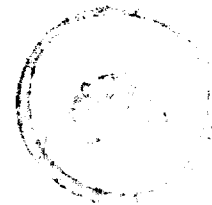


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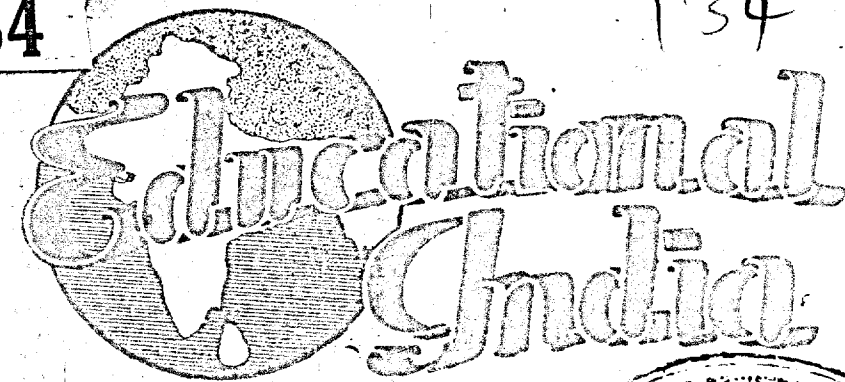
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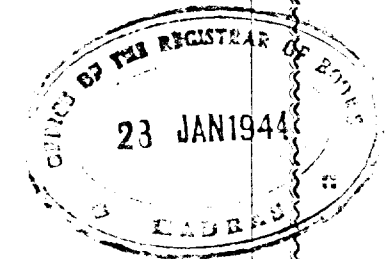
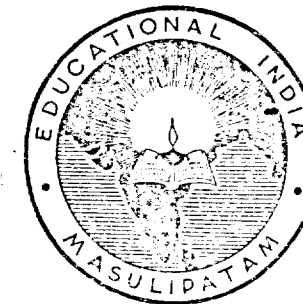
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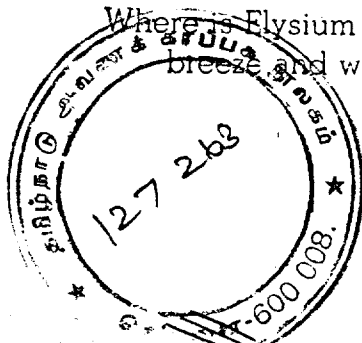
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OF TEA

The first cup moistens my lips and throat ;
 The second cup breaks my loneliness ;
 The third cup searches my barren entrail but
 to find therein some five thousand volumes
 of odd ideographs ;
 The fourth cup raises a slight perspiration —
 all the wrongs of life pass out through my
 pores ;
 At the fifth cup I am purified ;
 The sixth cup calls me to the realms of the im-
 mortals ;
 The seventh cup — ah, but I could take no
 more ! I only feel the breath of the cool
 wind that raises in my sleeves.
 Where is Elysium ? Let me ride on this sweet
 breeze and waft away thither.

LUTUNG



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Universities and Post-War Education*

By The Rt. Hon. Dr. M. R. JAYAKAR

23 JAN 1944

PROBLEMS of post-war reconstruction are already engaging the official and public mind in India. Committees have been appointed to consider schemes of post-war reconstruction, with a view to make the best use of the changes brought about in men's minds by five years of strife and struggle. The ruin and destruction engendered during this period have to be made the basis of a better world, which provides the security that peace does not bring worse chaos than the war. War sets free unfamiliar forces of social and economic disintegration and these, in their turn, make the need obvious of a wise and thoughtful planning for the future. The intellectual, social and economic fabric of society has been shaken to its foundations and has to be reconstructed on pillars which will prove durable against similar onslaughts in future.

MR. SARGENT'S NEW SCHEME

The air is now filled with voices of reconstructions. In no department is this need more imperative than in the region of Public Health and Education. In the former, a Committee has started work under the Chairmanship of an eminent administrator, who combines knowledge and experience with patriotism. In the department of education,

'national education', (a much derided word until recent times), is receiving increasing attention and the labours of the All India Educational Conference, continued over several years, appear at last to bear fruit. It is a hopeful sign that Mr. John Sargent, the official adviser to the Government of India in matters of education, — a personality which, in the midst of petrified official environment, has succeeded in keeping alive the freshness of a democratic and liberal outlook, — has published a well-thought-out scheme of post-war educational reconstruction, which is of the highest importance to Universities. This is not so because his scheme holds out an early prospect of realising the ideals which Indian educationists have dreamt of for several years, but because it shows the right direction in which progress has to be made.

Mr. Sargent's scheme does not promise a speedy miracle in education. As a matter of fact, the objectives, methods and opportunities, which the scheme proposes to provide, are exceedingly modest. Its chief aim is to introduce a system of national education, under which every boy and girl in India will get a "basic" education; while those having a better aptitude for higher studies will have adequate opportunities provided in institutions, general or technical. There will be a system

* Extracts from the Patna Convocation Address delivered on November 26, 1943.

of scholarships and free places, bringing higher education within the reach of the poor. In British India alone, the scheme is estimated to cost, by the time it is fully established, i. e., at the end of 40 to 50 years, Rs. 313 crores annually of which Rs. 277 crores will probably have to come out of public funds. These figures can be compared with a total expenditure on education of about 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 1,800,000 teachers to instruct 52 million children. A vast increase in the number of women teachers is envisaged and certain minimum standards of training, recruitment and service conditions will be adopted and enforced everywhere.

THE BRITISH POST-WAR SCHEME

This is a bare outline of the scheme and, though, in our habitually limited vision, it looks like colossal, it is a very modest proposal when compared with the British post-war scheme as unfolded in the white-paper approved by Parliament a few days ago. To quote from its summary as reported in a leading journal:— "Under it, all children are to remain at school at least until they are 15; modern primary schools are to be provided for all up to the age of 11 and secondary schools for children over that age; nursery schools will be established where necessary; compulsory part-time education will be available in working

hours up to the age of 18; improved technical and adult education will be found; further facilities for the security of children's health and physical well-being will be provided; progressive decrease in the sizes of classes will be effected; more facilities for poor pupils are to be found; and, above all, better trained teachers are to be employed". In other words, as an eminent religious and educational authority, Dr. Temple, observes, the British scheme will, on the one hand, do its utmost for the development of the individual, his special aptitudes and peculiar talents, and on the other, the training will be given in an atmosphere that gives the greatest hope that these gifts, when so developed, would be used in public service. Finally there will no longer exist, under the British scheme, those differences in educational opportunity as between class and class which constitute a breach in the fellowship of British national life.

As regards cost, it should be borne in mind that the British plan provides for an additional expenditure of 70 million pounds a year and the British Government are prepared for it. If a nation like the British, with a population of 43 millions, is willing to bear this cost, why should India with 400 millions and with its uncounted resources be unwilling to bear the burden? If all such resources are judiciously utilised, Mr. Sargent's scheme should not be found to be beyond the capacity of this country.

THE EXAMPLE OF CHINA

The Universities of India are

vitaly interested in the early and active promotion of this scheme of national education. Apart from the employment which the scheme will provide for its alumni, as stated above, the ideals of education will be set on a firm footing of progress and freedom, such as has never been hitherto enjoyed by our Universities. The Universities must, therefore, take great care to see that Mr. Sargent's plan does not share the fate of similar ones and find itself safely reposing in the archives of a somnolent Secretariat. It will be the duty of the Indian Universities to insist that this scheme is set on foot and carried into early execution with vigour and hope. The task of educational reconstruction has been long overdue in this country and therefore supposed to be backward in matters of social service, no economy has been allowed to starve education even during war time and that country which is fighting the war with far greater devotion than India, is diverting its energy and resources to the development and reconstruction of its educational system. An important article in China's Draft Constitution provides that educational appropriations should constitute not less than 30 per cent of the provincial, district and municipal budgets of the country. So, the Anglo-Saxon and the Mongolian, forming two distant ends of the areas engaged in the war, both show a lively realism in putting the education of their youth in the forefront of their scheme of post-war reconstruction.

