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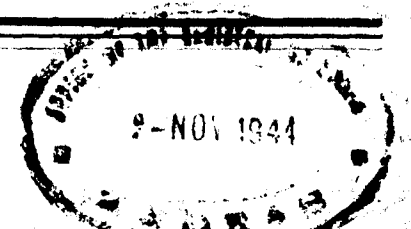
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Conference at Udaipur: "English language is certainly necessary for acquisition of Western Knowledge, but a study of the English literature stands on a slightly different footing. Should English literature be a compulsory subject for all undergraduates? General English must of course be compulsory. But should text-books be prescribed for the B. A. examination which students cram up with the help of glossaries?"

ELIMINATION OF POETRY

If such is the view of Sir Shah Suleiman with regard to English in the University stage how much truer is it of English in the Secondary stage? The study of English poetry is not only of no use in enabling pupils to have control over correct English usage but will positively impede that aim. The order of words in poetry is quite different from that in prose, and educationists will consider whether this will not confuse the pupils and retard the progress they will be able to make in its absence. Does any one who wishes to have a working knowledge of a language ever study the poetry in it for that purpose?

The Educational system:-- one of the Oxford Pamphlets on Indian Affairs says "Students at school and College wade through Goldsmith, Carlyle, Shakespeare, Milton, and Keats and at the end of it are usually unable to write a few sentences of simple, clear and correct English. One is forced to conclude that the essential object of the prevailing system of English teaching is the deliberate production

of *habus*.....After two or three years of study it should surely be possible to have a good working knowledge of English adequate for the purposes of technical employment." We also know that many Sanskrit Pandits who finished all the *Kavyas* can neither speak nor write a simple Sanskrit sentence. For the senior School Certificate Examination of Oxford and Cambridge the compulsory paper in English is only one of General composition while English poetry is studied only by those who offer English as a special subject. Training in appreciation of good literature can be given to pupils in their study of poetry in the mother tongue. English may also be one of the Optional subjects and study of English poetry and literature may be made compulsory in that. But to make the study of poetry compulsory for all is an unnecessary burden to pupils and is bound to result in much waste of effort. Its removal will reduce the burden of English study by half and make its study pleasant.

Mere elimination of English poetry will not suffice. The prose prescribed for study should be easy modern prose of a narrative type. Writing in the Educational India, Prof. M. Venkata Rangayya once observed; "Methodologists must say whether the study of English books written in the 16th, 17th and 18th centuries with their archaisms and worn out usages will help our youth in expressing their ideas in correct and idiomatic English of the present day. It is one thing to study English Literature and another to have

control over modern English Language." This shows us the necessity of avoiding selections from at least some of the old authors. I would also add that selections from 19th century writers like Dickens and Lamb also should not find a place in school text books. Their sentence construction is quite contrary to modern notions. These are models of the kind of sentences which we avoid in present day English. I see no good which these selections do except provide complicated sentences for the analysis question of the S. S. L. C. Examination. The selections should only be of the narrative type so that pupils may read for themselves and understand. If difficult selections are prescribed teachers will be forced to resort to the evil method of dictating notes and pupils of cramming them. I should consider all criticism of cramming insincere, until those responsible for selecting passages for the S. S. L. C. Examination cease prescribing such portions.

NOT GRAMMAR BUT EXTENSIVE STUDY

I now pass on to the need for decreasing the importance given to too much of theoretical grammar. A knowledge of grammar is to some extent essential to the learning of a new language. But I wonder if all the jugglery practised under the name of grammar is essential. Has the mastery of grammar ever known to lead to control over the use of correct language?

"Rules for good writing they with pain indite
Then show us what is bad by what they write."

Dr. Starch wrote: "Knowledge of Grammar has very little effect on correct usage. The large increases in grammatical knowledge are accompanied by small increases in correct usage. Apparently imitation and repetition of correct expression are far more efficacious in forming correct habits than grammatical knowledge." Will a knowledge of parsing of words in complicated usages, of the feminine, plurals or past tenses of words which the pupil in his life time will rarely have occasion to use, and of the processes of mechanical transformation ever help a boy in writing correct English? The reports of the Examiners in English II at the S. S. L. C. Public Examination show that the questions in grammar help to secure a pass to many boys who cannot write two correct sentences.

The study of grammar should be reduced to the minimum necessary for learning the language. Its study should be replaced by extensive study. Even here success depends in the books prescribed. They should be written on the lines of Michael West's supplementary Readers to his New Method Readers. The language should be simple and of a standard just below the one in which the pupil is studying so that he can understand the subject matter by himself. The subject matter should describe Indian Life or Places. The print should be bold and the pictures and get up attractive. The book should not be more than 30 or 40 pages. Even the length of the book matters. There is a pleasure in achievement which stimulates one to further effort. The

pleasure of finishing easily book after book will increase the boy's desire for reading. I am sure a boy would gladly complete four books of 30 pages each rather than read through one book of 100 pages. I consider C. E. Parkhurst's "Here and There in India" Series (Macmillan & Co.) ideal books for extensive reading. Extensive reading can and ought to begin from the third year of study of the language. It goes without saying that these books should never be taught in the class. The teacher should only guide the pupils in their study. This is possible only when books are specially written for the purpose.

