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Vol. X: No. 8

February, 1944

EDUCATIONAL INDIA

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

Edited by Prof. M. VENKATARAMAIA



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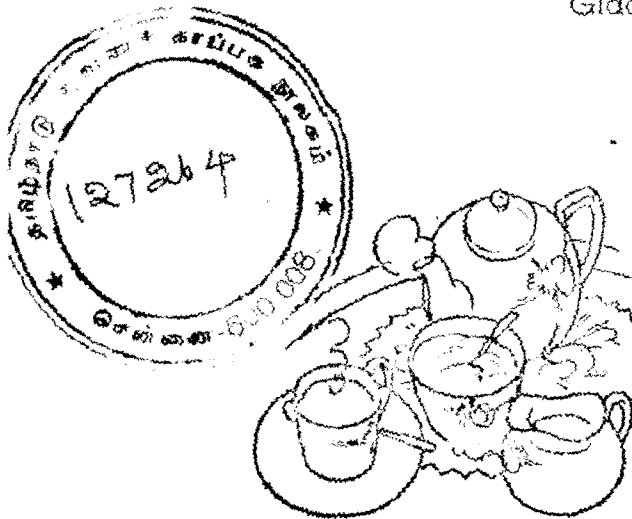
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Post-War Educational Reconstruction in India*

By Sir MAURICE GWYER, K. C. B., K. C. S. I., LL. D.

If you are cold, tea will warm you — if you are too heated, it will cool you — if you are depressed, it will cheer you — if you are excited, it will calm you.

Gladstone



INSERTED BY THE INDIAN TEA MARKET EXPANSION BOARD

THE POST-WAR EDUCATION SCHEME

WE meet to-day at a very significant moment in the history of education in India. Within the last few months a scheme, has been drawn up, the work of the Educational Adviser to the Government of India, with the assistance of the very competent staff of his office, for post-war education reconstruction in India. That scheme has not yet been published to the world, though its outlines are already known; and indeed much of it embodies a number of reports approved from time to time by the Central Advisory Board of Education. It is technically a series of proposals made to the Reconstruction Committee set up by the Government of India, to whom it is to be submitted, by the Central Advisory Board and, so far as it affects university education, with a report by the Inter-University Board which met at Hyderabad a fortnight ago. I myself had the honour of presiding at the special meeting of the Central Advisory Board which met at Dehra Dun last October to consider the scheme, and I regret very much that I was prevented through illness from being present also at the meeting of

the Inter-University Board; but I have heard something of their deliberations and I have read the comprehensive resolution which they passed. Mr. Sargent himself has also explained the principal features of the scheme at a number of meetings and gatherings, and I think that he would be of opinion, as I certainly am myself, that the wider the publicity given to it the better. After it has been submitted to the Reconstruction Committee, no doubt copies of the full text will be readily obtainable; but there is nothing confidential, so far as I know, about the scheme itself; and it now fills so great a part of the educational firmament that it may be said not unjustly to supersede all other schemes which from time to time and usually in piecemeal fashion have been put before the public for examination and discussion.

A VAST AND COMPREHENSIVE PROGRAMME

It is the first time that a scheme has been prepared, with a full details of costs, covering the whole field of education in India, beginning with the nursery school and not forgetting the education of adult illiterates. It extends to matters not strictly educational in the narrower sense which that word has hitherto received, but which are now recognized as of vital importance; I mean the medical

* Extracts from the Presidential Address at the 19th All-India Educational Conference, Jaipur.

THE INDIAN TEA MARKET EXPANSION BOARD

examination and treatment of school children, including their proper nutrition, physical training, the encouragement of social and recreational activities, and the use of employment bureaux. This is truly a vast and comprehensive programme, and one which it would be unreasonable to expect any presidential address to describe in detail.

The fundamental conception on which the scheme is based is that it is the obligation of the Government of every country to provide all its citizens, without exception, with a minimum preparation for citizenship in the form of free and compulsory education up to the age of fourteen years. After that selective process will have to become operative; for it is not every child who is able to benefit by education of a more advanced kind. But where a child is able to benefit by it, then it is the duty of the State to secure that it is given the opportunity to do so: and no child, by reason of poverty, or perhaps the disinclination of its parents, should be shut out from benefits which more fortunate children enjoy. The wealth and prosperity of a country are the concern of all those who dwell in it. It is not to be supposed that intelligence and brains are the monopoly of any particular class; and the loss to the State is incalculable, if it cannot draw upon the brains and intelligence of every class, instead of only a few. I am for the moment looking at the matter from the point of view of the State as a whole; but each individual child has also his or her rights

which are not to be neglected, and the State must give the same opportunities to all.

SECONDARY EDUCATION

Next comes secondary or high school education for those whom a selection test shows to be able to benefit by it. The experience of Western countries indicates that this may be taken as between a fifth and a fourth of the children attending the primary schools; and places will therefore have to be provided for that number. That does not mean, as some have thought, that parents will be prevented from giving higher school education to their children, if they desire to do so, even though they may not be able to pass the test; but they will have to pay for it themselves, as they do at the present time. Free and compulsory education for all at the secondary school stage would be impossible on financial grounds, but it would be also uneconomical and wasteful to insist upon children receiving an education which did not benefit them. Parents of children who are unlikely to benefit by higher education have therefore no right to demand that they shall be given it at the expense of the general tax-payer; but, as I have said, there is no reason at all why they should not continue to give it at their own. Nor, if the authorities concerned are of opinion that the children in their area are for some reason or other more intelligent than those elsewhere and therefore more likely to benefit by advanced education, ought they to

be prevented from providing facilities in excess of those which western experience has shown to be required; i. e., places for twenty to twenty-five per cent. of the children coming from the primary schools. There is no magic in that figure, and the question is one to be determined in the last resort as a matter of commonsense and of prudent finance.

SELECTION TEST

The selection test is clearly a matter of the greatest importance, and steps would have to be taken to secure that it is both reasonable and just; and that no element of favouritism or of local influence can enter into it. It will comprise, I assume, some form of examination, partly written, partly oral, though I hope that the writing part will be reduced to a minimum; and the child's record at school will be known not only to his Headmaster but also to the educational authority's own inspector. A further opportunity must also be given to those children who develop later than others; and, within reasonable financial limits, the educational authority will always desire that the facilities which it affords are too large rather than too small.

A GREATER VARIETY OF SCHOOLS

The scheme contemplates that the types and curricula of higher schools will show much a greater variety than at the present time, since higher secondary education has been hitherto regarded almost exclusively as a prelude to the university. It is calculated that a proportion of

perhaps one in fifteen of the children in higher secondary schools would be able to benefit by university education or education at technical institutions of an equivalent standing. The other fourteen will require that kind of education which will best fit them to become good citizens and enable them to earn their living when they go out into the world.

UNIVERSITY AND HIGHER TECHNICAL EDUCATION

Lastly, there is university and higher technical education, which the scheme contemplates would be entered upon at a higher average age than at the present time. Here also, there will have to be a selective test, and also ample provision for students whose parents have not the means to give them a university education themselves. In some respects, university education is the most important of all: because those who go to the universities should be the elite of their contemporaries, those who will be the leaders of the next generation in public life, in industry and in commerce. I think that no one who surveys the pass lists of most universities at the present time and sees how great is the proportion of those who fail would have the hardihood to assert that that is the type of young man with whom Indian universities are now filled; and on the other hand it is sad to reflect on the immense loss which the State now suffers, because so many who would profit by university education have at the present time no opportunity whatsoever of receiving it.

TRAINING OF TEACHERS AND THEIR EMOLUMENTS

Such are the basic features of the scheme; but there are others of no less importance, and first and foremost of these is the supply of properly trained teachers at all stages. Teachers are the linch-pin of every educational scheme; and unless it provides for an adequate number of teachers, capable of performing the vital tasks entrusted to them, it will fail. But two conditions must be fulfilled, if such teachers are to be found: they must be properly trained, and they must be attracted to the profession by adequate and reasonable salaries. There are many men and women no doubt who become teachers because they are conscious of a vocation for that most difficult and exacting profession, and for whom love of the work is a greater inducement than the salary which goes with it. But two million teachers will be required for the whole of India, and the greater part of them, as in all professions, will enter it because they desire to make an honest living. Hence the need for the payment of adequate salaries; and this is no reflection upon the teacher's profession, as some have oddly thought, for the labourer is worthy of his hire. The Committee of the Central Advisory Board of Education considered some time ago the salaries which would be adequate for teachers other than university teachers, and their conclusions are now embodied in Mr. Sargent's scheme, though they may perhaps require modification in view

of the general rise in the cost of living which has since taken place. I do not think that Rs. 30 a month, which is the minimum salary suggested for rural teachers, can be called excessive; most certainly not, if it is recalled that in one of the greatest Provinces in India the average salary of a rural teacher at the present time is less than Rs. 10 a month. In England the salaries of elementary school teachers have risen on the average during the last twenty-five years by approximately 400 per cent. and Mr. Sargent, than whom no one in India has had more experience of educational administration of every kind and not many elsewhere, has told me that no one who has not seen it can imagine the raising of educational standards generally throughout the country which has come about through this improvement in the teacher's status and emoluments.