Educationists must therefore start immediately planning for the

future while the war is going on. The task is long and difficult and unless we begin it now and have our final plans ready, we may be found unprepared when the war is ended. On its termination, many important problems will engross public attention to the exclusion of education.

THE ROLE OF UNIVERSITIES

The question, therefore, is how best can Universities help to promote plans of national education. It is obvious that any system of national education, in a country like ours, must possess certain characteristics before it can hope to succeed. On a little reflection, the following will appear to be some of these characteristics:

(1) It must be based on the actual needs of the entire nation in all its stages and give an opportunity to every man, woman and child to develop personality to the utmost extent and to live a full life.

(2) Its objectives, methods and standards of performance must have relation to the facts of the complete life of the people, and to their economic, social and cultural needs, so that it touches society in all its various sections and cross sections.

(3) It must be based on a new conception of citizenship, the requirements of which will have to be carefully planned by the State and the people meeting together in a spirit of co-operation. It is obvious that the proper basis of a sound system of education must be a conception of citizenship suited to the stage at which the State has arrived and this,

in its turn, will require us to decide what kind of society we wish to have, what ideology to create, whether we shall continue the present acquisitive or competitive system, where one man's loss is another man's gain or replace it by a co-operative one, which secures the common good of various classes. Let me warn you that this is not a job for the politician, but for the thinkers and the educationists of the nation connected with the Universities of India. The Universities must take up this work. The danger of leaving it to the politician is that, as experience has proved, he will create citizens in the sense of "good haters and lusty flag-wavers" as somebody said recently.

(4) It must aim at creating a new type of administrator fitted to work the new constitution which will arise after the war. He must be an Indian who has made the fullest use

of his opportunities at the University and who has, as a result, acquired characteristics which make him, by the breadth of his sympathies, a truly representative Indian—a man of calm judgment, infinite tolerance, inflexible impartiality, combining, with these, a gift of leadership, able to rise superior to excitement and to quiet it in others by his toleration and readiness to appreciate the opposite point of view.

(5) It must at every stage of school and college life inculcate the necessity of national unity and peace and adopt practical methods to bring them about. This will be the best aim and objective of our system of education. The war should aid this process of unification. Its forces have already been at work and it should be the business of educationists to take them in hand in a methodical and scientific manner.

EDUCATION DURING WAR

By Mr. SANTOSH KUMAR DE, M. A., H. Dip., Ed. (Dub.)

THE subject for consideration is whether during war the provision for education at enormous expense is worth making or not, whether it will render any help to war effort. Winning the war should be the aim of every one; for the future depends upon it. If that be so there is no harm if education is postponed for a year or two and students and teachers join the army or ammunition factories and workshops

by hundreds and thousands. This seems to be the trend of thought of not only the administrators of our country but also of Europe and America; as a result whereof there is a dearth of elementary teachers in America, and educational buildings are commandeered in England. But educationists there unanimously protested against this highhandedness of the authorities; consequently it has been checked to some extent.

In discussing this subject we have to see whether education has any direct bearing upon War or war efforts i. e., whether it will be really aiding war efforts, if all the schools and colleges are closed down and students and teachers join the army by thousands. It will certainly be no help to war efforts; rather it will cause various complications for the following reasons:—

1. Does victory in war depend entirely upon those who are at the front with rifle in their hands? A little thought will convince one that it does not. Victory depends to a great extent on those who are manufacturing or helping in the manufacturing of arms and equipments. Highly trained crack troops will be helpless, if there be no adequate supply of arms and ammunitions. So it is clear that our full attention should first be paid to these essential articles of war. Now to keep workshops and ammunition factories going there will be a necessity of hundreds and thousands of trained and skilled hands, engineers, mechanics, scientists, chemists, physicists, wireless operators, artisans and technicians. Vocational education, in our country, never received much encouragement. As a result of this short-sighted policy we are paying dearly. There is the need for hundreds and thousands of trained men, but the existing technical schools and colleges of our country fail to supply them in sufficient number. So students after a short-course training in the engineering schools and colleges are being sent to

England in batches under the Bevin Scheme. Apart from the question of how far one can be made an expert in six months we must say that this is causing unusual delay and unnecessary expenses. This proves that for the successful termination of war technical, industrial, vocational and engineering schools and colleges must be run at any cost. There is no room for the restriction of educational expenditure from this standpoint.

(2) Again there is no gainsaying that a large number of doctors, compounders, and nurses will be required during war time; consequently medical schools and colleges must be maintained. Here too there can be no reduction of expenditure.

(3) Again war requires the manufacture of various medicines and chemicals. This shows that training in science is necessary for victory in war. So science colleges, colleges teaching chemical engineering etc., must be run. Again, the minimum qualification for aviation is a degree in science. This shows that colleges teaching B. Sc. or M. Sc. courses must be maintained.

(4) Now remain arts colleges i.e., colleges which teach purely arts subjects such as literature, history, geography, mathematics etc., and schools (primary and secondary). We have to see whether their existence during war time can be justified or not. It is true that history, geography or literature has no direct relation to war efforts; but it will not be out of place here, if we say that science has made men very mate-

realistic and the machine has given man unprecedented productivity and has released forces and energy which have created so much tension that they have become one of the causes of this titanic struggle and global warfare; consequently it behoves that humanities i. e., history, geography, literature etc., should make the minds of men a little restrained and check their aggressiveness. We know that in these days, no body will pay heed to this kind of argument in favour of liberal education, still its usefulness can be proved in a different way.

In war time there is need for a large number of clerks, typists, stenographers, accountants, storekeepers etc. If there be no schools or arts colleges how will these essential people be supplied? Reports say that technical schools and colleges are attempting to turn fifty thousand men in Great Britain and some forty thousand men in our country into some thing that looks an engineer in six months. How is it possible to turn these people into mechanists, wireless-operators, electricians, fitters, foremen etc., in such an incredibly short period? Had they been quite illiterate, or had they been recruited from fields and farm-houses they could never have been trained in—not to speak of six months—even in six years. Those people had some general training beforehand in schools and colleges, that is why it was possible to turn them into trained workers. This quick training is possible simply because of what the schools have done in the past. Here lies the

utility of schools. If they are closed down on the plea of their non-utility during war time, it will never be possible to get trained men for factories and workshops in such a short period; for admission into the different branches of engineering requires previous knowledge of drawing, descriptive geometry, physics, algebra, trigonometry, differential calculus, elementary mechanics etc. It will never be possible to teach illiterate people these subjects *de novo* and then turn them into skilled or semi-skilled men for munition factories. It is a truism to repeat that a battle now-a-days is not fought and won with mere brawn like the good old days. The army is now mechanised and modern warfare is a conflict between highly trained combatant and a rivalry between scientists who are ever busy to invent new weapons of war and use the most advanced technical procedures. The nation that can steal a march on others in the science of destruction, industry, organisation and war-power has the greater chance of winning victory. Modern warfare requires technicians who must keep factories and workshops functioning with maximum efficiency.