INDIAN ENGLISH

There is need for evolving an English suited to Indian conditions which for convenience I shall call "Indian English". I claim no originality in this suggestion. When I was a pupil teacher in the Training College, Rajahmundry, Mr. W. C. Douglas, our Principal, once observed: "English in Southern England is different from English in Northern England. We have also an American English, a Canadian English, an Australian English, and a South African English. Why not there be an Indian English? I shall make my point clear by an illustration. We commonly come across sentences like "He is angry upon me". The mistake in the sentence arises from a translation of the usage in the mother tongue. This mistake seems to be common to pupils throughout India which shows similarity of usage in Indian languages. Such forms arising

from the translation of usages common to the principal Indian languages may be accepted as correct. But the trouble is no individual, however great, can and ought to exercise his discretion to determine which form should be accepted as correct. Here arises the need for co-ordination of effort. An All India Body of the status of the Central Advisory Board of Education or the Inter-University Board may form a Special Committee containing representatives from the several language areas. These representatives will call for the suggestions of teachers of English in High Schools and Colleges. They will then put all these together, go into the whole question and evolve certain forms which, though they may cause a shock to purists of English Language, may be treated as correct Indian English. No body can pretend that these forms will not make the meaning clear. Further, English is a living language enriching itself by fresh additions both by way of words and usages. Hence these additions, I am sure, will not cause violence to the purity of the language. On the other hand, they make the English language richer and its study easier. This Committee will also study usage in America and the Dominions and recommend the adoption of some of those usages and spelling which make the study of the language easy. 'Builded' as the past tense of 'build' has come into common use, though we still insist on 'built'. What will purists say to "candidate for President", "Do you suspicion any one?" But I find them in good modern English.

The same committee may also consider the advisability of confining the study of English in the first three years at least to Basic English. A change may be made afterwards, if the need for it is felt. I do not want to write at length on this except commend to the reader the excellent articles on Basic English by Rev. Dr. J. B. Freeman in the "South Indian Teacher" for October, November and December.

CHANGE IN THE METHODS

A change in the methods of teaching also will, I am sure, bring about improvement in the standard of English. One method is to introduce translation from mother tongue to English. However much of effort we may make, every child in the early stages is bound to think in his mother tongue and then translate into English. It would behove us as educationists to recognise this natural process of thinking in a child and use it to the advantage of the child by giving proper training in translation. An exercise in translation, as every teacher knows, is also an exercise in composition in that the translator has to find suitable words and usages in the new language which easily and naturally convey the meaning of the original passage. The order of words in English is different from the order of words in the pupil's mother tongue. Translation exercises will give the teacher an opportunity to show this difference and to give training in correct expression. But success depends to a great extent on the nature of sentences selected. Careless selection will do more harm than

good. Certain types of sentences should be chosen and graded for each class. Attention in each class should be confined to those models, which should be well drilled. Those exercises also help to extend the pupil's vocabulary. Short stories like the Aesop's Fables may be tried, as pupils advance. I think one question in English II paper of the S. S. L. C. Public Examination should be on translation from mother tongue to English, the passage being well chosen.

Another method is to make the pupils get by heart their prose lessons. Getting by heart of passages from poetry is unnecessary and definitely harmful. If my view that there shall be no compulsory study of English Poetry is accepted, there will not be this necessity either. Recitation of prose passages will force a pupil to read his text book carefully. Good reading and recitation of prose passages will develop in the pupil a sense of correct anticipation and thus give him facility in the use of the language. These two methods, translation from mother tongue to English and getting by heart of prose, now discredited, were in use in the matriculation days when the standard of English was high. Why should we fight shy of adopting those methods now, simply because they are old?

Training in silent reading is yet another method. Here also, as in the case of books for extensive reading and passages for translation success depends on the passages assigned. The passage should not contain many new or out of the way words.

Looked at from this point of view, the proposed substitution of the story poem in English II of the S. S. L. C. examination by a prose passage is a welcome change. After all, one main aim of language teaching is to enable the pupil to read for himself and understand what is read. Where can he be expected to get necessary training except at school?

Ever so many ways of making the teaching of English more interesting are daily coming into vogue, all under the name play-way methods, and they should also be adopted. The substitution method is a very

useful way of affording opportunities to pupils for making use of their vocabulary and for developing their imagination.

