheerlessness blended with irritable temper may not keep his scholars on good terms with him. The children are not inclined to face such a fierce and gloomy look and temper of the teacher and find difficulty in getting their problems solved. The teacher should admit them into his confidence and love them as his own children so that both classes become common in thoughts and action and there should not be any disparity between them to call upon the derangement of the machinery of the school. The parents hold the reins of authority over the children by means of fond caresses and love; similar should be the case with the teachers and the taught.

Discipline cannot be evoked unless we rule the children with love

and affection like their parents and step into their shoes. The most disastrous result will follow, if we go along the old rut and according to mechanical routine. The teacher can avert disciplinary troubles and stimulate them to activity by demanding love and respect from the children, but this community of feeling and interest cannot exist unless the teacher is individually and intimately attached to them by bond of affection and love. The moral hinge of the institution will be slackened to an inestimable degree, if the teacher is not equipped with the virtues required for maintenance of law and order in the school.

An inexperienced teacher, devoid of tact and patience, exact his work from the class in trying condition by taking repressive measures which result in embarrassing situation. The teacher must take active part in all the activities of the school and show interest in their sports and pastimes with a view to enlisting their sympathy and bringing inspiration to them.

The teacher can render unaccountable service to the school as well as to the country by infusing into them the play-instinct and associating with them in the playground and enable them to perform the social and moral obligations in future as well as in present and thus help their mental and moral growth. Organic

development and the development of qualities like reverence, obedience, co-operation, fair-play, self-control, honesty, courage, etc., stimulating social contact will favour the growth of citizenship in them. This class of teacher, a pattern to the children, will be the gift of the country and boon to the institution. We can expect this sort of pupils if we instil into them the regular habits of exercise and play.

The play-spirit, an essential factor for the development of mind and body, calls upon the children to rehearse in play the activities of later life. Thus in academic career, the children realize the importance and necessity for maintenance of order. The children get ample scope and opportunity to learn the civic virtues from team work in the school society and will apply these factors when grown up for the common good of their community and country on the lines of the school society. In this way, the schools participate in the development of national life and pay an important contribution. If the teacher can train his pupils on this line, he can make them important parts of the school engine. This class of children can never be expected to besmirch the honour of their school and to tarnish the shields of their classes. The whole mechanism of the school will be put in order with the help of these handful children. This form of treatment can make the unruly children amenable to the existing rules and orders of the school. High ideals placed before the children can foster the

noble instinct in them. The teacher can stimulate the noble instinct by putting forth his best efforts and steady application of his energy.

It is a moral cowardice on the part of a teacher to bully a well disposed child for an insignificant offence and not to deal with the master spirits of mischief for averting the troublesome and embarrassing situation. The most disastrous and unhappy result will follow, if the teacher buys off the mischief mongers, the undesirable elements of the school and maintains temporary peace in his class. Babel sounds and interruptions stand in the way of literary pursuits in ease and comfort. A very silent class does not represent the working class. The teacher must be able to distinguish between necessary and unnecessary noise. A careful training for a couple of months will undo all the evils and make the naughty passengers of the school yield to the teachers who showed external compliance beforehand for the time being to avoid painful consequences.

The teacher can mould the children in the unsophisticated period of their life by implanting in them the virtues of self-sacrifice, truthfulness, obedience to moral principles and change the frame of their mind. The spasmodic effort of the teacher by sudden switch of his reins will fail in the later part of the life of the children to realise the appropriate and desired result. When the children will realize the importance of those virtues, they will readily give up the fun of annoying and irritat-

ing the teacher and show no sign to stain the honour of the school by undertaking irksome task and becoming disturbing elements in the school.

The teacher can exercise his influence by putting himself in touch with the children and by adjusting himself to the situation by his resourceful spirit. But a good deal of pastime is necessary to secure the children on his side, because a perfect

disciplinary control is a matter which grows slowly. But the teacher must bear in mind that laxity and leniency in dealing with grave offences will bring a heavy toll and cause the breakdown of the school discipline. So it is very difficult to lay down any hard and fast rule for the guidance of the teachers on discipline. They are the masters of the situation and should deal with cases according to the gravity of the offence.

Mr. Sargent's Scheme of National Education

A Twenty-Year Campaign for India

A SCHEME for a national system of education to provide all children in India with basic education and enable promising children to pass on to high schools, universities, technical, commercial and art institutions, is outlined in a memorandum prepared by Mr. Sargent, Educational Adviser to the Government of India, as part of the Government of India's Post-War Reconstruction plans, and discussed by the Central Advisory Board of Education at a special meeting at Dehra Dun on October 13, 14 and 15.