So it is conclusively proved that so long as this devastating war will go on trained men, technicians, engineers etc., will be required to operate the complex military equipments of modern armies and working the heavy industries. In that case India will not have to depend on America or England for her arms and armaments. At present, India is getting

her supply from America in terms of 'Lease and Lend'. Had India her heavy industries for warships, aeroplanes, motors, tanks, armoured cars etc., she would not have to import these from America at an enormous cost, and it would have been profitable too, to India, not only from the monetary point of view, but also from the point of view of time. Had there been sufficient industries in our country, Government could have balanced the budget of crores and crores of rupees that are being spent every day for war by the collection of increased tax revenue with less sacrifice by the tax payer. So we see that to make war efforts successful, war industries together with other subsidiary industries must be expanded, and to keep the industries functioning with efficiency, due encouragement should be given for the education of the masses. Modern warfare can never be successful without a sufficient supply of trained men, doctors, engineers, scientists etc. If any attempt is made for the restriction of educational opportunities or reduction of educational expenditure to meet the expenses of war, that will be something like cutting a tree at the root and sprinkle water on the top. Even ordinary soldiers require some general education. Nowadays an army cannot be formed of illiterate people. He who will wield a rifle must have average intelligence and some education. In the last European War, America failed to understand this; but when she saw that it was not possible to turn dull and uneducated people in-

to skilled warriors, she requisitioned the help of the whole host of her psychologists who prepared and standardised the Army Alpha Test and Beta Test for examining the intelligence of soldiers who were recruited on their success in the test. The whole world is charmed to-day at the fortitude and 'miracle of organisation' of the Red Army. At the root of this, there lies a well planned educational scheme. The Webbs in their work on Soviet Communism point out that the Red Army men are at least as much educated as non-commissioned officers in the best armies outside the Soviet Union. People there, before joining the army, have to complete their education in the elementary and sometimes in the secondary schools. In the military schools and colleges, students have to go through special lectures on history, geography, economics, music and Marxian politics. Even, if by chance, those who pass into the army are without the requisite education, their deficiency is made up at once.

We have to think over, what will be the result, if all the schools and colleges are closed down and students and teachers join the army or factories. War will not go on for ever—in three, four or five years it must terminate, one day and all on a sudden, as a result of total or partial victory of one party or the other. What will then be the condition of millions of uneducated soldiers and semi-skilled or unskilled workers? The day when the bright star of peace breaks out in the sky,

millions of people will become unemployed and unemployable; for their utility finishes with the termination of War. It will never be possible for any Government, however strong and efficient it may be, to solve the bread problem of millions of people who will lay down their arms on the day of armistice. The result will be unemployment on an unprecedented scale. The soldiers who, being inspired by noble ideals, left their friends and sweet-hearts, hearth and home and went to battle to shed their life blood, would be greatly disillusioned when they see on return that they have no means to maintain their family. The agitation which these disillusioned soldiers will begin, will be very difficult for any Government to suppress. Perhaps, then, to save the ugly situation. Government will have to accept Communistic planning as the only solution. The Government of Lloyd George had to face such an ugly situation after the last European War and they solved it by introducing the Dole System; but unemployment will assume such a threatening appearance, this time, that the Dole System will utterly fail to solve it. As a result there will be restlessness and seething discontent. If education, instead of being restricted is encouraged, by enhanced State help, the problem will be automatically solved to a great extent. Educated soldiers and trained technicians need not fear unemployment after the war; for they will be required even in peace time for the rehabilitation of trade, commerce and

industry. The war and its aftermath will throw the economic machinery out of gear, no doubt; still the assistance of educated people and trained technicians will be necessary for the restoration of the economic equilibrium. The vandalism that is going on in the belligerent countries will require the help of thousands of trained workers for several years for reconstruction work. Again we request the authorities to pause and ponder over, whether any proposal for the restriction of educational facilities or the reduction of educational expenditure is prudent and patriotic or mere muddle-headedness. Lastly, we should regard War not as something extraneous but as a social problem, * and as in our social life, we have to face various difficulties and we solve them bravely however difficult they may be without being puzzled. So let us try to solve the problems of War without shrinking or shirking. War is not an unexpected calamity that it would confound our intellect. Let us conclude with the words of Mr. R. A. Butler, President of the Board of Education, England:

"I think you will agree there are two main schools of thought in the country. One suggests that we should apply our minds exclusively to winning war and to nothing but the war effort. The other, to which I belong, proclaims that while that

* "Men are not gentle friendly creatures but a powerful creature of desire for aggression has to be reckoned as part of their constitutional endowment."

S. Freud—Civilisation and its Discontents"

must be our first task, it is impossible to wean the British people from what Prof. Bury so aptly described as, 'the idea of progress'. We must be devotees at the shrine of progress. We must, in this rare period of emergency, keep our faith unassailed. The major issue of winning the war must be ever to the front. But we can show our faith and help to prepare the world and specially the world of children for the better days to come..... *Nee propter vitam vivendi, perdere causas.* For the sake of life, do not lose everything that makes life worthwhile. That should be our motto. We are fighting to preserve certain things. Let these things live; do not let them be destroyed, and among the things which

are most precious is the development of our educational heritage.."

"But above all I want you to fight the Battle of Education in this country—the battle of the young—a venture as important as war itself. I want you to help raise with me to their proper status the ethical standards and moral character of our national personality. We live in a time of change and revolution. It has been truly said 'revolutions exploit another part of human nature hitherto neglected.' That part of our human nature which is our business to extol—I do not say exploit—is the soul of man. For this purpose I ask you to dedicate your deliberations and in this cause we shall move forward together."

HABIT IS TEN NATURES

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

TAKING into consideration the psychological findings regarding heredity and environment we can at once come to the conclusion that all human beings have the same instincts and appetites. These are the bricks out of which habits are formed. We can make a moral giant out of the raw material given to us by nature. By constant practice we can inhibit the undesirable traits and cultivate desirable ones. 'The problem before the educator is to give the child control over his own nature, to enable him to hold himself in hand, as much in regard to the traits, we call good, as to those we call evil'.

The Law of Karma, popularly known as nature, is not so strong as we consider it to be. The only case that we are required to take is to seize the opportunity as early as possible. If we do not pay attention to it at the opportune time, it will run wild and no whip or spur can break her down. An example will make it clear. In our everyday life, we see children trained in careful habits who never soil clothes. Those trained otherwise are rough and unyielding to reasonable demands. Children properly brought up are sympathetic to the poor and anxious to serve them.

Ninety nine per cent activities of even animals are governed by habits. For example, a cat, who gets all facilities in a house, prefers to live these even when famine stares her full in the face. We, thus naturally, come to the conclusion that 'man is a bundle of habits.'

The question that arises next is, how best the school can guide the life of a child so that he might advance in the right direction with the minimum of effort.

The opportune time, for laying a secure foundation in the process of habit formation, is from 2 to 6 years of age. It rests with parents to lay down lines of habits here. But we know that the bulk of parents in India are uneducated and are not fit to carry out the task. In Europe and America, where the limitations of even educated homes are realised, this work of habit formation is entrusted to specialists in the nursery schools. In an agricultural country like India, where the village population consists of ignorant, illiterate, superstition-ridden mothers, who do not know even the elements of child management and hygiene, nursery schools are badly needed. The problem of raising sufficient funds for such a school is very difficult of solution.

However we have to make the best use of the existing situation. The day when a network of good nursery schools would be started in India, is very far. The immediate problem for us is to see what changes can be effected in the existing type of village primary schools,

so that the desired results are obtained.

In our primary schools, we admit children at the age of 6 or 7+. It is thus quite clear that we get them with ready made habits and it is for the school to see how best it can eradicate the evil habits and cultivate the desired ones.

Begin at once when the child is admitted in the school and you would see, when he goes through the full course, he would be in possession of many good habits.

We notice, everyday, in our schools, that children go on with wrong postures, do not sit or stand straight and that they possess other bodily defects. All such defects can be remedied, by resorting to special exercises. To regulate their bodily poise, children should learn dancing, swimming, riding, callisthenics, etc., at an early age. Such exercises make their muscles plastic. In their infant classes, children should be encouraged to sit straight and to talk straight. At present, children are in the habit of stooping and talking indistinctly. If the 'child is the father of man' such evil practices, if not checked, persist throughout life. Doctors, time and again, warn people to sit erect, not to have drooping shoulders and they further ask people not to contract their chests, because they argue that such evil practices prepare a fertile ground for lung diseases. We can just make our children sit properly, walk properly, early in their plastic age, to insure them against any such fatal disease. The brain

gets accustomed to such actions, with the passage of time and by frequent repetition it becomes part of our organisation and the act is performed unconsciously.