Thus by reducing the exaggerated importance attached to English, by postponing its study by at least three years, by eliminating the study of English poetry from Secondary Schools, by bringing into existence a kind of Indian English and by adopting some of the methods of teaching suggested, we can not only raise the standard of English in our Secondary schools, but also make its study less attended with tears.

WORKING WITH HANDS

A Neglected Value in Education

By Prof. M. S. Srinivasa Sarma, M. A.

THE learned editor of "Educational India" in his leader on "Education and Social Order" in the 1944 February Number, commenting on the Presidential Address of Mr. K. Saiyidain to the Primary and Rural Section of the All-India Educational Conference, concludes with this pregnant observation: "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 whole School system today is "literary crazy". It is piling up more and more text-books on the children, and requires more and more

years to learn them. The training of the hand as an educational instrument for the development of personality and the enrichment of life is sadly neglected. Even the Sadler Commission remarked with pain more than two decades ago that "the old tradition of Secondary Education which still obtains in India is too exclusively bookish, and is therefore neglectful of many forms of activity through which the power of expression may be exercised and trained. If systematic and intelligently varied courses of manual training has a more prominent and honoured place in High Schools, there would be a general lessening of the

aversion for work with hands".

It is this standing defect of the existing education that was attempted to be removed by the Wardha Scheme of Education planned under the inspiration of Mahatma Gandhi. The keynote of the Wardha Scheme is the creative activity of the pupil in some handicraft which incidentally is a socialising and character-developing process. Its guiding spirit is that handicraft should play a worthy part in education inasmuch as it is the happiest outlet for the child's almost boundless love of power which when expressed and harmoniously developed is productive of so much good.

THE PSYCHOLOGY OF BODILY TOIL

Let it be noted at the outset that hand-work, besides instilling love and respect for manual labour, supplies a great opportunity for creative activity and is the best form of self-expression; therefore, any scheme of education that divorces hand-culture from mind-culture is only a torso, an incomplete, unfinished thing. There is a lot of talk about freedom in schools; but it is not realised that the scope for real freedom is to be found in manual labour which is the field for initiative, resourcefulness and inventive powers. Again, childhood, as any psychologist will tell you, is essentially the period of play. Children delight in all sorts of creative activity; and hand-work is the most natural and the most satisfying expression of the instinct of play. In a world whose law is work, there is no escape from hard toil and manly effort. The first thing needed to

make men good, prosperous and happy is a transformation of their minds towards labour. We have to create a psychology of bodily toil—the will to work with hands. Manual work is contribution, service. It is a method of discipline, and even of absorption and rapture. Dignity, poise, mellowness, courage and order are the fruits of manual labour. The only way to escape discontent and the sense of utter failure in life is to forget yourself in some form of congenial manual work. The dignity of hand-work and the desire to do something useful must, therefore, be developed in the young pupils. Manual labour is athletic and heroic. There is no heroism without hardness; and toil is the best earner of health, rest and sleep. It is a common sight at our railway stations and bazaar streets to see stalwart young men engaging coolies to carry a small brief bag or a tiny parcel. The reason is they consider it *infradig* to carry things. The boys should be made to realise that the profession of the barber, shoemaker, farmer, porter, etc., is as honourable as that of the lawyer or the doctor. A new outlook on manual labour is therefore urgently needed. The leaders of society should give sympathy and praise to all manual workers, and encourage them by social contact and approbation. Manual labour must be valued as noble activity, as heroism on the one hand and as skill and art on the other. May I ask why the young men of our schools and colleges should not wash their own clothes, draw water from the wells, grow their

vegetables in their gardens, cut their wood, and do a thousand odd jobs for their own homes? These physical exercises will not only keep them fit and strong, but also develop skills which will be in need almost every day in the management of their homes.

THE NEED FOR WORK

"One monster there is in the world—an idle man", says Carlyle. An idle brain is a veritable workshop of the devil. The individual busy at work is safe both in mind and body. Where the body is strong and the mind clear, "complexes" will not grow. Action is the secret of health, and health is the secret of happiness. Bodily health means heightened vitality which gives an increased sense of power. Work makes up a large part of the work of life. Man's primal nature is to manipulate, to experiment, to construct, to create and to be a cause. It is therefore essential for schools to combine manual training and book-learning, and make the students do things with their hands. Clay-modelling, card-board work, carpentry, furniture-making, gardening and agricultural labour, pottery, cutlery, cane-work, weaving, tailoring, needle-work, embroidery, coir-mats work, toy-making, wood-carving, ivory-work etc., are fields not only for vocational investigation, but for adventure and life. Education must be released from the imprisonment within books, and take the form of making things and doing deeds. Experiments in

hand-work should be introduced into all schools; and periodical Arts and Crafts Exhibitions should become a regular feature of every school.