According to Mr. Sargent, the scheme aims at no more than has been achieved already in Britain and other countries of the West and is the minimum for which India ought to plan in the post-war period of reconstruction.

For British India alone, the scheme is estimated by Mr. Sargent

to cost, by the time it is fully established—that is at the end of between 40 and 50 years,—Rs. 313 crores annually, of which Rs. 277 crores will probably have to come out of public funds. These figures compare with a total expenditure on education of about Rs. 30 crores in 1940-41, of which 17½ crores came from public funds. A system of universal elementary education for British India is estimated to cost Rs. 200 crores a year, and would call for 1.8 million teachers to instruct 52 million pupils.

Mr. Sargent calculates that, roughly, one child in every five will be able, with profit, to enter the high school stage. He suggests a system of scholarships, stipends and free places to ensure that no poor child of any ability is excluded.

Mr. Sargent anticipates that the creation of a national system of high schools will call for a university sys-

tem with 240,000 seats or double the present capacity of India's universities. An Indian University Commission is advocated to co-ordinate the activities of different universities and eliminate overlapping or dispersion of effort. A twenty-year campaign to deal with illiteracy among adults, preceded by five years of preparation is envisaged.

India will require ultimately over two million non-graduate teachers and 180,000 graduates for high schools. New training schools and colleges must be provided to meet this need.

SCHOOL MEDICAL SERVICE

Supporting the findings of a joint committee appointed in 1941 by the Central Advisory Boards of Health and Education on the subject of school medical services and physical education, Mr. Sargent urges that medical inspection of children is of little value, unless linked up with the treatment of defects discovered and arrangements for following up cases where necessary.

The provision of midday meals in schools is a step towards combating malnutrition, while better personal hygiene can be taught both by example and precept in schools. Physical training should be given to all children.

Mr. Sargent calculates that India's school-going population will need 7,500 school medical officers and 15,000 nurses to run an efficient school medical service.

A National Youth Movement, to provide recreative and social activi-

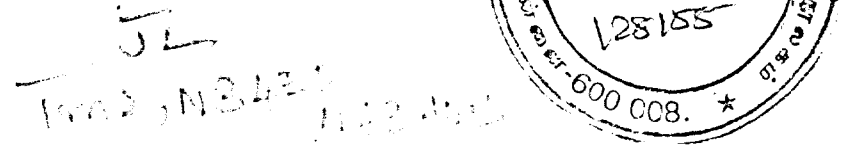
ties for young people, especially those between 14 and 20 who are no longer in school, should be set up. This movement should not try to supersede the existing organisations, such as, the Y. M. C. A. and the Ramakrishna Mission, but should co-ordinate their activities and extend their range.

Provision for mentally and physically handicapped children should form part of the State system of education. Employment bureaux under the control of the Education Departments and staffed by trained experts, with experience of teaching and of industrial conditions, should be maintained in the provinces.

In the course of general observations on his proposals, Mr. Sargent stresses the importance of basic primary and middle education—a system of universal compulsory and free education for all boys and girls between the ages of 6 and 14. The instruction to be provided should follow the lines of education through various activities laid down in reports already adopted by the Central Advisory Board, including the report on the Wardha System of education. He suggests that while the majority of the pupils should go through the complete course, children of ability and promise should be enabled at the end of the primary and junior basic stage to enter high schools, and other institutions for higher education.

WOMEN TEACHERS

A vast increase in the number of women teachers is envisaged and certain minimum standards of training,



recruitment and service conditions for teachers should be adopted and enforced everywhere.

Kindergarten work should invariably be in the hands of women teachers trained for the purpose. Such instruction should be free and every effort should be made to persuade parents to send their children to school, particularly in areas where housing conditions are bad or mothers have to go out to work.

The high schools, in Mr. Sargent's scheme will be of two years—academic and technical—but both should aim at giving a good all-round education and preparing pupils in the later stages for their future careers. Curricula should be as varied as possible and university and examination requirements should not be the deciding factor.

UNIVERSITY COURSES

India, in Mr. Sargent's opinion, has not too many universities for a country of her size and population, but the trouble is that the proportion of students in Indian universities as compared to the school-going population is high, which shows that in India, the superstructure of the educational system has been allowed to develop before the main building has been erected on broad and sound foundations. To raise standards all round, Mr. Sargent suggests, here too, that the conditions for admission should be revised to ensure that all students admitted will benefit from a university course, and he expects that his proposed reorganisation of the high school system will facilitate this.