Next, I pass on to the mental habits, which a schoolmaster should try to develop in a child. He should help in forming one at a time and should keep watch over the habits already formed.

First of all comes the habit of attention. It is a good mental trait by which a man applies the whole mental force to be the subject in hand. This can best be secured by means of a good time-table. The teacher should have a good knowledge of educational principles. He should know that a 'thinking' lesson should be followed by a writing or some other lesson. The lessons should be short, not lasting more than 20 minutes. The teacher may occasionally resort to rewards. This exercises a healthy emulation. The proper presentation on the part of the teacher is as necessary as the other side of the picture. His questions should be thought-provoking. He should use a large number of small well worded questions.

Next in order of importance comes his (child's) habit of application to the task on hand. It is caught rather than taught. The teacher must be alert and should make the boys do their work at the proper time.

The greatest defect of the present day education is that it has failed to make the boys think. To

remedy this evil, the boys should be led from the 'known to unknown,' from the 'Simple to the Complex'. They must be able to connect cause and effect in the solution of the problems that are placed before them. In short, their education should be related to life and its needs. The excursions should, at best, supplement the work done by boys in the classroom. 'Every walk should offer some knotty problem for the children to think out—"why does that leaf float on water, and this pebble sink"? and so on.

The training of memory is very urgent. It is one of our valuable endowments. To be able to recall is a sign of intelligence. We want the child to remember facts fully. Anything which is understood well, is remembered thoroughly. Under such circumstances we should secure his attention at first and then the idea will be retained by the brain. Further every lesson should be linked with the last, so that by the principle of association it would be easy for children to recollect.

The next habit is the habit of attaining perfection which is much neglected today. Children are in the habit of writing a bad hand, leaving half solved questions, drawing imperfect figures and writing a slipshod hand. To remedy this evil, it should be made a point by the teacher, not to give him (the child) any work that he cannot do. Perfection should be insisted on, at all costs. If he (student) does any work in a slipshod way, the defect should be pointed out and the teacher should persevere until he sees

that the work is finished properly. As regards hand-writing, the teacher will do well, if he (teacher) makes the boys write on sand, so that their earlier muscular adjustment is made.

Obedience and truthfulness are some of the desired moral habits. Here, the teacher must study the home influence of children and, as far as possible, try to develop these virtues by personal example. The tone of the school, will go a long way to help in inculcating these virtues in the minds of the students.

The last but not the least important one is the habit of cleanliness. That our children are dirty, is an accepted fact. To remedy this evil, schools must take up this problem in right earnest. A wash day

can be observed twice in a week, on working days, in the afternoons, of say Wednesdays and Saturdays, and the pupils should be made to wash their clothes with their own hands. They should also attend to their bodily cleanliness, such as clipping off of nails or cleaning of ears, nose, teeth and feet. On the other days of the week an inspection of cleanliness is sufficient.

Lastly, any educational scheme, to be successful, must enlist parental co-operation. In order to demand higher ideals at school, we must, side by side, build up better conditions at home. Chances must be created when parents can visit a school and thus get better idea of child psychology and the demands of children.

Education of Emotions through the Teaching of Drawing

By Mr. SHANTILAL THAKER, M.A., B.T.

It is a truism to say that at present the education of emotions is practically nil or sadly neglected. The result is twisted and distorted personalities, abnormal sets of reactions to normal, healthy situations of life and unhealthy play of passions, ambitions, greed, cruelty and criminal indifference to all that is noble, delicate or sublime in life. By no stretch of imagination can this be called education, at least no complete education, which is calculated to make a well-balanced, perfect personality.

Every man is a born painter or rather, I would like to say, Drawer. The Divine Drawer of the Universe has wrought his cosmic miracle in form and figure, in line and feature, in colour and symmetry. For the line and feature cast a glance at the rock or the tree, the curve of the river or the crescent moon, the landscape or the seascape, the fine figure of a beautiful woman or the natural pose of any animal. For colour in its profusion and variety of wonderful mixtures, richness of tints and finely

graded shades, look to the dawn and sunset, darkness of night and the glare of the noon, verdure of foliage and blueness of the sky, the gray of the hills and the mysterious black of the deep dreadful sea. The various gay flowers, in the garden and forest, are so many specimens of prancing dancing colour-fairies. If man was made in the image of God, then man, by inborn instinct, must be an exuberant painter and drawer. It is through the Drawing instinct that man should find his first natural expression of the Self. What, then, shall we say of our educational system which neglects Drawing or warps its natural demand for expression in beauty?

Drawing is a subject that should give us a third eye, as it were, an insight into the beauty and symmetry of things, into the grace and delicacy of forms and figures, into the rhythm and harmony—rapture and joy of cosmos without and self within. It should train us into the unspeakable ecstasy, attendant upon the sympathetic contemplation of the myriad-tuned miracle of music, in form and figure, that our universe is. To be rich in spirit, to cultivate the right and healthy type of emotions; to react in a beautiful graceful manner to all the impacts of human life; to be able to love, admire, worship and imitate the grand and the noble aspects of life; to be able to strive manfully and conquer valiantly all the oppositions that obstruct the outflowing of our true personality; to get and achieve the rich treasures of the spirit and the world, to give our garnered store

of kindness and knowledge, wealth and belongings away in a supreme act of charity for the benefit of the world—this is what true education of emotions should aim at. Can we not cast the seeds of all these healthy, noble promptings of the heart in our Drawing-class by giving the students a flower to draw—a flower with all its delicate pattern of petals—, an innocent child, a lovely lady, a fond mother, the infinite sky, the deep mysterious sea, the beneficent river running on her errand of love and kindness, the buoyant bird, the bending branch, the delicious fruit full of juice, the contemplative saint seated firm with all his inward-gathered energies, the conquering king with his marching army, the dancing damsel or the worshipping devotee? The boys, of necessity, should be one with the object that they draw. It is a fine exercise in meditation and of being at one with the inner spirit of things. That is a splendid thing. As a result of that exercise, our boys will grow to be kind and loving, bold and daring, sober and striving, thrifty and bountiful, noble and grand. They will get a right, healthy type of attitude towards sex and money, effort and leisure, humanity and life. That is what Drawing can do for us. And remember this is no mean achievement. Let us hope that all of us, concerned in the matter, will rise to the occasion.

[Summary of a lecture delivered at the Bombay Presidency Drawing Conference at Anand on 6-11-43.]

TEACHING OF HISTORY

By Mr. HARIHARA MAHAPATRO, B.A., B.Ed.

It is a travesty of truth that history is not taught in our schools in its right perspective. There is a great hiatus between the aims and objects of teaching history and the practice now in vogue in all our schools. In teaching history, we should bear in mind, the observations of Klapper according to whom 'the thought of history approximates the thought of every day life.' Hence its study has a peculiar value in producing the kind of mental discipline required for the practical world of to-day. He also asserts that history helps in the moulding of a socially minded citizenry and in developing the concept of historic mindedness among its readers. But unfortunately, however, the said axiom is more honoured in its breach than in its observance. To bridge the gulf that yawns between theory and practice of history teaching, a great innovation and reorientation have got to be effected in the present syllabus of history and the scope of its teaching. In this dynamic world of human affairs full of kaleidoscopic changes and panorama of life, where old order inevitably gives place to new, it is but natural that we should, as per the sayings of Macaulay, try to get out of the contraction of mind which those can hardly escape whose whole communion is with one generation and one neighbourhood. New vistas of thought that are bound to spring up

should automatically get the better of the monotonous and the stereotyped systems of yore. Under the changing circumstances, in which we find ourselves, we can no longer be wedded to antiquated notions and forlorn theories but endeavour hard to extricate ourselves from the deadening grip of the past habits so as to avoid stagnation and deterioration. Both human progress as well as civilisation are apt to be atrophied and come to a standstill unless there is a marked departure from the old rut which is quite incompatible with the present day tendencies and principles of Neo-education. The ideologies of history can only be achieved by reshuffling the history syllabus. Then, and then only, can the teacher be proud of making the young old without their grey hair or wrinkles, and keeping them abreast of modern times and problems of life.