The elaborate tests of intelligence prove that the range of human abilities and aptitudes is enormous. Therefore to concentrate the school curriculum exclusively on the intellectual aspect without paying attention to manual work is not only to stunt the natural growth of children, but also to make them unfit for the complex business of life. Nature did not intend us to become clerks, journalists and philosophers, but to move about, to run, to climb, and to use our limbs and arms. The most anxious of all our social problems today is how employment is to be found for all the university men whose learning is confined to their books exclusively; and this has brought about a new sense of value of manual work.

Education should make man complete, and develop every creative power in him. The greatest impediment to educational progress is the almost universal notion that it has to do only with the cognitive side of life. This erroneous notion should be given up, and the claims of the Hand and the Heart should be considered as of equal importance as those of the Head. Let us not forget that true culture means symmetrical self development, and that the acquisition of knowledge, emotional stability and manual skill are the triple aims of real education.

THE MANUSCRIPT MAGAZINE

By Sri M. V. CHALAM, M.A., S.T.C., B.T.,

Headmaster, Sir C. J. R. High School, Gandevi (Surat).

AMONG the various extra curricular activities intended to raise the tone and morale of the school and to provide opportunities to the young for free self-expression and self-activity, the school magazine holds a unique and an unrivalled position. Apart from consideration of acute paper shortage and exorbitant printing charges owing to present-day war conditions, the manuscript magazine has certain definite and decisive advantages over its printed rival. The editor is no longer forced to go, hat in hand, to meet the unfriendly looks of indifferent patrons and subscribers and to undergo the dull and wearisome task of examining the numerous proof-sheets without rest or respite. Thus a permanent lease of life is assured to the manuscript magazine and proof against failure becomes a certainty. If it cannot be the proud and privileged possession of each and every individual, the initial attempts of budding writers and artists receive every kind of encouragement from friends and well-wishers and are, indeed, spared from the damning and damnatory criticism of our Olympian gods of learning and connoisseurs of art and beauty. "For there can be no greater blunder than to be always pointing out blunder."¹

The child is, first and foremost,

¹ Ballard : Teaching the Mother-Tongue.

a builder, a maker, a workman, a creator and an artist. For the child to exercise to the full his constructive or creative instinct, free and ample scope should be given in drawing, painting and in writing poetry and prose, to enable him to express satisfactorily his emotional side. Such activities are best calculated not only to draw out the latent capacities of pupils and to offer sufficient scope for the free play of a variety of innate and inherent powers of the child, but also to enable the teacher to arrive at a correct estimate of the child's character and to think of a useful, future occupation for which the child is best fitted, if we want to avoid the thankless job of fitting square pegs in round holes. "In it (the manuscript magazine) is pooled the experience of a multitude of faculties which train the head and the heart and the eye and the hand, as it finds an opening for the child's expression through drawings, pencil sketches, colour paintings, photographs, stories, poems and dramas—features not suited to the stereotyped magazine without a prohibitive cost."

Paradoxically enough, if the child is admitted to be a maker and a creator, he appears to be no less a mimic and an imitator. Let him play the "sedulous ape" to the standard writers and artists and that is the

way to learn to write and to draw. The study of proper models has a distinct, educational value and "those who regard imitation as a low order of learning, something slavish and uncommendable are ignorant of the psychology of learning and development." ² In fact, the most original man is he who is the most indebted. No imitation is an exact reproduction, in that the personality and the peculiar taste of the imitator manifested therein, lead to creative self-expression.

In our school, we have been conducting "Usha," a manuscript magazine, for the past several years and our zeal and enthusiasm have not abated a whit and the fear of its failure has never stared us in the face or unnerved us. Once we invited short biographical sketches of heroes and heroines that have contributed to the glory and greatness of our Mother India, besides the usual cartoons, poems, humorous stories, jokes, etc. and our attempt resulted in a tremendous success. It is now our intention to invite for the next issue of the magazine special articles from our youngsters, on Great men with Living Names who have shed lustre on Maha Gujarat—on poets, artists and playwrights who have dedicated their lives to the noble cause of art and

literature, on the great pioneers in commerce and industry, who have added to the national wealth and who have shown a living to thousands of families by starting a network of manufacturing centres throughout the length and breadth of the country and last but not least on statesmen, administrators and philanthropists who by their selfless efforts and supreme sacrifices have aroused national spirit as never before and striven hard for the uplift of the dumb, down-trodden millions of our compatriots. All this requires careful planning and proper guidance to the pupils in the use of books and materials. "It is only when the children feel that others will read through their work, and read, moreover, with interest....., that they will write with enthusiasm necessary for the production of worthy work." ³

The manuscript magazine is in every way the pupils' own concern. Good handwriting, artistic designs, colour paintings, cartoons and a strange admixture of art, drawing and writing papers with a splendid get-up and excellent book-binding, talents for which may be found among the students themselves, enhance its great educative value; and with such talents forthcoming, the manuscript magazine will throw into the shade its compeer, the printed journal.