SCHOOL MEDICAL SERVICE

No educational scheme is complete without a school medical service, which means regular medical examination of all children attending school and medical treatment when it is found to be necessary. There is a corollary also to a provision of this kind for a child must be properly nourished if it is to be healthy, and undernourished children cannot benefit by education of any kind. The schools where children are educated must also reach at least a minimum standard of hygiene. It is now recognized that the training of the body is no less important than the training

of the mind, so that physical training and recreational facilities must necessarily find a place in any modern system of education. Special schools are also required for children who from mental or physical defects cannot take their place with their fellows in ordinary schools. And then there is the vast subject of adult education, though fortunately this is a problem which with the advance of a universal system of education will disappear within the next generation or so.

Such in the broadest outline is the scheme which the Educational Adviser and his Department places before us; and it seems to me that henceforward all educational schemes will have to be judged according as they come near to or fall short of this scheme. Mr. Sargent, I am sure, would not for a moment claim that his scheme is verbally inspired, and I think that he will welcome all well-informed comment and criticism. But let it be remembered, too, that the scheme does no more than embody those features of education which the nations of the west now regard as the minimum which can be accepted by any country which calls itself civilised. Some countries have gone a good deal beyond it; and I observed only a week or two ago that a new and very comprehensive Education Bill had been introduced into the House of Commons by the President of the Board of Education, the provisions of which will, it is estimated, add almost a hundred crores to the present educational expenditure in England, though that already has reached a figure of nearly 150 crores. England proposes

to assume this immense additional burden at the conclusion of a war which will have made cruel inroads, at any rate for the time being, into the national wealth; will India, almost the only country in the world which will end the war much more wealthy than she entered it, desire to lag behind?

FINANCE

All this is going to cost a great deal of money, it is estimated nearly 300 crores of rupees when the whole scheme is in operation some forty years hence. Even the cost in the earlier years will be very considerable, and the question has been already asked from what sources are these immense sums to be drawn. The answer is of course from the taxpayer; for private benefactions even of a vastly larger scale than has ever been seen in India could not furnish more than a fraction of what is needed. Hitherto the poverty of India has been too often pleaded as an excuse for doing nothing at all; but how can the national wealth ever be really increased unless those who have to create it are given the education which alone will enable them to do so? All of us have met people who seem to get a kind of perverted satisfaction in harping on Indian poverty; but such defeatists will have to understand that in the scheme which we are now discussing there can be no compromise. The expense must be incurred unless, as its author has said, India is content with a permanent position of inferiority in the society of nations, a thing which presumably no one would contemplate; and once

begun it will have to be carried through to the end. And it is all or none: it cannot be partially implemented, for there can be no justification for giving education to some children and denying it to others: in setting up a compulsory system of primary education but refusing to give more advanced education to those who might benefit by it. So the money must be found: and I am happy to say that economists, both Indian and European, with whom I have discussed the matter, are agreed that the great increase in the national well-being likely to follow the establishment of a national system of education will, if a well-conceived and prudent financial policy is adopted, put it within the capacity of India to find it. And I should like you for a moment to consider the results which may be expected from a distribution of sums of this magnitude through the length and breadth of India, mainly in the form of teachers' salaries. Will it not have a vivifying and invigorating economic effect? It will be a redistribution of wealth in return for public services rendered: and the effect on the rural life of India might be very far-reaching.

But even if finance can be found and other obstacles removed, about some of which I propose to say a few words in a moment, the scheme could not in any case be introduced without a preliminary period of some five years, during which a beginning would be made in the training of the large number of teachers who will be required,—two million is the estimate when the scheme is in full operation.

Can nothing else be done during this interval of waiting? I think it can and should; and the difficulty rather is to select among so many tempting and attractive items. I know however which I should select myself.

THE QUALITY & STATUS OF TEACHERS

The quality of the teachers and the status accorded them is the test by which any educational system is to be judged: and in India both quality and status by universal consent often leave much to be desired. School and even University buildings also in many places fail to reach even a modest standard of efficiency, and indeed are sometimes wholly unfitted from every point of view for the purposes for which they are used. Cannot a beginning be made under these two heads? Cannot existing educational facilities at any rate be brought up in these two respects to the standards envisaged by Mr. Sargent's scheme? Or, if that is not wholly possible, cannot this be done in selected establishments or areas. Such a programme would have an immense propagandist value, for it would show the world what was going to be done for the whole Province later on and it would serve both as a model and as an incentive; for the great mass of the people are often content with an existing state of things because they know no other. One district in which all school teachers receive adequate salaries; two or three model schools, or more if possible; a University in which proper conditions of service are insisted

upon for the teachers in every constituent college;—would not this produce effects which would be plain and manifest to all?

So much for the Educational Adviser's scheme itself and for the opportunities open to educational authorities in India at the present time to adopt or embody in their own systems some at any rate of its more important features, pending the time when the scheme can be introduced and adopted as a whole. I said, however, at the beginning of this address that I had a word of warning to utter; and I do so not from any desire to qualify the scheme,—far from it,—but because no useful purpose could ever be served by refusing to face the difficulties which every educational reform of this kind must encounter, and still less by declining to admit their existence.

DIFFICULTIES AHEAD

I have explained that, large though the cost of the scheme will be, the expenditure upon it is inescapable, if India is to have an educational system not inferior to that of other nations. It is obvious that the taxation necessary to raise sums of this order could only be levied by an Indian Government. It is no less obvious that not only will the cost in any case be beyond the resources of some of the Provinces of India, which will therefore require assistance from the Central Government, but also that there will have to be a strong Central Education Department to stimulate and to guide educational progress and maintain educational

standards throughout the whole of India. A moment's reflection will then show that this implies a radical alteration of the existing relations between the Centre and the Provinces, to say nothing of a complete recasting of the present financial system, if, that is, the immense sums necessary to finance the scheme are to be readily available. It is therefore a condition precedent not only to the ultimate success of the scheme but even to its initial introduction that constitutional changes of very considerable importance should be carried out. Educational reconstruction is however only one of the social revolutions which India will have to witness after the War; and I do not doubt that others, perhaps most of them, will also involve constitutional re-adjustment. And I will beg you to remember that these new problems are in addition to numerous other constitutional problems of the most urgent and vital kind, for which a solution will have to be found before India can settle down to a peaceful and progressive future. It is melancholy to reflect, but I fear that it is only too true, how few people are giving any thought at all at the present time to these problems or to the manner in which a solution for them is to be found.

I do not therefore wish you to go away under impression that this new educational scheme, magnificent as it is in conception and in design, can be put, as it were, automatically into operation or without a preliminary settlement of vital and fundamental difficulties. By all means accept it as

an answer to the question: "What sort of educational system ought India to have, if she is to take her rightful place among the nations of earth?" But do not forget that there is another question also to be answered: "What sort of polity must a self-governing India have, if she is to be strong enough to keep the peace within and without and possess the resources and machinery which will enable her to provide those social services which are today recognised as among the necessary and inevitable functions of a modern State?" Remember too that time does not stand still and that the inexorable processes of history have their own Statutes of Limitation.

A STIRRING OF THE NATIONAL CONSCIOUSNESS NEEDED

Enthusiasm is an essential element in the victory of a great movement. Sometimes it is almost wholly that of the leaders, until their followers catch fire from them; but the moment must also be propitious, or, to vary the metaphor, the seed must fall on receptive soil. And the great movements which have altered the history of a people, sometimes of the world, are those which have in the end caught the imagination of the common man, though for the moment he may scarcely yet be conscious of the direction in which his enthusiasm is to lead him.

Are such conditions present in India today? I shall be told that the necessity for more and better education is very generally realized, and certainly the existence of your con-

ferences, of which the present is no less than the nineteenth, affords evidence of that, were any needed. I do not dissent and I honour those who have kept the torch burning in spite of much official indifference and discouragement. Yet, as it seems to me, there is still something lacking. When I speak of education in this connection, I do not of course refer to that which is so often meant by the word, a method of accumulating that minimum amount of knowledge, often by the exercise of the memory rather than reasoning powers, which secures a degree and better prospects of employment. I mean something broader and deeper, something which is an essential element in the true conception of democracy as a spiritual force, as a habit of life, and not merely as a particular method of political machinery.