Mr. Sargent proposes a three-year degree course with the Intermediate course converted in the high school stage (as has been adopted in Delhi). The extension of the tutorial system and closer personal contacts between teachers and students as well as steps to improve conditions of service of teaching staffs, so as to attract men and women of the requisite quality, are other reforms advocated.

TECHNICAL EDUCATION

In view of the difficulties of organising technical education on a provincial basis, he proposes that it should be controlled at any rate in its higher stages by an All-India body called the National Council of Technical Education and that the cost should be borne by the Government of India. Prospective post-war developments make the establishment of an efficient system of technical instruction a matter of the greatest importance and agricultural education is not the least important branch of technical instruction. The technical high school is an important new idea aiming at giving an all-round education with a technical bias for pupils of ability, so as to satisfy the aptitudes of those who want a practical course and the needs of industry and commerce for intelligent young workers.

The Central Advisory Board, at its meeting at Dehra Dun, gave general support to the scheme, which will now be considered by the Inter-Universities Board and finally by the Central Advisory Board.

NOTICE

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Manager.



EDUCATIONAL INDIA

Masulipatam, Nov., 1943

An Educational Revolution in India

THE Memorandum on Post-war Educational Development in India prepared by Mr. John Sargent, the Educational Adviser to the Government of India, and considered recently by the Central Advisory Board of Education deserves, even from the summary of it that appeared in the newspapers, to be styled a highly revolutionary document. For, what it recommends and envisages is a veritable revolution in the educational system of the country. It is sure to be so regarded by the powers that be, the powers who for nearly a century have been responsible for

shaping and executing the educational policy of the land. It places before them changes of such a far-reaching character, never considered to be possible or practicable by them, that they are bound to be staggered especially in view of the fact that the proposals have emanated not from a non-official source but from a responsible official of the Government of India. It contemplates an annual net expenditure of Rs. 277 crores as compared with the present Rs. 17½ crores. Before the recommendations are given effect to there must be a revolution in the mentality of the governmental authorities of the country. Until and unless they are filled with a new vision of the near future of the country these proposals may meet with the same fate as many humbler proposals of earlier days.

FOR the first time an official document speaks of the desirability of establishing a *national* system of education. The word "*national*" is more or less a taboo in official vocabulary. All along it has been associated with schemes of education recommended by nationalist politicians of the type of Mahatma Gandhi and the late Lala Lajapat Rai. Moreover, this memorandum proceeds on the assumption

that the fundamental educational needs of all the people of the country are identical irrespective of the communities, castes and sections into which they may happen to be divided and that any desirable scheme of post-war education should be based on this identity. It is therefore a matter of relief that it has not wasted space in the discussion of subjects like the education of scheduled classes, Muslims and women—subjects so prominent in all official reports. It proceeds on the sound hypothesis that whatever is needed for boys and men will be equally required by girls and women, and that the educational provision contemplated in it will cater equally for all, irrespective of the community or caste to which they may belong. And in its analysis of Basic Education it embodies many of the educational ideas contained in the original Wardha Scheme issued under Mahatma Gandhi's auspices—which is an indication of the catholicity of its outlook and its emphasis on a *national* system.

THE document is also revolutionary from another standpoint. It is well known that a revolutionary has a characteristic psychology. He considers that all existing institutions have ceased to serve any useful

purpose and that if a new structure is to be raised the existing ones should be completely demolished. He is dead against the principles of continuity. This feature characterises all advocates of revolutions—political, social or economic. And Mr. John Sargent displays—and displays rightly—this mentality. It is inconceivable to him that within a reasonable period a really national system could be developed or evolved from what now exists or by the methods hitherto followed. Apart from the extremely slow progress which had been made before the war, the present system does not provide the foundations on which an effective structure could be erected; in fact much of the *present rambling edifice* will have to be scrapped in order that something better may be substituted. He is of the view that there is no half-way house between the present unsatisfactory position and the minimum provision which could be accepted as a national system. He has in a most emphatic manner advocated a system of universal, compulsory and free basic education in place of the highly dilatory tactics so far pursued in this matter. It is the complete break with the past tradition of the British authorities in India that he champions.

THE memorandum is also a most outspoken document especially in its exposure of the failure of the existing system and of its antiquated nature. So planless has been the past system that the author of the memorandum has to confess that in all the valuable treatises on Indian Educational Development and in all the Educational Records so far available no attempt has been made to give even in broad outline a picture of a national system of education. How far behind the lines the Indian system of today happens to be is brought out clearly by him when he states that the provision of public instruction outlined by him would only place India on an approximate level with other civilised countries and not go further; and that what he now proposes for India was all covered in the Pre-war system of education not merely in Great Britain and other Western countries but also in Russia, Turkey and China. From this it is clear that while relative to what has been so far achieved in India the proposals of the memorandum appear to be revolutionary, they are not of an utopian or impracticable character which is generally the feature that one ordinarily associates with revolutions.