² H. R. Bhatia : Teaching of Composition.

³ Goldwasser : Methods of Teaching English.

The Content of a Live Education

By Sri M. SESHAIYA.

A. B. M. Training School, Nellore.

IN the last article on the "Meaning of Education," Vide Edl. India, p. 195, Dec., 43. it was elucidated that life was a potent power and its development to help the human being grow to full stature of physique as well as "Psyche" was the purpose of all education. By and through Education only can the human being realise, conserve and capitalise himself for the future. It was also said that the possibilities for such behaviour lie in the protoplasm of his being. It was in this context that the necessity for prenatal clinics was emphasised. A thousand and one hereditary ills, where they have not corroded the parent and formed ineradicable streaks and strains can probably be cured, curbed or healed so as to affect the projecting but yet unborn child the least. By doing so, much deviation in nature that should not be inevitably causing the many perversions and aversions of the future child can be checked as promptly as possible and probably eradicated also to a large extent.

Between the ages 0-6, the child must develop certain behaviours, vide charts on Pp. 312 & 313. It is imperative that the child must be watched, guided and educated in them. The chart is borrowed from the Educators' Encyclopaedia, page 791. More detailed studies on this subject of infant training have been made by

the Department of Labour, U. S. A. and it is possible for Indian Education to get at them and peruse the same for benefit.

0-6 is the age that should be designed for control by Nursery Schools. The most important thing of this course is the training of the senses. Senses are the sources through which not only the child but everybody gets the chance to gain first-hand knowledge of things. Each sense produces its own particular sensation. It is an erroneous notion of our pedagogues to think that the eye and the ear are more important than the rest of them. Children should on no account be denied this chance of their deriving first-hand knowledge of things as perfectly as possible by and through a definite course of sense-training.

Nursery Schools should also provide opportunities for self-expression by children by means of which alone they can be enabled to acquire self-respect. For this purpose, curricula that evoke their initiative and imaginative talents must be laid down. Children at this age must be encouraged to question about all their observations boldly and frankly. Upon as and how they are educated to do all these things depends their acquirement of self-discipline.

Nursery Education is thus the enlivening stage of a child's life and

as such no sound system of Education should ever over-look it under any circumstances and for any reasons whatsoever.

Now we enter what is generally known as the School-stage proper. So far in our current Educational system we have not as much as touched even the fringe of the problem of child's education in its nursery stages. But suddenly here we drag in the child, undeveloped, misdeveloped, mal-developed or wildly developed, however it is, into the ramparts of our fantastic educational curricula and put him under the care of school-masters regimented in slogans, styled "methods of teaching". Pedantic officials called Inspecting Officers, versed in lore of Psychology pertaining more to the animal than to man, administer the system. The "Mowglies" are supposed to be perfected in these so-called schools, in all the "pack-laws and practices" of the jungle of mankind. For the purpose of such an education, a whole manual has been created, containing volumes of administrative ballast, amidst all of which lies a suggestion of humus to manure the little children's lives or souls: (vide page 6 of the manual). A so-called detailed syllabus has also been made in hazy terms and in a manner unspecific of purpose. Subjects of instruction form the theme of all that education and not the children and their lives. Hammering or rather ramming these subjects into little children's brains possibly in a pleasurable manner is the method prescribed. The whole scheme is just absolutely silent in

that it does not cognise the child as a live-being which by itself loves and hates, desires and dreams, wonders and grows and is a power which, education has only got to switch properly to make even "whole worlds revolve round it" in due course.

And even this uneducational "Education" specifies two castes at that--Elementary and Secondary. From the primary A. B. C. stage, there is an elementary "first standard" and a secondary "first-class" and so on and so forth until the 5th. Then again the difference is continued under the nomenclatures of standards and forms. Probably it is indicated by this distinction that the pupils belonging to the first to 5th classes of secondary schools and first to 3rd Forms are to be nurtured to become the prospective queen-bees in the hives of humanity.

Anyway it is not recognised that Education goes by age, naturally, in every-body according to environment, and the individuals own physical, and mental capacity and equipment. For the matter of that, there can be nothing like National Education even. Man is a man, black or white, dark or brown. Not even climatic conditions matter. Man's education pertains to his life and goes on and schools can after all only give it the right impetus. If at all anything influences it, it is the genius of a people where they are homogeneous. Such being the case crude distinction of Elementary and Secondary education from the start is simply anamolous. There can be only two stages of school education, one succeeding

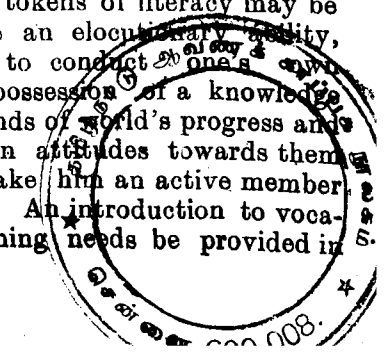
the other. The first stage should start from childhood and lead up to the preadolescent age. The second should minister to the age of adolescence. Let us for the time being, nomenclature them as Primary and High school stages. The primary schools should provide children with the tools of life, viz., Literacy and Health. Equipped with these, the child must venture out into adolescence and shape himself by means of a course of further education, as the divine image he is created to be or rather to become.