History in its widest sense should teach us how mankind has gradually developed from primeval time, to the present day. Logically then we should begin with early mankind and train the gradual development of the modern civilised nations and also of other civilisations, that came into being and disappeared in course of time. Modern civilisation means European civilisation. That is the civilisation that counts today. So an outline knowledge of its growth in the

days of Greece, Rome, Mediaval and Modern Europe is necessary, especially for a backward country like ours that wants to come up in the wake of these advanced nations of the West. The vastness of the subject and the limited time allotted to history teaching in schools have stood in the way of teaching any world history. In India our pupils have to do the history of our country right from the IV class upwards as in Madras. In the higher Forms some correlated course of world history can be taught alongside their Indian History and British History. At present the Indian history which they are doing in these higher Forms is practically covering the ground already done in their 2nd and 3rd Forms. Instead of this Indian history, studied on the principle of parallel histories, will be a much better thing. A book like Happold's 'Adventure of man' or Keatinge's or Frazer's 'Introduction to world history' may be studied here by the side of Indian history. Indian History especially offers a good background for the correlation of world history on the principle of parallel history. Our pupils need not know much of the Egyptian, Sumerian (Babylonian) and Hittite civilizations atleast until more definite connections about our Indus Valley Civilisation are established. If we omit the early civilisations we find Indians in contact with the Persians, Greeks and the Chinese from the fourth century B.C. Between 215 B.C. and 50 A.D. we get a number of Greek and Parthian Dynasties established in the Punjab, Sindh and the Frontier. So some epi-

sodes in these histories could be easily studied as parallel history by the side of Indian history. Again India gets into touch with China especially due to the visits of pilgrims. So some insight into Chinese civilisation may be obtained in a course of early Indian history.

As for the history of modern civilisation (Western) such parallel study can be continued in connection with British history read by pupils. A book like Lawrence's 'Movement of European History' may be used for this purpose or even Happold's or Keatinge's book will do till books in vernacular on these lines are available. There is scarcely a point in which the history of England is not touched by the history of Europe. To know the latter is to know the former and the former can't be known without an outline knowledge of this latter. Again from the time of Akbar Indian history becomes closely connected with that of England and the two histories should be properly correlated. This sort of history study only holds good for higher Forms.

Provision should also be made in the school curriculum for the special study of particular periods. Our educationists may do well to prescribe certain periods of Indian History only from time to time instead of having one period from the Indian and another from the British, after the Madras S. S. L. C. The period of Indian history so prescribed should be studied along with contemporary history on the lines of parallel history.

For Secondary schools, the text books should be written in such a way that minor details are completely eschewed. Only the main outlines that are conducive to a healthy acquisition of historical knowledge need be emphasised. The pages of history need not be sprinkled over with dates of no significance or of doubtful value. In the beginning they should be like lone ships in the midst of an ocean of facts distinguishable from one another at a glance. The pupils should go to Form IV or class 9 or 8 as the case may be, with a set of pegs so firmly that the history subsequently to be learnt may be hung upon them. In C Group History in addition to these main pegs other less important dates have to be learnt.

We can first decide how much history we want a boy to know before he leaves his secondary school and how to approach the subject matter in different standards. To a child under fourteen formal history will be an unintelligible rubbish. Our history syllabus should be so modified as to comprise the stories of Ramayana and Mahabharata and those of Provincial history for class 4. Here the boys should be made to know the thrilling stories of heroism and adventure of these two great epics of our national heritage. These stories may not be strictly historical but they are however essentially historical in as much as they reveal the social and cultural conditions of the heroic age. Again the simple interesting stories from Provincial history will serve as a valuable

groundwork for the study of national history.

For class 5 Indian history may be taught in the form of stories.

The pupils of VI standard will read the broad outlines of Indian history. History should be taught here chronologically.

The syllabus for standard 7 shall include the main landmarks of English history and a chronological treatment of the subject may be followed here with advantage.

Boys of 8th standard may be initiated into a simple course of world history as in Orissa. But we may do well to bring about certain changes in the syllabus now in operation in the schools of South Orissa. The altered syllabus of world history for the 8th standard or III Form for the schools of India should comprise the ancient portion of world history reserving its modern aspect for higher standards to be taught on the principles of parallel study. Such a course in world history will serve as a good antidote to narrow-minded nationalism and will provide a good lesson on universal brotherhood.

For standards 9, 10 and 11, equivalent to Forms 4, 5 and 6 respectively, narrative history of England and India will have to be studied with a correlation of world history and books have to be rewritten accordingly. This course should be covered in three years because two years will be insufficient to do full justice to the same. Specialisation of certain periods from Indian history only should begin from class 10. In framing a syllabus

for the senior stage, we must see that we provide them with a survey of the modern aspect of world history, an intensive study of special periods from Indian history, a good training in civics and a sound idea of the present day Indian administration.

The system of history examination as we have at present is wholly discouraging. In the junior stage the examination should comprise of (1) A fairly large number of short questions as we have now for Madras S. S. L. C.; (2) Some new test questions preferably of the completion and the matching type; (3) Questions on dates and time sequences; (4) One or two questions in which a story will be written say in ten lines. In the Intermediate stage (1) the question papers must contain short questions, (2) some new test questions; (3) deductive questions on some simple historical data, supplied in the history paper; (4) questions on dates and time

sequences; (5) the matching test for dates should now be discontinued; (6) one or two questions of essay type and lastly map work. At the senior stage the history examination will not include any new test or short questions. It will include (1) questions on dates and time sequences; (2) questions on deduction and interpretation of an advanced nature on data supplied in the paper; (3) questions bearing on present day problems and their relation with past; (4) one or two questions of essay type involving selection and use of facts will be sufficient; (5) Map work with outlines supplied; (6) At this stage pupils can be asked to prepare single time lines as well as comparative time lines, showing the rule of dynasties as well as coordinating the study of English and Indian history of the same period.

(To be continued)

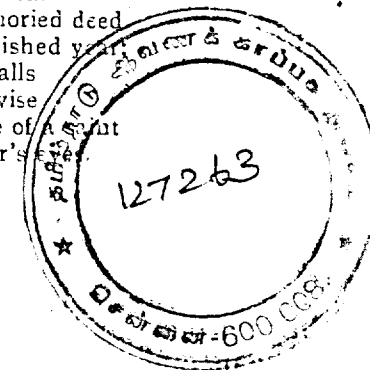
THE SAINT AND THE SINNER

The saint and the sinner
In every man
Have time to accord
And alter a plan;
The saint is assured
By a lofty aim,
The sinner reviews
A doubtful shame.

The saint in the sinner
Recoils in fear
From the memoried deed
Of a blemished year
The sinner recalls
A joy unwise
With the smile of a saint
In a sinner's tear.

The saint in the sinner,
The sin in the saint,
Are wisely arranged
By theory quaint
Of a clearly-determined
Progressive plan,
That models the life
In every man.

—Annie C. McQueen.



NOTICE

All articles for publication should be sent to the Editor, Old Bank Road, Guntur.

The Editor will not hold himself responsible for the views expressed by the contributors.



EDUCATIONAL INDIA

Masulipatam, Jan., 1944

The Sargent Scheme and the Inter-University Board

THAT the recommendations contained in Mr. John Sargent's Memorandum on Post-War Education are, in the main, sound is borne out by the fact that the Inter-University Board, which met recently at Hyderabad, endorsed almost all of them after a thorough discussion of the scheme as a whole. It is only in respect of a few details that the Board differed from Mr. Sargent. It may now, therefore, be assumed that expert educational opinion in the country is completely in favour of what is essential in the scheme and it is only its implementing that is required.