I am profoundly convinced that what I have called a stirring of the national conscience here and now is also needed. The day of the common man is coming and with it, I cannot doubt, radical changes in the social structure of many countries, India not excluded. You will not secure the co-operation or goodwill of men suffering from a sense of social injustice or oppression. They are far more likely to take things into their own hands, and the breach with the past may then become violent instead of evolutionary. Hence my plea to enlist the enthusiasm of humanity in this great cause, but the cause itself must be based on justice and equality and there must be in it no affront to the dignity of man.

India's Contribution to English Poetry

By Mr. RAM PRASAD PANDEYA, M. A.,

D. A. V. College, Lucknow.

THE map of English Poetry is not the same today as it was in the days of Shakespear. It has expanded into a bigger area than the British Empire itself. When we speak of English literature, we mean, not only the literature of England, but also what has grown in the United States of America, in Canada, in Australia, in the Union of South Africa, in Ireland and in India. In the realm of pure poetry, during the last fifty years or so, the contribution of England perhaps has not been as great as that of Ireland or of India.

Joseph Conrad, a Pole, is said to have surprised readers in England from the year 1895 to 1921 by a series of novels in unimpeachable English. But long before him an Indian girl, while yet in her teens, has used a more difficult vehicle of expression with greater elegance and grace. Miss Toru Dutt returned to Calcutta from her European tour in 1873 at the early age of seventeen and wrote beautiful French and English verses in the reserved solitude of her family mansion. Her English works are partly translations from French poets and partly original poems on Indian themes. *Ballads and Legends of Hindustan* is her greatest work in the latter sphere. Only the medium is foreign; the matter is steeped in Indian spirit and sentiment. She has narrated

Hindu life and mythology, in animated verses, with profound sympathy and enthusiasm. The titles *Savitri*, *Sindhu*, *Lakshman*, *Uma* and *Prahlad* may give one an idea of what these poems are about. Here are some touching lines put in the mouth of the dying dutiful son Shrawan:

And so I die—a bloody death
So feel the world pass with my
breath
I gladly could have borne;
But for my parents who are blind
And have no other stay—
This, this, weighs sore upon my
mind
And fills me with dismay.

Her short career of one score and one year only is a pathetic reminder of the cruel economy of Providence. But her renown is not unfulfilled. Her works have earned for her a permanent niche in the structure of English Poetry. Who will forget the beauty and fragrance of this "half-bolwn floweret" of song, with whom can be associated such lines as the following:

Still barred thy doors! the far
east glows,
The morning wind blows fresh and
free
Should not the hour that wakes the
rose,
Awaken also thee?

All look for thee, Love, Light and song,
Light in the sky deep red above,
Song, in the lark of pinions strong,
And in my heart true Love.

The late Professor Edmund Gosse rightly writes of her that "when the history of the literature of our country comes to be written, there is sure to be a page in it dedicated to this fragile exotic blossom of song."

In Sarojini Devi we have a full-blown flower of song. We are grateful again to Professor Gosse who "first showed her the way to the Golden Threshold" of poetry. Her early efforts in song were Western in feeling and imagery and were founded on the thoughts and feelings of Tennyson and Shelley. Indeed her ambition was to be a Shelley in her sex. But Edmund Gosse "implored her to consider that from a young Indian of extreme sensibility, who had mastered not merely the language but the prosody of the West, what we wished to receive was, not a rechauffe of Anglo-Saxon sentiment in Anglo-Saxon setting, but some revelation of the heart of India, some sincere penetrating analysis of native passion, of the principles of antique religion and of such mysterious intimations as stirred the soul of the East long before the West had begun to dream that it had a soul." Like a 'good girl' that she is, she humbly hearkened and heeded him, to our immense joy and pride. Her mature production embodied in the two volumes *The Bird of Time*, published in 1912, and *The Broken Wings* published in 1917, are some of the finest

poetic interpretations of the East to the West.

In her beautiful little poem *Guesdon*, she prays for threefold rapture—the rapture of Love, the rapture of Truth and the rapture of Song—and even a casual reader of her volumes will admit that her prayer has been heard, that she has been amply rewarded. The melody, the picturesqueness and the uplifting emotion of the verses are the perennial joy of her readers. Her *Zeh-un-Nissa* expresses her beauty in the following lines of matchless elegance:

When from my cheek I lift my veil,
The roses turn with envy pale,
And from their pierced hearts, rent
with pain,
Send forth their fragrance like a veil.
Or if perchance some perfumed trees
Be loosened to the wind's caress,
The honeyed hyacinths complain,
And languish in a sweet-distress.

The essence of *Spring* is expressed in the following exquisite verses:

The lilt of a bulbul, the laugh of
a rose,
The dance of the dew on the wings
of a ...,
The voice of the Zephyr that sings
as he goes,
The hope of a bride or the dream
of a maiden
Watching the petals of gladness
unclose:

Lofty strains of love and mysticism are not uncommon in her songs:

You haunt my waking like a dream,
my slumber like a moon,
Pervade me like a musky scent,
possess me like a ...
What war is this of Thee and Me?
Give o'er the wanton strife,
You are the heart within my heart,
the life within my life.

Again to her

The wind lies asleep in the arms of
the dawn like a child that has
cried all night.

Few poets have felt

The fragrant peace of the twilight's
breath,
The mystic silence that men call
death.

The many rapid reprints in English of all her three volumes of poems are unmistakable proof of their wide popularity and high appreciation. Her early election to a membership of the Royal Society of Literature further shows in what high esteem she is held by the great literary men of England.

It is a sad reflection that the peculiar political position of her country has cruelly weaned her from her true love. Perhaps the last poem she wrote was *The Quest* in 1928. All these years she has been in quest of political freedom!

Like her English sister Christiana Georgina Rossetti, Sarojini has the joy and privilege of a brother Harindranath Chattopadhyaya who is also a good poet. Though in form not as finished, he is deeper in matter. His own verse expresses the ideal of a poet:

The lonely poet is immersed
In seas of universal thirst.

He feels that "All things are thirsty everywhere" because the creation itself has come out of the depths of awful thirst.

Like the "Mighty Prophet" of Wordsworth, his *Child* also answers:

And now I come with a divine
epistle,
Which is my infant-soul
From God our undeniable protector.

To his mystical mind

The loves and longings of mortals
are
The chains we strike for the spirit's
feet.

In the heart of the silence he seems
to see

A beauty that ever eludes these
eyes,

and his soul has heard

That heaven is waiting for me on
earth.

This is a highly comforting ideal in these days of deep distraction. The same sublime tone is continued and completed in the following poem:

The World is but a marriage-song:
The clouds that hang, the rains
that fall,
The trees, the flowers, the moon-
beams all,
Are just the ancient guests that
throng
God's bright eternal marriage hall.
Look how they come in twos and
threes,
The guests into God's marriage
hall,

The emerald grass, the purple bees,
The birds that fly, the worms that
crawl,
The ocean-waves, the mountain
mists,
Since in God's golden marriage-hall
No difference at all exists
Between the mighty and the small.

He thinks that there is 'a separate world in everything' and in that separate world 'the Bridegroom to the anxious Bride' is brought.

Arabinda Ghosh may be said to be the sublime Browning of India. The country's political fate has exiled him to a foreign spot in his own motherland; but that accident has not in any wise damped his spirit of poetry and philosophy. He is a profound thinker and a profound poet, after the poetic ideal of Coleridge whose style he so well reproduces both in his prose and poetry. Not the sprightly quality of Sarojini, but the sublime sense of her brother is his higher and improved province. "Nothing is celebrated by him in song for its own sake. The poet's eyes perpetually go behind the thing visible, to the thing essential, so that symbol and significance are almost always in a state of interfusion." The following piece may serve as a solitary type:

All music is only the sound of his
laughter,
All beauty the smile of his passion-
ate bliss;
Our lives are His heart beats, our
rapture the bridal
Of Radha and Krishna, our love
is their kiss.

In the same strain of mysticism, but with much greater poetic effectiveness wrote Rabindranath Tagore who occupies a unique position among the poets and saints of the world. It is hardly fair to a poet of his fame to refer casually to his works. Only our plan is the justification. It does not admit of a greater thing. He never wrote any poem in English. All the slim volumes of his English works are prose translations from his original Bengali, both by himself and by others. But his intense poetry makes itself felt in that medium also. Most of them delightfully read like original compositions and have become English classics. He won the Nobel Prize of 1913 and more than that it is not possible for the world to give to a gifted soul today. We need hardly quote the poet whose scores of volumes are the pride of modern English poetry. From the *Chitra* through the *Gardener* and *Crescent Moon* to the *Gitanjali*, the reader may read anything to his taste. Of course, the background of his poetry is mysticism as he himself hints in song No. 102 of the *Gitanjali*: "I put my tales of you into lasting songs.... And you sit there smiling." In the playhouse of infinite poems he has had his play and here has he caught sight of him that is formless. He 'loves this life' and 'feels the embrace of freedom in a thousand bonds of delight.' He 'will never shut the doors' of his senses. 'The delights of sight and hearing and touch will hear thy delight.'