So come Literacy and Health to be the aims of Primary Education. First we shall examine how this education for health is given now in schools directly controlled by the Government in that respect. It is a tantalising programme, monstrously scheduled. There is no difference between morning hours, forenoon hours, afternoon hours, evening hours, adopted to give physical instruction especially in Girls' Schools. The natural timings for exercise, food, work, study, recreation etc., have been thrown to the winds. Physical training is perhaps the biggest thing now in the department's Educational programme. They are soon going to introduce a uniform of pants and coats for physical training mistresses as a finishing touch to their already enthusiastic programme. It is just forgotten that there is a time in the day for every thing and such things as physical education can be practised for good effect at such times appropriate only to be most opportune.

Health apart, we come to the topic of Literacy. The old three R's were always the best definition for literacy. In olden times they were taught wrongly torturesome methods on account of which the individuality of the pupil got practically weeded out. The methods were also defective in that they did not cater for observation, imagination, occupational activities etc., of the child. It is well nigh quarter of a century since the story-method was discovered to make up for every defect that obtained in the old method of teaching Reading. But still our educational department stands to be convinced regarding its organization. All arithmetic in the Primary school could most effectually be taught by the "Experience method" rather than by the "demonstrative method" as at present.

After literacy starts by the story method which may be said to be by the time the pupil finishes 3rd standard, purposive readings and studies on the Dalton plan may be made the method of instruction in the 4th and 5th standards. There after the Project method may be adopted in the manner of problems and practices of various types which pupils must be made to study, investigate and interpret. The tokens of literacy may be said to be an eloquent facility, capacity to conduct one's own business, possession of a knowledge of the trends of world's progress and pupils' own attitudes towards them so as to make him an active member of society. An introduction to vocational training needs be provided in

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this stage through a course of hobbies.
After all in any sound education at this stage there are three things that matter: 1. The properly developed child. 2. A well-cultured teacher and 3. A character forming method of instruction. Children must not be bruised at this age and rendered callous and indifferent to life by defections in the above three respects.

(To be continued)

PERIOD OF INFANCY—THE FIRST THREE YEARS

Year	Character Development	Intellectual Development	Sense Development	Play and Exercise	Rest Period
1	Submission. Control of desires	Learning to understand spoken words	Awakening of the five special senses	Use of arm-muscles in playing with toys creeping	Sleeping 22—16 hours a day
2	Quick responsiveness to commands. Greater self-control	Talking	Special development of the tactile senses	Walking; playing with more elaborate toys; using of spoons, cups, plates &c.	Sleeping 12 hours at night. Daily nap
3	Showing initiative. Developing unselfishness and gentleness	Reciting nursery rhymes. Use of picture books	Activity of all the senses. Distinguishing tastes and colours	Using pencil; stringing beads; plays involving the imagination. Great physical activity	Sleeping 12 hours at night. Daily nap

EARLY CHILDHOOD—FROM THREE TO SIX YEARS

4	Kindness to animals. Good manners. Patience. Over coming peevishness	Hearing stories told. Use of alphabet blocks. Learning to count	Distinguishing smells	Simple games. Taking walks. Picking up toys. Helping to dress and undress	Sleeping 11 hours. Daily nap
5	Generosity. Orderliness. Intelligent obedience	Hearing stories read. Printing letters. Learning names of days and months	Continued development of all the senses	Helping with simple household tasks. Sewing. Using simple tools	Sleeping 11 hours. Daily nap
6	Truthfulness. Sense of honor. Self-reliance	Memory development. Learning to combine small numbers. Spelling short words	Continued development of all the senses	Dressing. Making scrap books. Clay modelling. Driving hoop. Tricycle or Velocipede	Sleeping 11 hours. Nap as needed

[For a complete course of sense-training exercises—See Sense-Training Exercises—by Miss Swopes.]

The educational needs of all children are such that whether they live in industrial towns or in rural villages, those activities usually covered by the terms "Rural Education" and "Husbandry" should play an important part in school life. What has hitherto been known as the "Rural Bias" is valid educationally for all children, irrespective of their environment. If educational activities such as school gardening, farm visits, husbandry, and the care of livestock should form part of the curriculum for all children, it is particularly desirable that these activities should be emphasised in a town which physically is becoming more and more remote from the countryside and where the outlook of the children has tended to become increasingly urban.— "Times Educational Supplement", Aug. 21, '43.