THE principle of compulsion for all boys and girls for a period of eight years has been accepted by the Board. It is, however, of opinion that compulsion should commence at the age of five and not six as recommended by Mr. Sargent. In view of the practical difficulties in the way of starting nursery schools, it is perhaps on the whole better that compulsory basic education should commence at five. The Board is also agreeable to the view that in basic schools pupils should learn through activity in crafts and arts.

THE Board was naturally more interested in Collegiate and University education. Here also it has agreed in principle that the first degree course in arts and science should be a three years and not a four years one as at present. This principle has already been given effect to in the Delhi University and it is hoped that steps will be taken in the near future to put it into effect in other Universities also. But as the Board has pointed out this reform can be taken on hand only after arrangements are made to extend the course of High School education to seven years. Provincial Governments have to move quickly in bringing about this reform and until then Universities will have to be marking time.

THE Board also examined the scheme of Matriculation Examination outlined in the Memorandum. It has come to the conclusion that every pupil sitting for this examination should be examined in the five basic subjects of the mother-tongue, English, Mathematics, Science, History and Geography and in some specialised optional subject. This is the system followed in many provinces even today. The adoption of the mother-tongue as the medium of instruction and examination is also accepted by the Board.

SOME differences of opinion were sure to arise in connection with the overlapping of courses in Indian Universities. No University will be in favour of any restrictions being placed on its freedom to start any courses it likes whatever may be the effect which it may produce on the work of other Universities. There are also certain basic subjects for which provision should be made in every University. This is all the more necessary in view of the vast size of the country and the difficulty that students generally experience in going to distant Universities. It is, therefore, but proper that the Board should have decided in favour of liberty being retained by each University to

start whatever its courses it wants so far as ordinary arts and sciences are concerned. At the same time it recognises the need for preventing overlapping in the case of highly specialised technological courses. These courses are costly and in the interests of economy unnecessary reduplication has to be avoided. Moreover there are not adequate facilities in every part of India to start such courses; and several universities which in the past started them have not been able to run them on efficient lines owing to the absence of such facilities. In view of considerations like these it becomes necessary that there must be some kind of division of labour among the universities in regard to these expensive courses.

AS has been pointed out by Mr. Sargent in his Memorandum the expenditure that has to be incurred in future, if universities are to work on sound lines, will become large and the Central Government of India should come forward to liberally finance them. It follows from this that there should be an All-India organisation to co-ordinate the work of the universities, to examine their individual needs and to determine the principles on which grants should be made to them. It was because of this

that Mr. Sargent recommended the establishment of a Central Grants Committee and the Inter-University Board has agreed to this. At the same time the Board rightly expressed the view that the proposed Committee should not exercise any kind of control or inspection inconsistent with the dignity and the autonomy of the universities.

It can be seen from all this review that there is nothing more to be done in the matter of planning the post-war system of national education for India. The scheme is ready and the only thing that remains to be done is to give effect to it.

A NUMBER of questions arise in this connection. Is it necessary and desirable that we should wait till after the end of the war to take the scheme on hand? Waiting might have been the right course if there were a prospect of the war coming to an end in a year or two. But it does not look like that. The complete defeat of Japan may take a longer period of time. Moreover even in Britain, which has been affected by war to a greater extent than India, radical reforms in the sphere of education are being taken up now and it is proposed to put them into effect in 1945. It is, therefore, desirable that in India also the

matter should immediately be taken on hand. There is no possibility of any conflict between the successful prosecution of the war and the undertaking of the needed educational reform.

THERE are other questions which are not directly of an educational character that arise out of Mr. Sargent's Memorandum. They are of an economic, financial and political character. It is only when the economy of the country is so transformed that the people are able to bear a burden of taxation five or six times as heavy as that at present that the financing of the scheme as a whole will become practicable. And it may be that this transformation is very closely connected with political reconstruction. The educational problem cannot be treated in isolation. Its solution depends on the political and economic reconstruction of the country.

Recent Convocation Addresses

SOME of the greatest among the sons of India delivered recently a number of Convocation Addresses to the graduates of different Universities. The Rt. Hon'ble Dr. Jayakar spoke at the Patna University; The Hon'ble Pandit Kunzru at the Benares University; Sir

Shanmukham Chetty at the Annamalai University; and Mr. S. V. Ramamurthi at the Andhra University. All these addresses are characterised by the loftiness and the nobility of their spirit and the messages which the several speakers conveyed through them to the graduates of the year are of a highly inspiring character. The addresses are worthy of careful study by all well-wishers of the country and of the world.

It is but appropriate that these patriotic sons of India should have thought fit to say the best which they are capable of saying to an audience of University graduates. For, whatever might be the defects in the system of University education today, it is these graduates that are to become the leaders of the country and guide the masses in all spheres of life—political, economic, social and cultural. The destiny of India in the years to come depends entirely upon the kind of leadership that the graduates are able to provide.

ALL the speakers have an intense faith in the capacity of University education to produce the right type of leaders and through them to create a better India. In all their addresses there is a feeling—open in some and latent in others—that India

has not yet been able to secure that political freedom which is being enjoyed by most other nations in the world and for the acquisition of which the last world war was fought and the present war is being fought. Sir Shanmukham Chetty observed: "I am not an apologist for the British Empire nor can I sing the virtues and glories of the British Commonwealth. How can I with any sense of self-respect enthuse over our position in the Commonwealth when the men of our own race are subjected to the utmost humiliation in South Africa even before the blood which our valiant heroes shed in that very Continent has become cold and frozen? No; the iron has entered the soul." Pandit Kunzru is grieved that, "In spite of the sacrifices we have made in this war for the cause of human freedom we have yet been given no share in the freedom for which we are fighting."

EVERY one of these distinguished speakers appealed to the graduates of the university to be ready to do all that is possible for them to bring into existence a free and happy India through their readiness to render every kind of service. The services young men have to render are not all of them of one

and the same character. Sir Shanmukham Chetty has called on them "to find some time to carry into the dismal and squalid areas of our numerous towns and villages some of the amenities and discipline which make the joy and beauty of University life". Pandit Kunzru exhorted them thus: "You have no Government of your own, as China had to help you in going forward, but you have within you the same spirit which has actuated the Chinese youth to work and suffer for their country. If you do not lose heart, the vigorous struggle in which we are engaged will have but one end. But be true to yourselves, and the battle of freedom, though at times it may seem lost, can only end in our victory. Yours is now the great opportunity to work and perhaps to suffer for the achievement of this supreme end". Mr. Ramamurthi appealed to the graduates — the leaders of the coming decades — to dedicate themselves to the task of constituting themselves into an army of administrators and teachers, engineers and doctors and rescue Lakshmi, the Goddess of plenty, from the imprisonment which is now her lot.

ALL the speakers have referred to the urgent need for creating a spirit of real unity among

the people of the country. The masterly analysis given by the Hon'ble Mr. Jayakar of the inter-relationship existing between the different historical cultures of the country and his emphasis on the need for bringing about a kind of cultural unity and synthesis deserve careful study at the hands of all. His plea for the creation of a "Faculty of Indian culture" as a compulsory branch of study should be pondered over by all those who are at the helm of university managements. Because there is the danger, as Sir Shanmukham Chetty pointed out, that our Universities might convert themselves into mere technological institutes and that general culture and the study of humanities might be neglected by them. All other kinds of unity in India — especially the political unity on the maintenance of which all the patriots are keen — should be ultimately based on cultural unity.

THERE are many other ideas of great significance in all the addresses. Every one interested in the progress of our country should make it a point to go through them.

THROUGH different PROVINCES

DELHI

INTER-UNIVERSITY BOARD MEETS

At the last session of the Inter-University Board which met last month at Hyderabad under the presidency of Sir S. Radhakrishnan, a resolution stating that instruction in high schools may be given in Indian languages and that though it is premature for Indian languages to be the media of instruction for intermediate and degree courses, Indian languages may be recognised gradually and, as far as possible, alternatively with English as the media of instruction for Intermediate and Degree courses, was passed.