This happy philosophy is the message of his poetry. With this

background of serious joyousness, he has created the delightful poems of his poetic art. We love his writing primarily because they give us hope, fill us with joy and reveal the blessed character of all that is.

P. Seshadri, with whose name we in this province (U. P.) are so well familiar and whose loss we now only live to mourn, was another son of India to contribute to the treasures of English poetry. A great Professor and a busy head, he did not get sufficient solitude. Yet he has given the world three little volumes of beautiful sonnets on Indian themes which are the delight of readers. They have been translated into more than one European language, which is an evidence of their high quality. His Muse is secular, but extremely noble. His 'pearly laughers' and 'sunny smiles' reveal infinite sweetness. But it is not all a sensuous sweetness. He can see that

It is the mind's image which brings
the light
Of joy and lifts the soul above the
earth.

His *Champak Leaves* glitter with gold dew-drops of poetry of this type. Of death he asks:

Be there the lisp of children in
your isle,
The voice of friendship and the
organ's roll
Of thrilling music? Doth your
gloomy land
Hold loving woman's sweet-enrap-
turing smile
And books of song to soothe the
listless soul?

Those who personally knew him will recall how his own life was true to this ideal, an ideal which we need to emphasize more and more.

There are a few more among our countrymen who have sung in English. But our plan was to touch upon those only whose poetry has a lasting worth, who are the recognised makers of music, and that we have very briefly done.

For political subjection Indians have retaliated by invading and occupying the land of English poetry. Time will perhaps pronounce them to be more successful conquerors.

"Members of a profession cannot live upon public esteem alone; they cannot even live up to it, if it is high, upon inadequate salaries, indifferent prospects of promotion, and depressing conditions of work. Teaching may be a vocation, but it is also a career. Low salaries, few grades, and but rare plums (and most of these inaccessible) in a profession do not tend either to attract men and women of independent minds or to preserve and nurture independence of mind and outlook. They are much more likely to induce a frame of mind which seeks nothing better than the rut of routine."

—Times Educational Supplement.

TEACHING OF HISTORY

BY Mr. HARIHARA MAHA PATRO, B. A., B. Ed.

(Continued from the preceding number.)

WE should now consider the desirability or otherwise of studying ancient history with the same fervour as we do the modern. In this connection Morley opines 'we want to know what men thought and did in the 13th century not out of any dilettante or idle antiquarian curiosity but because the 13th century is at the root of what men think and do in the 19th century'. Dr. Schaff, another authority on history, observes 'The present is the fruit of the past and the germ of the future'. From these pronouncements one is irresistibly inclined to the view that ancient history is indispensable for the thorough grasp of modern history. There is also one extreme view that true history is contemporary history. Stubbs, one of the protagonists of this school of thought, maintains, 'we must be cautious, lest having begun to build we are not able to finish, and having begun to read Norman Conquest, we find ourselves stranded at the battle of Waterloo or earlier still'. The veracity of this statement is borne out by the experience of the teachers of history in secondary schools. So much time is being devoted to ancient and mediaeval periods of history that the teacher hardly finds time to do ample justice to the modern period. No wonder that the pupils' notions here remain vague and superficial. To obviate

this difficulty and anomaly, the present ancient and mediaeval history course may be cut down to one third of its original. Only such salient features of history need be stressed upon, i. e., the relationship between the King and the Church, the King and the Baronage, the gradual and imperceptible growth of the constitution as would maintain the continuity of historical interest. A topical treatment of the main features of this period in our text books, especially for higher forms, will stand us in good stead.

A good library is for history what a laboratory is to science work. Without a good collection of books, advanced work in the upper forms is reduced to very narrow limits. The first essential for successful work with these forms is, therefore, a good supply of books. It should not be a mere collection of text books, source books, atlases and specimen copies but should consist of the standard histories of England and India, modern works like Fletcher's "Introductory History of England", V. A. Smith's "Oxford History of India" and Jawaharlal Nehru's "Glimpses of World History", books for particular periods by specialists, typical books on special subjects like social, economic and religious, biographies, diaries, historical novels and dramas. It must be a well-thought-out collection

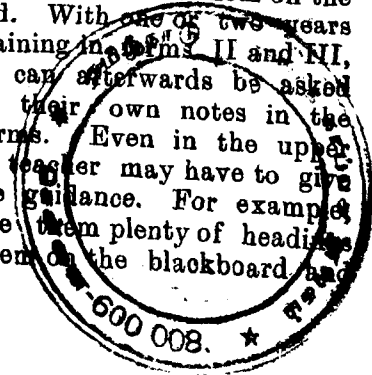
designed to illustrate and to aid the work laid down in the syllabus as well as to provide material for private reading by the pupils for their essays, problems, and projects; debates and pupil lectures. The teachers concerned may do well to go through the bibliographies at the end of the latest books and weeklies so that they will always be in touch with the latest publications for enriching their school libraries.

To make the teaching of history interesting, the teacher may, for junior forms, resort to models and handwork of art including drawings, maps and charts, pageants and dramatisation, composition in which the imagination may have some play, while for the senior classes compositions of essay type, library work, note making, charts, maps and plans, the use of sources, debates, lectures by the pupils and excursions which will go a long way in developing their originality and independent thinking.

In order to achieve this end the school should necessarily possess apart from the library, good charts, maps, atlases and a good collection of picture books and historical post cards. As for the wall pictures, Hasluck does not advise their being permanently hung in the classroom. 'Familiarity in this case always breeds contempt'. It will be found more effective to keep the majority of our pictures in the store and only bring them out to illustrate our lessons directly. They can be left for display in the classroom for sometime after the lesson and then removed. Every teacher

should take the opportunity of also building up a collection of good past work done by his pupils for his own satisfaction, for the credit of the school and for the inspiration of future pupils. The inclusion of some piece of his work in such a collection should be the ambition of every pupil who studies in the school.

For doing efficient independent study history pupils should be trained in the art of note making. With junior forms say II and III, it is most usual for the note taking method to be followed. But even here it will be better if the teacher gives necessary grounding in the art of making the pupils co-operate with him in writing the blackboard summary. These summaries may be fuller for these forms than for the upper forms and the pupils should be helped to distinguish as the lesson proceeds, between important points which deserve to find a place in the blackboard and the unimportant points and to arrange these important points under various headings on an analytical plan. For example the class may be asked to suggest the title to be given to the lesson of the day, discuss the working of each main heading and the points to be brought under it before the teacher writes them on the blackboard. With one or two years of such training in forms II and III, the pupils can afterwards be asked to make their own notes in the upper forms. Even in the upper forms, the teacher may have to give them some guidance. For example he can give them plenty of headings putting them on the blackboard and



Handwritten notes at the bottom of the page include '127284' and 'N4211018'.

he can ask the pupils to fill in the points under each heading from the matter learnt by them in the class and from other books studied by them. So the blackboard summaries for these upper forms should be brief, should be merely bald headings, and then the teacher should go through each boy's note-book and do some correction work keeping the boy by the side. Better these notes are confined to the righthand side of the page. The other side should be left blank to be used for sketch plans, extracts, allusions and incidents, which can't find place in the regular body of notes and also for adding additional information gleaned from more books studied later on.

The manifold advantages of history can be attained by entrusting the subject to the care of a qualified history teacher. But it is rather unfortunate that a large number of history teachers in our schools happen to be other than trained history graduates. To put it more clearly, graduates other than Mathematics and Science are considered to be quite competent to handle this subject in schools. This to a large extent accounts for the dull and uninteresting nature of the subject and a large percentage of failures in the schools and even colleges. This sorry state of affairs can to a great extent be put an end to by the appointment of only trained history graduates.

Secondary Education and the New Social Order

By Prof. L. J. BHATT, M. A., B. T.,

Secondary Teachers' Training College, Baroda.