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, March, 1944

Recreative and Social Activities

IN his memorandum on Post-War Educational Development in India, Mr. John Sargent has rightly stressed the importance of recreative and social activities as an integral part of school and college education. He has stated: "In recent years the conviction has been growing that education in the real sense should be a training in the process of social adjustment rather than the mere injection of a special dose of mental, moral or physical instruction. Consequently, an important aim of school and college life should be to provide opportunities for social and civic training both inside and outside

the class room. One means of achieving this aim is by the provision and organisation of "recreative and social activities."

THERE is no need to point out that at the present day very little attention is being paid to these activities. Almost all the time in school is taken up in providing the bookish type of education and preparing the youth for the passing of examinations. School life has become so dull and so unattractive that it is no wonder that many young men are drawn to take part in movements which are of a somewhat subversive character run by irresponsible leaders. Much of the trouble with which school authorities are faced at present in enforcing discipline among their pupils is due to the absence of a proper outlet in school life itself for the superabundant energy that is possessed by boys of a tender age.

It is not merely a question of discipline. It is grievous to find the pupils getting out of the control of school authorities and falling easily into the hands of outsiders. It has a serious psychological influence on them. It creates in them a feeling that the education they are receiving in school is not of primary importance and that teachers in them are not real teachers. We

generally draw a contrast between the ancient Indian teacher who exercised a paternal influence over his pupils and the modern teacher whose work is mechanical and mercenary in character. There is much truth in this contrast. It is responsible for the irreverent attitude that most pupils have towards their teachers at the present day.

ANOTHER effect that it produces is the one-sided development of the youth of the country. The little attention paid to recreational and social activities makes them physically weak and socially ill-balanced. Freshness and vigour which ought to be found in persons of young age are found lacking in them. They are also unable to realise their responsibilities towards society at large and become narrowed in their outlook and cynical even when young.

ALL this is deplorable especially in view of the fact that the conditions of the economic life in our country are not as they ought to be. People are usually under-fed and under-nourished. The average expectation of life is low. People easily become a prey to all kinds of diseases. The absence of really recreational activities constitutes an important factor in bringing about further deterioration in the physical

health and strength of the educated people. Education which ought really to improve the physical vigour of the youth produces quite the contrary effect.

INDIA is a land where the people are divided into numerous castes, sub-castes, communities and sections. Attachment to small groups is a sort of inherent characteristic among most of the people of the country. Education should counteract this tendency and make them nationally minded. But the absence of well-regulated social activities in which persons of all castes, creeds and communities might take part stands in the way of the growth of a broader social outlook. Not only does it not foster this attitude, it is also responsible for strengthening the communal attitude which is more prominent among the educated much more than among the uneducated.

It is in this context that we should realise the significance of recreational and social activities.

ONE feature of the organisation of these activities at the present day requires to be noted. A number of bodies exist at present to promote activities of this sort. There are for instance the Junior Red Cross, Boy Scouts, Girl Guides, the Hindustan Scout and the Bratebalika and

the Bratachari movements. Each of these is trying to enlist as many boys and girls within its fold and shape their character and civic attitude. It is a question for consideration whether there should be so many organisations — sometimes showing a spirit of unhealthy rivalry — or whether all of them should be scrapped and the school itself start a comprehensive organisation of its own for the purpose. Although the latter is a desirable ideal for which we should work in future, it does not seem to be practicable at the present day. School authorities have not been showing sufficient interest in activities like these. And it looks as if for a long time to come outside bodies should continue their work.

BUT is it necessary or desirable that there should be so many competing organisations trying to do the same sort of work? It will not be wrong if we are to assert that the existence of a large variety of organisations is both necessary and desirable. Each of these organisations has its special characteristics. Among parents and children we find a variety of tastes and while one organisation appeals to some of them another appeals to some others. A single organisation like the Boy Scouts or the Hindu-

stan Scouts will not be in a position to cater to these varying tastes. It is also desirable that each organisation should explore and discover new methods and devices for carrying out the ideals which all of them share in common. There is not one and only one method for shaping the character of the youth. Just as one religion does not satisfy the temperament of all people it has to be recognised that one organisation cannot satisfy the tastes of all the pupils. It is therefore better to have a variety of organisations and give equal freedom and opportunity for all of them to carry on their work.

ANOTHER point to be noted in this connection is that teachers in schools should take a more active and prominent part in the work of these organisations. They should not be run mainly by outsiders, though the cooperation of non-teachers is always to be welcomed. This will bring a closer and a more intimate association between the teacher and the pupil and thus remove one of the serious shortcomings of present day education. It will also create for the teachers themselves a healthy line of extra-activity. Most teachers to-day have no such activities at all. They are content with the dull routine work

in the class room. They prematurely lose much of their original enthusiasm for teaching as a vocation and calling. And the remedy for this defect is active participation in movements of the sort under reference.