The Board reiterated the resolution on the subject passed at an earlier session in which the Board recognised the principle that the medium of instruction in education upto and including degree courses should be Indian languages, but since in view of present conditions in India, where owing to the existence of pupils with different mother tongues in the same school or for other special reasons, it was not possible to do so, the medium of instruction should be English or any other modern Indian language.

An earlier resolution said that instruction and work in all research institutions should be through the medium of English except in such places, where it was already being done through the medium of any modern language for special reasons.

Another, a comprehensive, resolution on the Memorandum submitted by Mr.

John Sargent to the Government of India, on post-war development of education in India, was also adopted. The resolution generally welcome the system of national education set forth in Mr. Sargent's Memorandum and recommends the adoption, as soon as possible, for the principle of compulsion for all boys and girls for a period of eight years from the age of five. The principle of teaching through crafts is recognised by the resolution.

DELHI HARIJAN HOME

From a report issued by the Udyogashala (Harijan Industrial Home), Delhi it is learnt that an impressive record of work is turned out during the year in the Home. Started in 1932 under the auspices of the Harijan Sevak Sangh, the Home has the two-fold object of removing untouchability from Hinduism and of seeking to serve the Harijans so as to promote their social and material welfare. Students are drawn from the various Provinces and States and are given training in such useful handicrafts as carpentry, leather work, spinning and weaving and dyeing with indigenous dyes. General education in Hindi and Basic English and training in music are also provided. The articles turned out at the school command a good market and for the second year in succession, the school establishment has been entirely self-supporting during 1942-43.

The school at present has a strength of 157 students and boarding and lodging are all provided free. So far 110 students have undergone training here and most of them are shaping well in life.

MADRAS

DEARNESS ALLOWANCE
TO TEACHERS

A deputation of the Headmasters' Association, Madras City, waited on the Director of Public Instruction, recently. They pointed out that some of the schools which run at a deficit would find it difficult to take advantage of the offer of aid regarding dearness allowance to teachers and that, therefore, it would be helpful if the Government could give dearness allowance at a fixed rate to teachers in all secondary schools and that this may be paid to the schools as a special teaching grant.

The Deputation expressed the desire that in the Scheme for the re-organisation of education, there should be provision for the re-organisation of the Inspectorate also, and that experienced teachers in recognised schools should be made eligible for appointment as Inspectors.

TELUGU MEDIUM FOR
INTERMEDIATE

At a meeting of the Academic Council of the Andhra University held on December 10, a lively debate arose on the resolution of Dr. M. V. Krishna Rao for making Telugu the medium of instruction for all non-language subjects in the Intermediate course from July next.

Prof. M. Venkatarangaiya and Mr. D. V. Ramaswami supported the resolution. After a heated discussion, Mr. C. D. S. Chetti moved an amendment that the resolution be referred to the Syndicate for placing it before the Inter-University Board. The amendment was passed with an overwhelming majority.

ADULT EDUCATION SCHEME

At an ordinary meeting of the Annamalai University Senate held last month, the Adult Education Scheme was approved,

and a sum of Rs. 1,000 sanctioned for the purpose.

A special committee appointed by the Annamalai University to consider the organisation of work for adult education, has suggested two ways: One by means of extension lectures delivered or Tutorial classes conducted away from the University in the localities of the would-be adult pupils; and the other by the University conducting special courses of study and instruction for such adult pupils in its own halls and the rooms. The latter method, they say, is the most practicable. It is also educationally the better way. The adult pupils would have the benefit of regular continuous instruction for a definite period. They would have the benefit of tutorial guidance, and they would profit by the great advantages of life in a residential University, i. e., education through social life. All the intellectual and social resources of the University would be open to them—its library, its laboratories, its playgrounds, its Music College, the Hostel, etc.

The scheme is estimated to cost Rs. 3,000 nearly a year, out of which the University has set apart Rs. 1,000. The balance may be met by a grant from the Government of Rs. 1,000 and grant from Municipality and District Board of Rs. 1,000.

BOMBAY

EDUCATION IN THE PROVINCE

"There has been a decrease in the number of educational institutions in the Province of Bombay by 169 to 22,582 and the number of pupils by 45,547 to 1,809,734" according to the review of education in the Bombay Province in the year 1942-43. The decrease in the number of institutions, it is stated, was due to the closure of ill-attended primary schools and adult education classes and the fall in the number of scholars was also

partly due to the political disturbances. Of the 21,657 towns and villages, 13,982 possessed schools, the average area covered by each town or village with a school being 5.5 square miles. The percentage of male scholars under instruction in all kinds of institutions to the total male population was 12.8 against 12.62 in the preceding year.

ADVICE ON BASIC EDUCATION

The Bombay Government has constituted a Board of persons with wide experience in education to advise it on the experiment of basic education in the province.

The Adviser in charge of Education will be the Chairman of the Board. The term of the Board will be three years from this month and its office will be in the office of the Special Officer for Basic Education. The Board will advise the Government on questions relating to the training of teachers and supervisors selected for basic schools, the location of basic schools and the crafts to be taught in them and on the courses of study.

U. P.

GANGANATH JHA RESEARCH
INSTITUTE

The Ganganath Jha Research Institute was declared open at Allahabad by Pandit Madan Mohan Malaviya. The Institute, it is stated, will be a centre for research and publication primarily of the classics. It is intended to build up a good collection of Mss., and undertake the publication of original works, translations and research papers. The first issue of the Journal of the Institute has already come out.

It is hoped that an up-to-date library, principally of Sanskrit, Pali, Prakrit, Persian and Arabic books, will be established on the basis of the splendid collection of Dr. Ganganatha Jha, which has been presented by his sons to the Institute, and

Pandit Kubernath Sukul's collection of manuscripts presented to the Institute. The intention is to foster the traditional scholarship of the land and also to use the methods of modern scientific investigation and to employ for this purpose a band of full-salaried scholars and a number of research students.

C. P.

VIDYA MANDIRS

A press communique describing the working of the Vidya Mandir scheme announces that the post of the Vidya Mandir Organising Officer has been abolished and the functions of the Officer have been suitably distributed among the Divisional Superintendents of Education, District Inspectors and Assistant District Inspectors of Schools. Technical and expert advice regarding agricultural matters, adds the communique, will continue to be offered by officers of the Agricultural Dept.

Concluding the communique says: "The Government hopes that under the direct supervision of the Education Department the Vidya Mandirs will continue to render the maximum services to the public of which that form of institution is capable." It is further revealed that at present there are 84 Vidya Mandirs functioning.

BIHAR

BASIC SCHOOLS

The decision to raise 20 out of 27 schools to full basic school status having seven grades was arrived at a meeting of the Bihar Basic Education Board. The remaining seven would act as feeders.

Fifteen of these schools will have weaving as basic craft, three agriculture and two wood and metal works. The object is to make all the 27 schools self-sufficient in the matter of production of school equipments, school uniform and school lunches for pupils.

PUBLIC OPINION

SIR RADHAKRISHNAN ON CULTURAL UNITY

"If the sequel to victory is not to be frustration, the urge to return to pre-war habits and procedures in relations among nations, requires to be checked. We need re-education of human nature and reorganisation of our political and economic institutions" said Sir S. Radhakrishnan, President of the Fifth Session of the Quinquennial Conference of Universities in India, which opened at Hyderabad on December 15, last.

It must be the special obligation of Indian Universities, Sir Radhakrishnan said, to promote cultural unity and communal harmony. Referring to the criticisms, that we are unfit for democracy, that we are victims of communal passions, that we do not pull together even when external danger threatens us, he said, that the extent to which these charges were valid was due to the defective system of education which had grown up haphazardly without any reference to the environment of the people or the condition of the country. Education was neither free nor compulsory at the lowest stages. Children grew up incapable of an intelligent outlook or independent thought.