THIS war, whatever may be said to the contrary, will herald a new social order. It will not be as perfect as the optimists predict nor as bad as the cynics suspect. The important thing for us all who are engaged in the field of secondary education is to share and to enable the pupils to share in that new order and be prepared to shape our own destiny. In all countries, especially the countries which are broken and are lying low, the experts are planning to provide better educa-

tional facilities for their children so that it may not happen to the generations to come that which has happened in their own. But unfortunately, in our country as Sri C. Rajagopalachari has pointed out, "a barren mood of negation has seized the intellectuals of India. At the present moment anger and hatred seem to satisfy the soul of the intelligentia. Such a mood leaves no room for any constructive thought. There is an almost automatic refusal to consider any plan that seeks to

correct past mistakes." These words of Sri Rajagopalachari can aptly be applied to our own field. They also serve who only stand and wait may be true for many but not for the educationist who like "a helmsman, to a ship, voyaging in darkness, should know the shoals and the rocks through which he should steer it."

It is not possible to give a complete theory of education without clearly envisaging the heritage which this great war will leave behind. We can at least probe into the dim corridors of the future and see a world broken materially and bankrupt spiritually, awaiting for some God-given manna. That world is of supreme importance to the educator. There he will find a class of people who are enriched out of all proportion and still another extremely impoverished and on the verge of extinction. There will be children of plastic age neglected by the rich parents who have enough and no worry for the careers of their children and the other set who are neglected for they cannot afford to bring to their poor homes the sweetness and light which nature gives. That will roughly be the picture of society. In that society, if we are to continue the same system, the classroom will be nothing more than a place of fads and caprices. In the field of secondary education which should be for all and without exception, we ought to think out what exactly we are going to offer to prepare them for life which should be rich, abundant and with God's plenty.

Let us go back a few centuries and see what Rousseau has said, "Try to teach child what is of use to him as a child. A child knows he must become a man; all the ideas he may have as to man's estate are so many opportunities for his instruction, but he should remain in complete ignorance of those ideas that are beyond his grasp." Rousseau, we are told, said many foolish things and acted too. But in this passage, he tells us that learning in the classroom is a necessary incident of dealing with real situations. But Rousseau of Emile and Contract Social is forgotten and in our secondary schools we continue to teach young adolescents the crowded curriculum, and want them to absorb silently the complicated facts. The result is that at the end of seven years spent in secondary schools, we get youths who cannot become useful and productive members of society and are not able to pull their own weight and participate effectively in its work.

If we are to consider secondary education as a preparation for life, we must get rid of purely academic instruction; our new aim can neatly be expressed in the words of Zakir Hussain Committee — "the literacy of the whole personality." We should also note that the society that will emerge at the end of this war will be a house divided against itself, full of class hatreds, though they may not fly at one another's throat as they had had enough of it. But they can, if their energies are not productively used and instincts not sublimated

during the plastic years in the secondary school. The children of the poor mill-hand working at his machine and of the farmer at his plough deserve special attention. No doubt, we have to prepare them for a new Industrial Democracy that will come into existence at the termination of hostilities. Then we want a secondary education that will help the whole of society by helping the individual.

We should consider, therefore, both the pupil and the curriculum as the operative forces. Some of the suggestions of the Basic Education Committee are noteworthy. Their practical dictum of "learning by doing, that a pupil who learns a productive craft along with academic instructions is on the high-road of development of his individuality with an adequate preparation for life are indeed revolutionary. Though it is difficult to agree on the craft which they have in view, for we should remember that at the end of this war, India will rank and compete with the best industrial democracies of the world.

No one would disagree that the modern man is striving hard to keep his posterity away from poverty. He wishes that his children should not be the victims of the fate which has overtaken him. He wants peace and plenty for them and is eagerly looking forward to the new schemes of education which train children to earn a living. That wish of the group is the opportunity for secondary education. During this war, each province, each area is quickly becoming the happy hunting ground of India's

big industrialists. After the war the secondary education can use those skilled industries of the neighbourhood as the basis of curriculum and within a decade turn out pupils for one or more industries. It should be noted that secondary education and the secondary school teachers are interested in industry as industry but in the welfare of the young of the community. 'Education through Industry', should be the watchword of the secondary schools under a new social order. The aim of the industrial education will be to prepare boys and girls to find life's work, to give them an intelligent grasp of industrial democracy.

To quote Dewey, "the democracy which proclaims equality of opportunity as its ideal requires an education in which learning and social application, ideas and practice, work and recognition of the meaning of what is done, are united from the beginning and for all." The secondary education under the new social order should justify its existence by showing how the ideal can be related with the actual. Our excessive devotion to the liberal subjects leaves the young adolescent without any permanent interest in nature or in human institutions and human achievement whether in the field of Letters, Science or Art or in the industrial, commercial and political life of our times. The new social order demands an education that prepares a youth to overcome the inevitable difficulties that stand in the way of his material progress, an education that educates hand as well as head, an education

that enables the youth to discover his powers and limitations, an education which makes him take interest in productive work. As Paul Hanus puts it, "Secondary education should especially promote the discovery and development of each pupil's dominant interests and powers; and that it should seek to render these interests and powers; subservient to life's serious purposes and also to the possibility of participation in the refined pleasures of life." We should now have enough of that education which sought, "to form a class who may be interpreters between us and the millions we govern, class of persons Indians in blood and colour but English in taste, in opinions, in morals and in intellect." The real ideal for us all will be to develop among our pupils a capacity to see and to react on the resources and problems of modern civilization.

Social Training in Primary Schools *

By Prof. K. G. SAIYIDAIN, B. A., M. Ed.,

Director of Education, Jammu & Kashmir State.

WHAT type of "social training" can we, and should we, impart in our primary and rural schools? Obviously, if our conception of the primary school were the poor and narrow conception that I have condemned, the problem will not arise at all. The teachers need not bother about any "social training" because they would be only concerned with academic instruction. But, even in that case, social training of some kind would necessarily result, because it is implicit in the mere fact of a number of children living and learning together under the supervision of teachers. But such training is chaotic, unplanned, not directed towards any well-defined objectives. If the primary school is to take its proper place in

the education of the people—and we must remember that, for a considerable time to come, a large majority of our children will receive *only* primary or basic education—it *must* address itself intelligently and purposefully to the cultivation of certain social—qualities in its alumni. Psychologists have definitely established the fact that the child's first few years determine the basic pattern of his whole life, so much so that later education has often merely to deepen, crystallize and clarify the lines that have been already laid—a discovery which, incidentally, puts the need for nursery and infant schools into an entirely new light. This makes it all the more imperative that social training be made an integral part of the work of the primary school. Now, the nature of this training cannot be determined in a vacuum;

* Excerpts from the Presidential Address at the Primary and Rural Education Section of the All-India Educational Conference, Jaipur.

it must be defined with reference to the nature of the Social Order that we wish to bring into being. It is obviously beyond the scope of this Section—and of my Address to discuss the nature of the Social Order—I am glad that this is being done with due seriousness in the General Session—but I do feel that, if a new Social Order is to be at all worth having, it must, at least, have three qualities: it must be *co-operative*; it must *eschew exploitation* of man by man in all its vicious and varied forms; and it must *cut right across the stratification of society* into classes that are mutually exclusive or hostile. If you agree with this view, certain educational corollaries would follow naturally and inevitably. Since we wish to develop a *co-operative* outlook, we must plan all aspects of our work—curriculum, methods, organization, discipline, personal influence of teachers—in such a way that the children will cultivate a co-operative mentality and a socialized attitude as easily and smoothly as, thanks to our educational and social institutions, they develop the competitive and selfish mentality now. You might well ask: Why should curricula, methods, organization etc., all be dragged into this matter of social training. Let me make this point clear. It is impossible to achieve an effective technique for the re-orientation of emotional and intellectual attitudes unless *all* the influences that play upon the child's life are so organized and harmonized, that their total pull is focussed in one desirable direction. A socialized orientation of the curriculum will give the pupils an insight

into the main factors and forces of the social structure, and, with proper teaching methods, it is amazing how much even young children can understand and appreciate of the significant social phenomena surrounding them. But this naturally calls for the throwing over-board of a good deal of the educational lumber which still encumbers our syllabuses in History, Geography, Mathematics, Sciences and languages, and the inclusion of enriched and significant subject-matter calculated to give insight into the working of our society. Similarly, social methods of learning, which give children the opportunity to work in groups, to deal with projects and problems, to plan out social and academic purposes in common teach them to value co-operative achievement above individual performance and social service above competitive success. It is not a matter of speculation but of actual experience and experiment that children brought up in a well-planned social environment can acquire the qualities of socialized behaviour just as naturally and spontaneously as the opposite mentality of selfish individualism. It is an unfair indictment of human nature to suggest that it is innately selfish, competitive and aggressively exploiting and that it does not respond readily to motives of conduct more honourable than snatch and grab and lust for money or power. Such a view is based on an unjustified belittling of the part played by a planned socio-economic environment in the shaping of human conduct and ideology. My contention is that, even during six or eight years of proper schooling, it would be possi-

ble to instil co-operative and social attitudes and reactions into the minds and behaviour-patterns of the child.