It is not merely the official agencies running the educational show that have been found to be defective. Even Universities in the management of which non-officials have had a large share have according to the memorandum not been as satisfactory as they could have been. In the opinion of Mr. Sargent the Universities as a whole have not yet realised the full aims and aspirations of a University education in the highest sense. Their standards of scholarship and discipline have come in for frequent criticism and one of the results has been that Indian students who have graduated at European or American Universities are often looked upon as superior to those who have obtained the highest degrees of Indian Universities. Nothing shows the backward nature of Indian Universities so much as the fact that so far they have failed to attract foreign students in any appreciable numbers. Most of the defects in their working are to be ultimately traced to their failure to relate their activities sufficiently closely to the practical needs of the community as a whole.

THE memorandum deals within a brief compass with all the problems of post-war education in a direct and businesslike

manner. There is no vagueness or ambiguity about its conclusions. They are not made subject to qualifications and modifications which in many official documents deprive the original recommendations of any significance they may otherwise possess. One of its supreme merits is that it has fully worked out the cost of a national system of education and placed before the public the economic sacrifice they have to make before the four hundred millions of people become really educated. Its plan for educational reconstruction is a complete plan. And the following observations which it has made require to be constantly kept in mind. Given the will and the money, all is ready for a start to be made and no one need complain that he is held up by uncertainty as to what should be done to satisfy India's educational requirements. In a country where apathy and inertia have reigned so long in the educational field and where poverty has been the accepted excuse for leaving undone what ought to be done, a prodigious effort will be needed on the part of those responsible both to set things going and to face the financial implications which such action will involve. Other countries, however, are already on the march toward the goal of social

security and if India continues to evade her responsibilities in this respect, she must be content to relegate herself to a position of permanent inferiority in the society of civilised nations.

WE do not propose to deal with all the recommendations contained in the memorandum. We only wish to point out that on all matters relating to education—Basic education, Pre-primary education, High School education, University education, Technical, Commercial and Art education, Adult education, the Training of Teachers, the health of the school child, the education of the handicapped, and the youth movement—it takes a stand to which no educationist and no statesman can take exception. Let us hope that those who are destined to be at the helm of affairs in post-war India will have the courage and the imagination to put into execution everyone of its recommendations.

Re-Education

THE term "Re-Education" has come very much into vogue in connection with Post-War Educational Reconstruction in Europe—especially in Germany and in the countries now occupied by Germany. Those who have investigated these problems of reconstruction seem

to have come to the conclusion that the educational system adopted in the Hitlerian regime is mainly responsible for the complete transformation of German national psychology and the view widely prevalent among the Germans that they constitute a superior race and that it is their birthright and mission to use force for the purpose of bringing all other races under their control and spread German culture among them. If this conclusion is correct it ought to mean that the process of educational training to which the people of a country become subject is at the root of their character and conduct; and that Governments who at the present day are responsible for moulding and executing these educational processes can shape the character of their subjects in whatever way they like. The close attention that the Communists, the Nazis and the Fascists have paid to the education of the youth in several countries of Europe, and the complete control established by them over all agencies of education and propaganda demonstrate to a considerable extent the connection that exists today between the character of Government and the character of education encouraged or provided for in any country.

IT is this view of the matter that gives significance to the problem of "Re-educating" the German people. They have been found to be disturbers of the peace of the world. The freedom of other nations has no meaning for them. The complete subordination of the individual to the State is the ideal they aim at. Any idea of world citizenship—the idea that an individual owes loyalty and devotion not only to the State to which he belongs but also to humanity as a whole—is alien to them. All this is due to the fact that in their childhood and youth the Germans are trained in ideas like these and when they grow up to be men they are steeped with these ideas and are unable to see the evils arising out of them. So great is the power of early educational training over men and women.