MR. SARGENT ON HIS NEW SCHEME

Addressing a teachers' meeting at New Delhi, Mr. John Sargent, Educational Commissioner with the Government of India, explained his scheme of national education for India and appealed for its support.

He said: The scheme sought to provide free, compulsory and universal education in India. Side by side with primary and secondary education it had taken up the question of mass illiteracy and would make at least 85 per cent of people of this country literate. The scheme was not yet complete and was in the transitional stage. As soon as it was ready, it would be circulated for opinion and criticism among the public in general, and educationists in particular.

Mr. Sargent pointed out that the structure of the scheme was something more than minimum primary education for everybody irrespective of caste, creed or sex. They had taken quite a broad view of India's economic condition, and it appeared a modest and practical scheme, suited to Indian conditions.

It would provide education between the ages of 6 and 16. A provision had also been made for free nursery education, and medical attention to suffering and under-nourished children.

Mr. Sargent felt that the scheme appeared to him an ideal one. He did not see any reason why boys and girls of this country should not have the same advantages of education as the children of other European countries.

PROF. HILL ON THE NEED FOR SCIENCE EXPERTS

"Technologists, not financiers and bankers, will take charge in the post war years, Scientists not conjurers," says Prof. A. V. Hill, Secretary, Royal Society of Science, London, who is now touring India

at the invitation of the Government of India, in an article contributed to the *News Chronicle*.

Proceeding he writes: "For the future, therefore, no education, whether primary or secondary, can be adequate in which science—and a little of the history and philosophy of scientific discovery and ideas has no part. It is just as silly to leave out science from education as to omit geography, history and literature."

Such scientific knowledge must include not only chemistry and physics but biology too. A man is uneducated who knows nothing of living nature and the working of his own body and on the practical side many of the greatest advances of the future, for peace if not for war, will be in the biological field.

There will be no place in the post war world for second-rate nations or ideas. As Herbert Agar says, we must either be great or perish. To be great in action as well as ideas we must realise that our industry, our transport, our health, our relations with the rest of the world must be run by men who know their jobs, not by elegant amateurs.

MR. RAMAMURTHI ON THE SYNTHESIS OF INDIAN CULTURE

"I think it reasonable to hold that in the coming world synthesis to which the war is paving the way, India in spite of her economic poverty, social disintegration and political distress, yet by virtue of her nature spiritual realization, will be as much at least as China, the protagonist of Asia vis-a-vis Europe and America" observed Mr. S. V. Ramamurthi, Adviser to H. E. the Governor of Madras, in the course of his Convocation Address to the Andhra University on December, 11'.

Proceeding he said. "At the same time, by virtue of her connection with

Britain, India is the one country in Asia which has had the most intimate contact with Europe. India is thus amphibian in its culture, functioning both in the manner of Asia and of Europe. This position gives the Indian Universities unusual opportunities and responsibilities."

Continuing he said: "In countries with a developed political or economic empire, like Britain and America, educated young men are needed to fill many places which are ready made for them. In India young men have to make the places which they can fill. This opens up a life of greater adventure than was available to men of older generations. Life is a function of two variables—nature and man. With the natural resources of India—soils and forests, rivers and monsoons and a Sun that shines in abundance—and withal a mature manpower, there is every scope for economic development."

SIR SHANMUKHAM CHETTY'S PLEA FOR SCIENTIFIC DISCOVERY

In the course of his Convocation Address of the Annamalai University Sir R. K. Shanmukham Chetty dwelt on the welcome progress of technological education in the country in the past and added that if the standard of life of their people was to be raised all round. It was necessary that they should take the fullest advantage of scientific knowledge and discovery and make ample provision for study and research and training. But while he lays the fullest emphasis on this aspect of education he was not prepared to accept the view that Universities must convert themselves into technological institutes and that general culture and the study of the humanities had no place in a modern University. With all the importance of Science, some at least of the Universities must preserve the cultural heritage of man and foster the study of the classics of literature, Art and History and Philosophy.

Book-Reviews

A HANDBOOK OF PSYCHOLOGY

by R. M. Marathe, M.A., LL.B., B.T.,
Tilak College of Education, Poona.
Pp. 134. Price Rs. 1-8-0. School
and College Bookstall, Kolhapur.

It is remarkable how a competent student of Educational Psychology can present in one small handbook so much and yet maintain throughout such clarity of thought and expression. In the 23 chapters into which the book is divided, nearly the whole range of topics needed for students of Education have been presented in a concise and very readable form. Throughout the author has shown a clear grasp of the various trends in contemporary psychology and has managed to steer clear of controversial issues which would have made the book far too heavy for the average student of Education.

He is rightly conscious of the fact that Psychology is a descriptive science and as such it is not the work of Psychology to determine the aim of Education. The aim depends on the philosophy of education. That being clearly determined, we can proceed to indicate the value of psychology in a planned scheme of education intended to guide the behaviour of the younger generation. Very appropriately the author begins his

book with a chapter on 'The Purpose of Education' and follows it up with another on 'the Need of Psychology.' The third chapter rightly calls attention to 'the Limits of Education.'

We have a fair amount of knowledge to-day on the nature of and interplay between heredity and environment to make definite statements about the limits of education. It is good for an educator to know these facts. The rest of the chapters contain definitely psychological topics that have a bearing on education. In dealing with each one of these the author has steadily kept in view the purpose of education outlined at the end of Chapter I, viz., "Education must enable the learner to be a worthy member of society." "It can do so by helping him to develop his powers to the fullest extent but without harm to the other individuals. "The process of development should include (1) acquisition of knowledge necessary for life in the complex modern world (2) acquisition of capacity to earn a living." It is fully recognised to-day that education is essentially student-centred. If so a knowledge of the psychology of the educands in all its aspects and complexity is absolutely essential to the educators. A book like this brings it within the reach of all in a concise and yet scholarly fashion. We would heartily commend it to all those interested in the education of the young—teachers or parents.

—C. S. P.

CHILDREN'S PICTURE COMPOSITION—BOOKS I—V — by V. N. Gondhalekar, Poona. Published by N. K. Publishing House, Budhwar, Poona 2. Each book 32 Pp. Price as. 4 each.

These books form a useful series of books on oral and written composition for home and class work and are suited to the first five years of English study. Books I and II have helpful questions based on each picture and a list of words suggesting the answers to the questions. The books deal with light topics in which children are naturally interested. Books III, IV and V give guide words and phrases with which the pupils may construct sentences and produce connected composition. Every lesson has a picture; and the exercises are mostly descriptive. With a little practice secured in the class the exercises can be worked at home through the pupils' independent exertion. The whole series covers a wide range of subjects and seem to be intended not only to improve the language of the pupils by supplying a working phraseology for expressional activity but also to bring a fund of information to the young learners.

A bright picture book, a few guiding hints and an enthusiastic teacher lead to success in oral and written composition. The author has furnished the first two factors. It is hoped that the class teacher will find in himself the third. The books are the outcome of actual classroom experience

and are bound to bear fruit in the hands of the pupils. The price of each book is admittedly low—as. 4—and no pupil is to be excused for remaining without this sound but cheap means of education.

D. I. A.

NURSERY RHYMES—K. & J. Cooper, Bombay. 32 Pp. Thin Coloured Boards - Re. 1-10-0.

This attractive book is stitched in pink silk ribbon with a bow-knot at the back, and is intended to be a presentation volume to children of the nursery stage. There are twenty one well known rhymes—all great favourites with children, printed on thick tinted paper and illustrated in different colours. The type is large and the finish good. On the cover, under the violet-and-red title, is a picture of a child plodding "To Babylon" by candle-light. Next to the A.B.C. book, the book of nursery rhymes is the one which the young ones need to put them into that world of pleasure and fantasy in which they love to live for hours together, away from the rough realities of life. It is hoped that the volume under review find its way to many nurseries and to many, many young hearts.

—D. I. A.

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