... ..

In conclusion, I would invite your attention to one crucial condition which *must* be fulfilled if the school is at all to achieve effectively the objectives of discipline and social training that we have in view. The school by itself and without the cumulative support and influence of other social institutions is almost powerless; if they are not oriented in the same direction in their ideology as the school it would only be striking its head against a stone wall. If it stresses the value of co-operation, while the whole trend of social organization is in favour of cut-throat competition; if it stands for mobility of social intercourse, while society is

divided into stratified classes; if it teaches the dignity of manual labour, while society places the manual labour in a condition of almost sub-human existence and inferiority; if it cultivates self-discipline in an atmosphere of freedom, while society is regimented and the right of honest self-expression is denied to individuals—is it reasonable to hope that, under such adverse circumstances, the school battling against these heavy odds can bring about any radical change in social ideology? No, there is no running away from the fact that all of us who desire a better educational system must also lend our support to, and strive as best as we may for, the establishing of a better Social Order based on social justice which after all, is the highest human ideal for which, education and other social agencies can strive.

“But Their Eyes Were Holden”

By Prof. Henry Martin, M. A. (Oxon.)

Once more appears the sacramental sign :
Like a great sapphire chalice round me rise
Blue mountains, brimmed with froth of golden skies,
And twilight stains the air like purple wine.
Thus evening after evening brings divine
Transfiguration, and a vague surmise ;
As though an angel slowly his grave eyes
Opened, and looked a secret into mine.
What is the message ? As I watch, I thrill
Expectant ; just beyond my straining sight
I know a vision waits ; some truth evades
My groping thoughts ; and then, just as I feel
It imminent, alas ! the glory fades,
And heaven's door is slowly closed by night.

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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, Feb., 1944

Sir Maurice Gwyer on
Post-War Education

SIR Maurice Gwyer, retired Chief Justice of the Federal Court and the present Vice-Chancellor of the University of Delhi, made a number of weighty observations on Post-War Education in India while delivering his address as president of the All-India Conference of Educational Associations. Taking the now wellknown memorandum prepared by Mr. John Sargent as his text, he endorsed all the recommendations found in it; and this in itself is a point of great significance. His main theme, however, was the consideration of some of the difficult-

ies that have to be faced if the scheme is to be given practical effect—difficulties not merely of a financial character to which attention has already been drawn by very many others but also of a constitutional and administrative character. He laid special emphasis not so much on the nature of these difficulties as on the need to start thinking about them immediately and finding satisfactory solutions for them without any delay so that when the war is over and the actual task of reconstruction is taken on hand there might be no room or occasion for controversies. This suggestion is worth considering and it is the duty of all persons interested in reconstruction to have ready-made solutions as it were to the difficulties pointed out. It is not enough to know that there are difficulties. Statesmanship requires that devices are adopted to surmount them.

It is a matter for gratification that he considers that the financial difficulty is not of such a serious character as many think it to be. Though the figure of about 300 crores of rupees per year seems to be staggering, especially in view of the existing poverty of India and the low tax-paying capacity of the population, he has come to the opti-

mistic conclusion that in the post-war period economic conditions in India are bound to improve and it will be within the capacity of the country to raise this vast sum, provided a well-conceived and prudent financial policy is adopted. He is not alone in thinking like this. Sir Jogendra Singh, the Education Member of the Government of India, has also come to the same conclusion. Addressing the Central Advisory Board which met recently to consider Mr. Sargent's scheme he observed, "If we set about it with unfailing determination and develop the natural resources of this sub-continent and make money our servant we may increase the national income ten times and enable the entire scheme to be carried out in 25 years instead of 50 years. There is nothing impossible of attainment."

SIR Maurice Gwyer was however clear in stating that the taxation necessary to raise sums of this character can only be levied by an Indian Government. According to him it is a condition precedent not only to the ultimate success of the scheme but even to its initial introduction that constitutional changes of very considerable importance should be carried out. It is to be hoped that he will use all the

influence which he possesses to bring about these changes and have the new scheme inaugurated before he leaves the country.

ACCORDING to him there should be a new orientation in the relations between the Provinces and the Central Government if the scheme is to be put into practice. The resources at the command of the Provinces are meagre. The Central Government should come to their rescue; and if this is to be brought out the autonomy claimed by the Provinces in the sphere of education has to some extent to be modified. At the same time a new kind of administrative machinery in the centre as well as in the Provinces has to be created for the purpose.

LIKE many other observers he condemns the administration of education by local bodies and holds them responsible for the little progress in this sphere that has been achieved during the last twenty five years. He pleads for the administration being taken over by the Provincial Governments and the agents of the Central Government. It is not our intention to go into the details of this matter but we have to point out that this condemnation of local bodies is not completely justified. The amount of independence and discretion

that is allowed to these bodies by the existing statutes in different provinces is very little; the control exercised over them by the Government and its expert officials is great. Any failure or defect noticeable in their administration is to be traced not merely to their inefficiency and corruption but also to the lack of expert skill and real interest on the part of the supervising and controlling agency. The mere transfer of power from elected bodies to paid official agencies may not very much improve matters. Much will depend on the nature of these agencies and if they are to function efficiently a good deal has to be done to improve their outlook and to make them nationally minded.

THIS becomes all the more clear in connection with another of his observations. In his opinion it is necessary in the execution of any reform that the national conscience should be stirred. Enthusiasm and emotions can bring success more substantial in character than mere improvement in machinery. Every man and woman must be made to feel that it is a part of their duty that the national system of education is to be spread among all classes and sections — not merely the higher and the more

privileged classes but also among those that are considered to be untouchables. And in this connection he has issued a warning which it is worth our while to take note of: "And a very real danger seems to me to lie in this, that if what I have called the national conscience does not itself insist upon its exirpation, the process of education will one day open the eyes of these unhappy people (Untouchables) to their own position, so that they become conscious of their wrongs and of the oppression under which they have lived for so many hundreds of years, and then consequences full of danger may follow, as they followed in France in the 18th century and in Russia in our own time."

GOVERNMENTS in different provinces will do well to put into effect one valuable suggestion which he has made in the course of his address. He wants them to make a beginning even now to bring up the existing educational facilities to the standards envisaged by Mr. Sargent's scheme in respect of the quality and the status of teachers and of school and University buildings. He has even gone to the extent of saying that if this is not wholly possible it might be done in selected establishments or areas. "Such a programme

would have an immense propagandist value, for it would show the world what was going to be done for the whole province later on and it would serve both as a model and as an incentive." It is to be seen whether any of the Provincial Governments will care to seriously take up this suggestion and pay adequate salaries to teachers in all schools at least in one district.

HE also throws a responsibility upon public men and politicians. He is of the view that they should not begin the study of all the details connected with Mr. Sargent's scheme only after the political problem is solved and self-government obtained for the country. Self-government or no self-government these details require investigation. The keenest brains in the country should undertake the examination and study of these problems and prepare solutions for them.

THERE is a section of officials and non-officials who feel satisfied the moment when a scheme or a report is made ready. They think that everything has then been accomplished. They forget that the implementing of the scheme through necessary legislation and the creation of administrative machinery is a matter of greater importance. It is this complacency

that has to be avoided. And in his address Sir Maurice Gwyer has drawn pointed attention to this aspect.

Education and Social Order

IN his presidential address to the Primary and Rural Educational Section of the All-India Educational Conference Mr. K. G. Saiyidain, Director of Education, Jammu and Kashmir State, has, with the apostolic fervour so characteristic of him and of his writings, put forward a powerful plea for a generous vision in the matter of future education. The central point in his address is the need for a better social order based on social justice. It is only when statesmen realise this need and create the new order that it will be possible to formulate any new scheme of education. Every educational scheme that has so far functioned merely reflects the characteristics of the social order of which it is an integral part. Education is never divorced from this order. It is a truism to say that all plans for educational reform put forward by mere educational reformers will be futile unless it is based on a preceding plan for the reconstruction of society as a whole. Education is in essence the training of the children and the youth of a country with a

view to enable them to fit themselves into the society in which they have to spend their lives. It is with emphasis on this aspect that Mr. Saiyidain delivered his address.

THE new social order should, according to him, possess three characteristics. "It must be co-operative; it must eschew exploitation of man by man in all its vicious and varied forms; and it must cut right across the stratification of society into classes that are mutually exclusive or hostile." The education of future India should be such as will fit in with this new social order. And it should have corresponding characteristics. All aspects of school work—curriculum, methods, organization, discipline, personal influence of teachers—must be planned in such a way that the children will cultivate a co-operative mentality and a socialized attitude.