AT the end of the present war a new order has to be created. The outlines of this order have already been laid down in the "Atlantic Charter". It will be necessary that if this order is to become a reality there should be a thorough change in the mentality and outlook of the German people. They should think differently from the way in which they have all along been thinking. They should be made to

see that war does not pay. They should be made to willingly co-operate in the building of the new world order. Educational reformers in Europe are now busy in considering plans for the "Re-education" of the German people after the war so that the evil effects produced by the Nazi education may once for all disappear and the Germans become a peace-loving people. Such a re-education is an impossibility unless the United Nations acquire complete control over the post-war educational system of Germany. This subject is of fundamental interest to all educationists in so far as it rests on the belief that human character is not something fixed and rigid, that it can be spread and moulded in a variety of ways, that if it is not shaped in a desirable manner the blame lies on educators immediately and on Governments ultimately and that between the character of a people and the character of the Government to which they are subject the connection is most intimate. A good people is the outcome of a good Government. All schemes of "Re-education" thought of at the present day are corollaries of this view of the matter.

Here and There

THE GENIUS OF TAGORE

Dr. Tagore's published poems total 70,000 lines and his prose writings nearly double that number, according to the statistician, Prof. P. C. Mahalanobis. This was disclosed by Dr. Suniti Chatterjee, Professor of Comparative Philology in Indian Languages of the Calcutta University, giving reminiscences of his long association with the Poet in the course of a lecture at the Rabindra Parishad of the University. He expressed the opinion that Tagore ranked with Shakespeare, Goethe and the authors of the Mahabharata and the Ramayana.

QUITE OPTIMISTIC!

After making nineteen attempts in 25 years, a candidate for the B. A. degree of the Calcutta University has achieved success this year. It is estimated that the candidate, who is about 47 years of age, has paid over a thousand rupees in fees for the examination. Not optimistic of getting through the examination this year also, he did not look at the results when they were put on the board by the University authorities. His friends, who, however, knew of his success, entrusted a doctor with the mission of carrying the news to him, so that the happy tidings might not prove too much of a shock to the recipient!

ALL-INDIA ORIENTAL CONFERENCE

The Twelfth session of the All-India Oriental Conference, which was to be held next December at Delhi, will now be held at Benares on December 31, 1943 and January 1 and 2, 1944. Dr. A. S. Altekar of the Benares University has been appointed the local Secretary while Dr. S. K. Belvalkar of the Bhandarkar Oriental Research Institute has been elected the General President.

THROUGH different PROVINCES

DELHI

INSTITUTE FOR ECONOMIC AND SOCIAL RESEARCH

The Board of Directors of the Eastern Economist Ltd., of which Mr. G. D. Birla is Chairman, have decided to found a research institute at Delhi called the Indian Institute of Economic and Social Research, with Dr. P. S. Lokanathan, Editor, *Eastern Economist*, as its Director. The objects of the institute will be (a) to study economic and social problems in their Indian and international aspects, (b) to conduct and guide objective research in various subjects in Economics and other social sciences, (c) to publish monographs, papers and books and (d) to give training in methods of research and grant certificates. The institute is expected to function from this month.

TRAINING IN FORESTRY

In order to provide for the training of selected students in forestry upto the standard required for qualifying them for admission into the superior forest services in this country, a post-graduate course extending over two years was instituted at the Indian Forest College, Dehra Dun, in 1938. The Government of India have also accepted the recommendation of the Board of Forestry that the diploma-holders of this course should be regarded as associates of the Indian Forest College and be permitted to affix the abbreviation "A. I. F. C." to their names.

NATIONAL RESEARCH COUNCIL PROPOSED

The Council of the National Institute of Sciences of India was authorised to take

necessary steps for the organisation of a National Research Council constituted under the statutory authority of the Government of India, at the symposium on post-war organisation of scientific research held recently in Calcutta. It was also decided to approach the Government of India for an annual grant of five crores of rupees to enable the Council to give effect to its policy of scientific development.

The symposium considered that the National Research Council should be directly responsible to the Government. Its main functions should be to plan the main lines of scientific work in accordance with national needs to ensure balanced development of all branches of science and advise and help regarding training and supply of scientific personnel for pure and applied research. The Council should consist of scientific and technical experts not exceeding sixty in number, the majority of whom should be elected by non-official scientific organisations, including universities. Boards of research should be constituted for each sphere of work, and each board should be authorised to constitute research committees on all important subjects.

MADRAS

MADRAS UNIVERSITY AMENDING BILL

A Bill further to amend the Madras University Act 1923, has been published for the purpose of eliciting public opinion. The Bill is intended to give effect to the proposals of the Madras University to institute, maintain and manage colleges and laboratories of its own outside the 'limits

of the University', that is to say, in places situated outside a radius of ten miles from Ft. St. George, and to confer degrees and other academic distinctions on students passing from such colleges and laboratories.

BOMBAY

UNIVERSITY FOR MAHARASHTRA

The establishment of a regional University for Maharashtra is recommended by the Jayakar Committee appointed in February 1942.