CHILDREN must be made to work in groups. There must be a set of common schools for all and no special schools for children of particular classes or castes or communities. So strong is his feeling against these sectional schools that he has gone to the extreme of saying that "it would be a good thing to close temporarily at least all Public schools, Convents, Chief's

Colleges and expensive primary and secondary schools, and force the children of wealthier parents to attend the ordinary primary and secondary schools which are considered good enough for the rest of the children." There is also the need for introducing into schools practical, creative and constructive activities of different kinds and for teaching every one the dignity of manual work.

THE address deserves to be carefully studied. The example set by the Kashmir State in respect of carrying out some of the reforms suggested by Mr. Saiyidain—especially those relating to "Labour Week" has to be followed in other parts of our country.

Personal Notes

MR. C. RAJAGOPALACHARIAR, ex-Premier of Madras, was conferred the Honorary Degree of Doctor of Laws by the Chancellor of the Osmania University at the annual Convocation of the University held on Jan 27.

DEWAN BAHADUR B. VISVANATH, Director of Imperial Agricultural Research, New Delhi, and DEWAN BAHADUR DR. A. LAKSHMANASWAMI MUDALIAR, Vice-Chancellor, Madras University, were conferred the degree of Doctor of Science at the Convocation of the Andhra University.

THROUGH different PROVINCES

DELHI

CENTRAL ADVISORY BOARD MEETS

A Committee to consider the administrative changes that would be necessary for the introduction of a comprehensive-61 crore-national system of education in India has been appointed by the Central Advisory Board of Education, which met at Baroda last month. Another Committee has been appointed to consider the question of religious instruction in all stages of education and a third Committee to report on the scope of agricultural education in the country.

Reports of these Committees will supplement the Post-War Educational Developments Plan of the Board. Meantime it has been decided to publish the scheme as finally approved by the Board.

The Board decided to set up an organisation to advise students going abroad. It was agreed that the committees already existing in various Universities should undertake this work and the Education Department will keep them fully posted with the facilities for studies available abroad.

The Board considered the question of Basic English in relation to the Indian educational system. It was agreed to appoint a committee of experts if the occasion arose to express opinion.

The Board also considered it desirable to arrange for the study of Chinese and Russian languages at certain selected centres. A committee was appointed to investigate the problem of training, recruitment and conditions of service of teachers in

Universities or other institutions of higher education. The Board also decided to ask Provinces to report on the progress and possibilities of Basic education. It was suggested that in the development of basic education, education in agriculture and other crafts should be developed where spinning and carding were not local occupations.

TATA MEMORIAL RESEARCH SCHOLARSHIPS

The trustees of the Lady Tata Memorial Trust are offering six scientific research scholarships, of Rs. 150 each per month for the year 1944-45 commencing from 1st July 1944. Applicants must be of Indian nationality and graduates in medicine or science of a recognised university. The subject of scientific investigation must have a bearing, either directly or indirectly on the alleviation of human suffering from disease. Applications must reach by March 1944. Further particulars can be had from the Secretary of the Trust, Bombay House, Bruce Street, Fort, Bombay.

MADRAS

ALL-INDIA MATHEMATICAL CONFERENCE

The 13th Biennial session of the All-India Mathematical Conference was held at Annamalaiagar from December 28 last. In the absence of the Rajah of Chettinad, Mr. M. Ruthnaswami, Vice-Chancellor of the Annamalai University and Chairman of the Reception Committee, opened the Conference.

The Secretary, Mr. S. Mahadevan, announced a gift of Rs. 1,000 for instituting a Gold Medal for encouraging mathematical research from Dr. A. Narasinga Rao.

Mr. S. V. Ramamurti, Adviser to H. E. the Governor of Madras, opened the Mathematics Exposition. He visited the exhibition arranged in this connection where he inspected the exhibits numbering about 2,000. Mr. Ramamurti stated that the Exposition was the first of its kind he had seen and that it was very interesting and educative. He suggested that such exhibitions might be arranged as often as possible as they would be very useful.

ORIENTAL LANGUAGES IN MADRAS UNIVERSITY

The Board of Studies, Madras University, held its annual meeting for the first time in Hyderabad. The session considered the curriculum for the Oriental Languages of the Madras University and other matters in regard to text-books in Urdu, Arabic and Persian. The meeting also discussed and recommended that the Madras University should arrange to hold the Bachelor of Oriental Languages examination.

BENGAL

UNIVERSITY AIR TRAINING COURSE

Arrangements have, it is understood, been made by the University of Calcutta in collaboration with the Indian Air Force Headquarters for starting an Air Training Course in Calcutta. The equipment has already arrived and instructors have been deputed by the Air Force authorities for conducting the course. The University authorities have constituted a committee with the Vice-Chancellor as Chairman for supervising the course. Fifty candidates will be selected for training by the committee every 3 months.

U. P.

ALL-INDIA DEVA BHASHA PARISHAD

The 14th session of the All-India Deva Bhasha Parishad was held at Ayodhya under the presidency of Mahamahopadhyaya Anantha Krishna Shastri of the Calcutta University. Resolutions were adopted requesting the Government of India to include representative Dharmacharyas in the country in the Rao Committee and to take steps for making Sanskrit compulsory in schools. Provincial Sub-Committees were formed for the purpose of taking measures to encourage the study of Sanskrit.

SIND

UNIVERSITY FOR SIND

"Sind will have a University of its own at no distant date", said Pir Illahi Bux, Education Minister, in a Press interview. It is understood that the University Committee's report is being considered by the Finance Department and that a Bill will be drafted shortly to be placed before the Assembly.

ORISSA

UTKAL UNIVERSITY SYNDICATE

The Utkal University Syndicate, at its first meeting held with Mr. P. Parija, Vice-Chancellor, in the chair, considered three applications from the Director of Public Instruction for the starting of two Intermediate Colleges in Arts at Balasore and Puri and one College in Arts and Science at Sambalpur. The matter was left for local enquiry by Inspectors appointed by the Syndicate.

The Syndicate accepted a sum of Rs. 7,000 sent by Mr. L. P. Singh, District Magistrate, Cuttack, from public utility and charitable fund of the district towards the establishment of a University Library.

PUBLIC OPINION

H. E. THE VICEROY'S EXHORTATION TO INDIAN SCIENTISTS

"If India is to play the part in the world to which her size, her population, her history and her position entitle her, she too must make every possible use of scientific advancement," observed H. E. Lord Wavell, Viceroy and Governor-General of India, opening the annual session of the Indian Science Congress at New Delhi on January 3.

Continuing he said, "She has already produced many great scientists, she bears many more in her fertile womb. Her contributions to science have always been on the side of peace and progress. She has everything to gain by combining modern science with her old culture, her traditional outlook should enable her to make an increasingly fine and characteristic contribution to natural knowledge. Indian science has in fact made a very remarkable stride forward during the last 25 years, as is shown by the foundation of many new societies, new journals and new departments of science in universities and under the Government."

Proceeding he observed: "The coming years will be vital to India. She must learn to make use of her abundant resources with the aid of science, which is the most international of all human interests.... This session of the Indian Science Congress has a momentous task to perform; to discover how best to bring the aid of science to the development of India's great resources in agriculture and industry to the improvement of health and to social advancement and prosperity."

SIR MIRZA ISMAIL ON EDUCATION AND NEW SOCIAL ORDER

In a paper on "Education and the New Social Order" read at the last session of the All-India Educational Conference at Jaipur, Sir Mirza Ismail, Dewan of Jaipur, said that the new social order, must be built on education. It would be in every good sense democratic. It implied free and universal primary education, and would require that at all stages education shall be genuinely educative and shall be appropriate to the needs of those educated. It would give knowledge, train faculties, and create habits and would make it possible and natural for people to take an intelligent view of things, a view more profound and comprehensive as one passed from stage to stage of education.

If education was to do its share in promoting the new social order, Sir Mirza thought that from the primary stage onwards it should, in its curricula, give special attention to the problems of Indian society. In the very earliest stages, children should be carefully instructed and practised in all the various ways of hygienic improvement to village or town; and as they get older their social education should become broader and deeper and it should never come to an end. Women too had an important part to play in society and if they were to exercise their proper influence they must be as well educated as men, and on very much the same lines. Sir Mirza added that in the new social order, everyone must have enough in every material sense; and this raising of the standards of living

particularly among the poor, could be achieved only by industrial development, which would expand the family budget of all useful people, industrialists and others, even poor government servants, whose fixed salaries were sadly unresponsive to inflationary tendencies. In our educational development, therefore, special attention would have to be given to training on the scientific side, and to scientific research related to industry.