The Committee expresses agreement with the opinion of the Setalvad Committee (set up in 1924), that a case had been made out for setting up a University in the Maharashtra area, and the regional units in the Province were the proper base for the fresh division of territory. Dealing with fears that a regional university might accentuate narrowness of outlook and lead to parochialism, the Committee expresses the view that any danger that might be anticipated in this regard is lessened a great deal in Maharashtra by the fact of the broad area and by the diversity of elements comprised within the jurisdiction which they propose for the new University. The Committee urges on the authorities of the proposed University the establishment of a department of modern Indian languages and literature, in which a comparative study of the trend of the thought and literature of the other "sub-national" groups of India would be carried out.

SIR DORABJI TATA TRUST

Over Rs. 60 lakhs have so far been expended in both large and small donations by the Sir Dorabji Tata Trust, which has now completed ten years of its activities. Donations cover a wide range of charitable objects in every part of India, and in a few cases in response to appeals from overseas.

It will be recalled that after the death of the late Sir Dorabji Tata in 1932 a Trust was formed whereby the resources of the whole of the late Sir Dorabji's estates would be utilised for charitable objects which included the maintenance and support of educational institutions.

The largest single project undertaken by the Trust has been the establishment and maintenance of the Tata Memorial Hospital for Cancer, which was brought into being in 1940 at a capital cost of Rs. 23 lakhs and which is maintained at an average annual cost of Rs. 4 lakhs. The Tata Graduate School of Social Work, which trains young men and women from the universities in social work, is the first institution of its kind in India and has already proved to be of great utility. The School is maintained at an annual cost of over Rs. 50,000.

Scientific and technical education has received particular attention from the Trust. Nearly 300 men and women have been helped in their studies at home and abroad and in pursuance of this policy, the Trust, jointly with the Tata Iron and Steel Co., have recently donated Rs. 8,30,000 towards the establishment of a National Chemical Laboratory at Poona. The Calcutta University was also helped to secure a Cyclotron at a cost of Rs. 60,000.

Besides, the Trust have donated over Rs. 5 lakhs for the relief of sufferers in the Bihar and Quetta earthquakes, the Midnapore cyclone and the present Bengal famine.

U. P.

AIR TRAINING IN ALLAHABAD

The scheme for forming an Indian Air Training Corps in the University of Allahabad, which was sponsored by the Vice-Chancellor, Pandit Amar Nath Jha, has been approved of by the Government of India and the Air Headquarters.

SIND

SEPARATE UNIVERSITY FOR SIND

A Bill for the establishment of a separate University for Sind is to be introduced in the next session of the Sind Legislative Assembly.

In announcing this the Minister of Education, Pir Elahi Bux, said that he personally favoured the examining-affiliating type of university, such as those of Bombay, Calcutta, Allahabad, Punjab and Madras. This type of university has been recommended by the minority of the Sind University Committee report, while the majority recommendation was for a combination of the teaching-affiliating type of university.

According to the committee's report issued now, the recurring annual expenditure is estimated at Rs. 1,44,000 while the annual income is estimated at Rs. 1,28,000, leaving a deficit of Rs. 16,000—which the Education Minister described as a sum worth while spending for the province to have a University of its own.

MYSORE

RULER'S AWARD OF MEDALS AND SCHOLARSHIPS

H. H. the Maharaja of Mysore has been graciously pleased to sanction a sum of Rs. 96,000 from Palace funds for the institution of a scholarship named after H. H.'s mother and called H. H. the Yuvarani Sri Kempa Cheluvarajammaniavaruru Scholarship of the value of Rs. 3,600 per annum, for the encouragement of advanced studies in medicine in foreign countries by women doctors of Mysore of special merit and experience, who will be required to specialise in diseases of women and children.

His Highness has also sanctioned a sum of Rs. 12,000 from the Palace funds

for the award every year at the Convocation of the University of two gold medals called 'H. H. the Maharaja Sri Jayachamaraja Wodeyar Gold Medal' to students securing highest number of marks in certain subjects in the M. A. and M. Sc. examinations of the University and a third medal called H. H. the Yuvarani Sri Kempa Cheluvarajammaniavaruru Gold Medal to be awarded to the best outgoing woman graduate from the University Medical College. The medals will be each of the value of Rs. 150.

JAIPUR

BANASTHALI VIDYAPITH

The Banasthali Vidyapith, started eight years ago in Banasthali village, Jaipur State, for the education of girls has grown into a residential institution of considerable size and great promise. It is a national and independent institution. At the end of the first year of its existence the Vidyapith had only 36 girls and now about the end of the eighth year it has 260 girls.

There are two stages in the now well-known "Panchmukhi" system of Banasthali's all-round education, which besides moral, physical and literary education includes compulsory practical training in domestic work, and arts and crafts. In the first stage are Banasthali's own independent and co-ordinated courses spread over seven or eight years which give the girls all the minimum knowledge and training that every good citizen must have. In the second stage the girls are prepared for outside examinations e.g., High School and Intermediate of the Rajputana Board, B. A. of the Agra University. Drawing and painting examinations of the J. J. School of Arts, Bombay, Music examinations of the Bhatkhande University, Lucknow, and Ayurveda examinations of the Ayurveda Vidyapith.

Public Opinion

SIR J. C. GHOSH ON THE VALUE OF SCIENCE

"Believe me when I say that there is no better solvent for mental inertia than scientific training and education" observed Sir J. C. Ghosh, Director of the Indian Science Institute, Bangalore, addressing the Convocation of the Mysore University on the 13th October.

Proceeding he said: "I hold the view that life in India will be stagnant if we fail to assimilate the characteristics of the present age, which consists in applying the principles, properties and products revealed by scientific research to industries and agriculture; that stagnation is the halfway house to death and to ignore science which has changed the national economy and cultural levels of the rest of the civilised world, by invading every industry, craft and art will be to invite effacement."

Continuing he said that to-day the purpose and content of education should not be the spread of a culture which was mostly the relic of a dead past, when science for practical everyday purposes did not exist. The aim should be to find out what an average boy or girl was good for what he or she could do that was useful and worth doing and how he or she could be helped and fitted to be able to do so. New adjustments had also become imperative in their higher education, primarily aiming at the moving target of the future employment market, if it were not to miss its mark. Employment for the individual was a psychological necessity and the output from each type of higher educational institution must be planned ahead in relation to anticipated require-

ments of highly trained personnel for industries, transport, agriculture and the so-called learned professions.

Mr. C. R.'s PLEA FOR INDIVIDUAL ATTENTION IN SCHOOLS

In the course of his inaugural address to the Saidapet Teachers' College Hostel Union, Mr. C. Rajagopalachari stressed the desirability of the best graduates of each year taking up the teaching profession.

The thing which struck most people in his position was, Mr. Rajagopalachari said, as to how it was possible to teach classes of the size that were now being asked to be taught. When a child entered school, he was subjected to a sort of uniform drilling process, with the result that he felt, to use a political term, like a prisoner in the school, a convicted prisoner at the beginning of the day and a released prisoner at the end of the day. They were thus trying to suppress individuality and creating a kind of uniformity.

It might be said, observed Rajaji, that if the theory of individual attention was to be carried out there must be 300 teachers in a school of 600 children. His view was that every father and every mother should be a teacher. To imagine that the earlier process of education could be done in schools, was absurd. The process of teaching demanded almost individual attention, at least small groups alone could be managed. For that reason the number of teachers should be multiplied or the whole system recast. He felt that by devoting individual attention to a small group for two hours a day, they could do better than keeping all of them together for six hours. That was one way of approaching the question. In that way, if only good brains were applied to this problem, even though the ideal might look ridiculously impossible some practical, moderate result could be obtained through the existing system.

The White Paper on Post-War Educational Reform in England

The White Paper on Education issued recently by the Board of Education in England envisages the following reforms:—

(i) Nursery schools to be provided, wherever the existing facilities for the training (especially in good habits and physique) of children below the compulsory school age, which begins at 5, are inadequate.

(ii) The school-leaving age is to be raised, without exception to 15; provision is to be made for a later raising to 16.

(iii) Elementary school education (primary education) is to cease at the age of 11 or 12. Properly designed and adequately equipped elementary schools are to be provided as soon as possible, with a reduction in the size of their classes and with improvements in the recruiting and training of teachers.

(iv) The present Special Place Examination for entry into secondary schools is to be abolished. All children at the age of 11 or 12 will be classified and then pass to one of three main types of secondary school—grammar, modern and technical—not necessarily established in separate

buildings, today known as grammar, senior, and junior technical, schools, etc. The classification of the children will be based not on any competitive examination, but on assessment of their individual aptitudes, "largely by such means as school records, supplemented, if necessary, by intelligence tests, due regard being paid to their parents' wishes and the careers they have in mind." Revision of this classification, where in any individual it has proved unsatisfactory, is to be undertaken at the age of 13 or even later. In all secondary schools fees are to be abolished. Boarding schools are to be established for a certain proportion of students.