SIR JOGENDRA SINGH ON POST-WAR EDUCATION IN INDIA

The need to make an immediate start to carry out plans of educational and economic development and to establish closer and the most cordial cooperation between the Centre and the Provinces for carrying out all schemes of post-war development on a nation-wide scale, was emphasised by the Hon'ble Sir Jogendra Singh, Education Member, Government of India, in his speech at the opening of the tenth session of the Central Advisory Board of Education at Baroda on January 19.

Referring to the financial aspect of the scheme of national education he said :

"I am aware of the misgivings in some quarters as to whether India can afford to finance the scheme. I am no less conscious that India's economic progress is intimately bound up with the development of her social services. The most important factor of production is man himself. Human machinery must be raised to the highest level of efficiency and maintained in good condition if we are to exploit the natural resources which God has placed at our disposal. Any money that we spend on equipping 'our man power is an investment which would

more than repay what we spend."

"There is no other way to improve the economic conditions of our people," he continued, "but to feed and educate them and to make them equal in efficiency with their compeers in other countries. Education will place in the hands of our youth the key to unlock the hidden treasures of nature; it will produce leaders who can concentrate their lives in making a better future for their fellowmen. Education, in any case, is not going to be a wasting asset. So let us go hopefully forward and do what other countries are doing."

LAHORE BISHOP ON STUDENTS AND POLITICS

"I have often heard it said that the main hobby of Indian University students is politics. If the description is true it would not be surprising because the political issues of this great sub-continent contain some of the most interesting and challenging problems in the world. It would be as surprising at it would be disappointing if the students of Indian Universities were not interested in them," observed the Rt. Rev. Dr. D. G. Barne, Bishop of Lahore, addressing the annual convocation of the Punjab University.

Dr. Barne, however, advised the University men and women to do their best to make the political engine run smoothly and suggested that the best way for a train to reach its destination was to keep on the lines. He said: "There are national and civic duties not only for you yourself individually. But the position to which your education has brought you should make you concerned about millions more, the poor and outcaste people, who should be showing signs of progress as well."

FOREIGN CURRENTS

Mass Education in African Society

A White Paper has been published last month on "Mass Education in African Society", embodying the recommendations of a special Sub-Committee of the Colonial Secretary's Advisory Committee on education in the colonies on the lines of the Sargent Report on Indian education. The report is regarded as one of the most important documents coming from the Colonial Office in recent times. In brushing aside the belief that it would take three centuries to wipe out illiteracy in African territories, the framers of the report believe that it would be possible to accomplish it within one generation by the use of shock tactics and modern technique.

The objectives recommended are: Firstly, universal elementary education; secondly, extension of adult literacy with the development of literature and libraries; thirdly, planned mass education of the community as a movement of the community itself; fourthly, effective co-ordination of welfare plans and mass education plans.

The report recognises that universal schooling which is defined as the first goal must entail the sacrifice of quality to quantity and suggests the adoption of a system followed in the Dutch East Indies with the limited aim of teaching the Three R's and little else to all children within three or four years. The report is also greatly concerned with the problem of abolishing the gulf between

the literate and the illiterate and visualises that mass education movement could be advanced by concentrated campaigns against specific evils. It suggests the enrolment of progressive educated Africans as voluntary teachers and leaders of these campaigns and proposes the appointment of mass education officers, who would act as "Officers Commanding combined operations," and correlate the work of all the agencies concerned.

One original recommendation in the report is that the mass education plan, employing mobile cinema vans, handbills, pamphlets, lectures, classes, etc., would build around such problems as infantile mortality, soil erosion and malnutrition, thus combining the teaching of literacy and other techniques with practical remedial measures. Thus education will be made the means to an end which every one will recognise to be good.

The report declares that a good deal can be learnt from the methods by which the Russians and the Chinese almost worked miracles in the conquest of illiteracy. It emphasises that mass education must become a truly popular movement enlisting the wide enthusiasm and co-operation of every man and woman who is already literate. Pointing out the success of this method in Russia, the report says, "There is a definite attempt to link all mass education of children, adolescents and adults with their local environment, whether

Book-Reviews

THE EDUCATION OF INDIA by T. N. Siqueira, S. J.—Published by the Oxford University Press—Pages 208.

The issue of the second edition of this book at a time when the publication of the Sargent Report has focussed public attention on schemes

Continued from preceding page.

urban, industrial, collective farm or rural village. All adults trained in literary classes are expected to take part in their neighbourhood in propaganda work for better agriculture, prevention of tuberculosis, etc., and so make use of their new found knowledge."

Speaking of Colonial reactions to the changes brought about by the world conditions, the report refers to the changed attitude towards evil conditions. Fatalism and toleration are misfortunes and social injustices are now giving way to mass consciousness, which according to the authors of the report, actually exaggerates the responsibility of the groups or individuals, especially those in authority, for these happenings, sometimes even ascribing material calamities to such a source. "The explosive temper which may result from such a change can only be controlled and guided by wisely directed mass education with particular stress on social and civic responsibility" says the report.

— *The Hindu*.

of post-war educational reconstruction in this country is quite opportune. It is in two parts. The first part attempts a brief, but significant, history of Indian Education, "surveying the vast ground as from an aeroplane." The second part, which is of greater interest to educational reformers, deals with the main problems with which educationists are faced today in this country. The history is a Pisgah-sight of the long past of Indian education and the discussion of problems is suggestive and illuminating. The author lays his finger unerringly on the crying defect of Indian education in the past, viz., that it has not been Indian and consequently not been education. Another glaring defect is that the vernaculars have not been made the media of instruction. The language, the content, the atmosphere have all been foreign and small wonder this exotic education has been barren of results and India stands lowest as regards its standard of literacy among the nations of the world. The scheme of educational reconstruction outlined by the Educational Commissioner with the Government of India will enable India to draw level with other nations and though the amount of money required is enormous it should be found somehow considering the urgency of the problem and the good results that the scheme bids fair to yield.

In the discussion of the main problems of present-day education, the author makes some valuable suggestions with which all sane thinkers will be in agreement. He

points out how co-education is not suited to our country and how it is better to have costlier separate schools than the apparently cheaper mixed schools. Speaking of Physical education, while he is keenly alive to the importance of providing for it in our schools and colleges, he rightly enters a caveat against an undue emphasis on Physical education, divorced from an enlightened scheme of general education, which will only help to produce blustering jingoes and unthinking brutes. The author makes very valuable suggestions on the subjects of adult education, briefly adverting to what has been done in other countries in this direction, and he lays stress on the point that it will be productive of better results if it is undertaken by the state than if it were undertaken by private agency. The author is also quite right in his contention that no education can be said to be complete which ignores religious education. The emphasis that is now being laid on moral instruction in schools is none too excessive. At the same time we must recognize that we cannot go beyond the teaching of pure rational ethics and that any attempt at introducing a course of religion bristles with difficulties in a country like India with its multiplicity of religious creeds.

In the concluding chapter the author restates all the main points he has made out in the preceding chapters and puts forward a vigorous plea for a radical re-orientation of the educational system, especially in the primary and secondary stages.

The book is written in a vigo-

rous and racy style and the printing and get up set up a high standard in book publication.

— V. M.

TOKEN OF INDO-BRITISH FRIENDSHIP

The Postmaster of Kalimpong, a Bengali gentleman, daily anxiously awaits the pony convoy which arrives in the important trade centre of Kalimpong from Tibet. One of these days the convoy is bringing him a precious curio he has ordered from that mysterious land—a curio, which with a parcel of specially flavoured Darjeeling tea, is going to be sent by his eldest daughter as a reciprocal token of goodwill all the way from Kalimpong, perched in the Himalayas, to Bury, Lancashire.

This is the story of a striking example of Indo-British friendship. When this Postmaster was in-charge of a post office in an out-of-way station in Bengal a friendship grew between Sergeant Major Clifford Slattery who used to call daily for the mail of a certain unit, and the Postmaster. A common tie was that both were fathers of three daughters respectively. Slattery wrote home about his Indian friend who had three daughters about the same age as his. His eldest daughter as a gesture of goodwill sent the Postmaster's daughters some English books. And now a return gift will be on its way from India to Bury, Lancashire. The Postmaster is determined that the gift will be worthy of the East and his choice has fallen on five pounds of Darjeeling tea and a quaint curio from Tibet. — *News Bulletin No. 15*.

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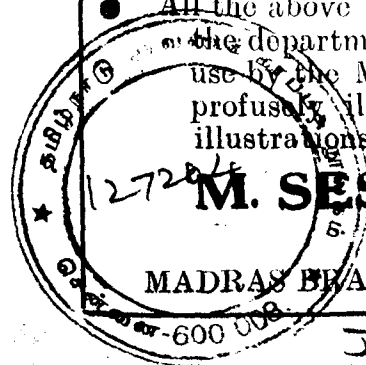
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