(v) From 15 to 18 part time education is to be compulsory for those not receiving full-time education. The term 'continuation school' is to be replaced by 'young people's college'. If officially approved, a works school can fulfil this function. In rural districts, where attendance is impracticable, short, continuous residential courses, in what at other times are used as school and holiday camps, may be substituted. The hours of compulsory attendance at the young people's college will be, initially only, at least one day a week. The curriculum will be essentially different from that at the secondary school. The building will also serve all kinds

of cultural and recreative activities outside the hours of compulsory school attendance.

(vi) Religious instruction is to be more fully recognized as an essential element of education, the old established rights of parental conscience remaining inviolate.

(vii) Present-day facilities are to be improved, for enabling poor students to proceed to the universities.

(viii) Voluntary schools are to be so re-organized as to play a satisfactory part in the proposed developments.

(ix) Wider opportunities must be provided for suitable adult education, including the establishment of a number of educational colleges and instruction in a wide range of non-vocational and cultural subjects. The need is stressed "for the further development of technical, commercial and art education, and the need to create a more extensive and flexible system of cultural and recreative provision for adolescents and adults". "Industry and commerce should review their arrangements for training and should co-operate in associating the technical colleges and art schools more fully with the industrial and commercial life of the country."

Inter-Allied Bureau for Post-War Education

The sixth meeting of the Conference of Ministers of Education of Allied Governments was held in London recently with Mr. R. A.

Butler, President of the Board, in the chair. The Conference agreed to establish as their executive body an Inter-Allied Bureau to carry out practicable steps needed to restore educational services in the countries concerned. The work to be undertaken includes purchase and distribution of books and periodicals, preparation of films and other visual aids and supply of scientific equipment. The Conference expressed the hope that the countries which had in the past associated themselves by sending observers would undertake full membership.

China's Higher Education

China's rapid progress in higher education during these war years is well illustrated by the following figures released by the Central News of Chung-king.

During the first semester of the academic year 1942 there were 132 institutes of higher learning, of which 53 were national, 28 provincial and 51 private. The 1942 figure shows an increase of 6 universities, 12 colleges, and 23 technical schools as compared with that at the outbreak of the Sino-Japanese war in 1937.

Among the 132 institutes of higher learning, 44 were universities, 41 colleges and 47 technical schools as compared with the figures upon the outbreak of the war.

As regards the number of students, the total enrolment during the first semester of 1942 was 63,605 as compared with 31,186 upon the outbreak of the war.

Correspondence

Education Week Celebrations at Madanapalle

The Conveners of the 13th Education Week Celebrations, Madanapalle, write thus:—Under the joint auspices of all the local Teachers' Associations of Schools, Secondary and Elementary, Government, Board and Aided, Hindu, Muslim and Christian, and the College, the 13th Education Week was celebrated as from 18th to 23rd October, 1943.

The main theme for consideration was "Post-war Education" in different aspects, viz., (a) Post-war Education:—the kind of it, and in relation to (b) the parents, (c) the managements, and (d) the teachers.

One noteworthy feature of this year's meetings was that the Chairmen on the first three days were non-teachers. The third day President was in addition a manager himself. Only the last day was a retired Principal in the chair.

Another speciality was that two out of the three speakers on each of the first three days were non-teachers, done with a view to rope in the public co-operation in educational effort. Only one teacher was put down to speak just to give the rounding off from the specialist's point of view. To achieve a large measure of success a third departure was made this year for the first time.

The language of the locality was employed by most of the speakers. A fourth new thing introduced was the entertainment programme provided by school children on all days.

An Exhibition was also arranged. The celebrations terminated with a social and a symposium, the chairman and all participators, being teachers.

The novelties tried yielded unexpectedly exceedingly brilliant results. If in the past the Education Week Celebrations were marked by thin attendance, this year accommodation and seating arrangements became a problem to the Conveners. We had a bumper house every day. The following is the programme:

On the Opening Day under the presidentship of G. Govinda Pillai, B. A., B. L., District Munsiff, lectures were delivered on "What is the kind of education that should be given to the Indian youth after the war?" The topic for the next-Parents'-Day was. "How can parents make post-war education successful?" Mr. K. Tatayya Rao Naidu, B. A., Sub-Registrar, presided. On the Managements' Day "How can managements make post-war education successful" was the subject and the Rev. John D. Muyskens, Correspondent, Mission Institutions, presided. The "Teachers' Day" which formed the last day of the celebrations, was presided over by Mr. T. S. Trilokekar, M. A., Retired Principal of the Theosophical College and the subject for the day was "How can teachers make post-war education successful?"

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