IT is therefore to be hoped that attention will be paid by schools to the development of recreative and social activities of all kinds. They need not wait till after the war to do this. It is a matter of urgent importance; and the sooner they concentrate their efforts on it, the better it will be.

The War and the Nation's Brain Power

WRITING recently in the Nineteenth Century Mr. Reginald Lennard has drawn attention to the need for bringing into British Universities a larger number of young men from among the working class families after the war. This war like the previous one is sure to "leave the nation gravely impoverished in brain-power." Many young men of promise would have died, many would have become maimed and many too old to return to the Universities and pursue the studies which they had to abandon. All this is bound to occur at a time when

the nation is really in need of a very much larger number of intellectual workers in all fields of life to solve the problems created by war. Everyone recognises that post-war problems will be of a highly complicated character.

THIS need for additional brain power cannot be met unless the doors of the universities are thrown widely open to young men who belong to the working class and who have not in the past possessed adequate opportunities for receiving university education. It is well-known that though there is no rigid system of caste in England, university education has been a close preserve of the wealthy classes in the country. Owing to their poverty, parents of young men belonging to the working class are unable to send their sons to Universities. This has to some extent been remedied in recent years, by a generous system of scholarships. But, in the opinion of Mr. Lennard, mere scholarships cannot do much unless additional maintenance allowances are given by the state.

A MORE significant point which he brings out is the need for tapping the reserves of brain power that exist among the working classes. Even in England there is still the old idea that it is only the children of the

aristocracy and the wealthier classes that have the necessary intelligence to pursue higher courses of studies. It is only a sort of lip-sympathy that is paid to the view that the proportion of intelligent men among the poor is as high as that among the rich. It is now time that the nation recognises that unless this truth is seriously taken into consideration, it will not be in a position to secure the necessary brain power so much required at the end of the war. That there is a reservoir of intellect among the labouring classes is a maxim which should guide the British Statesmen in future.

MR. LENNARD warns against two suggestions that have recently been put forward in regard to admissions to Universities. One is that no one should be admitted merely on the strength of intellectual attainments. Every one seeking admission should according to this view have "all-round qualities"—a strong physique and an excellent character. The insistence on the former may adversely affect the sons of working men and after all it is not a quality which should be so very much emphasized. Character again is something which is very difficult to test. An undue emphasis on

it will lead to preference being shown to persons belonging to the Public schools. This has to be avoided. The other suggestion that the age of admission to universities should be raised to 21 is also condemned by Mr. Lennard.

THERE is much truth in what Mr. Lennard says that it is no good bringing people to a university unless they will receive a real university education when they get there. This will depend on the existence in the University of teachers who are actively engaged in research and advancement of learning. "And the essence of the University is destroyed if the teachers have too little leisure for that to be possible." This is a truth which should be taken to heart by those who are responsible for the administration of Indian Universities. At present the amount of routine teaching work thrown on teacher is so large that they have little time to devote to research. And this is one of the reasons—perhaps the most important—for the low standard of achievement that we find in Indian Universities as compared with that of the Western Universities.

Prof. M. Venkatarangaiya

By Sri B. RAMACHANDRA RAO, M.A., L.T.,

Principal, Hindu College, Guntur.

[As Chief Editor of Educational India, and as Professor and Head of the Dept. of Politics, Economics and History of the Andhra University, Mr. Venkatarangaiya figures high among the veteran educationists in India. His recent retirement from the teaching profession after a service of thirty-six years is the occasion for this short sketch of his life and achievements.— *Mg. Ed., E. I.*]

PROFESSOR Venkatarangaiya has a cultured pedigree and is the scion of a Brahmin family reputed and recognized for Vedic lore. His



surname is the village of Mamidipudi, an agraharam donated to one of his remote ancestors for profundity of vedic learning by emperor Sadasivaraya of Vizianagar. His grandfather shifted from Mamidipudi to Purini in Kovur taluk of Nellore District where Venkatarangaiya saw the light of this world on 8th January 1889. At the age of seven he obtained initiation into Hindu religion and received instruction from his father for two years in Sanskrit and Telugu and the earlier portions of the veda.

Understanding the disposition of the times for English studies, the shrewd father took his promising son to Madras in 1897 and after successful coaching in English got him admitted into Second Form in January 1899 in Govindappa Naicker's Middle School (a branch of Pachaiyappa's College).

The withdrawal from the rural haunts of Purini with its fields, meadows and streams making glad the City of God to the pavements and palaces of busy Madras, the metropolis of the Province has a deeper significance than is apparent to the ordinary imagination. What with undistracted concentration on Telugu and Sanskrit, what with the disciplined sanctity of parental example, what with the unfailing daily practice of religious duties of a brahmachari and the careful drill in the Three R's. in the rural PIAL school, foundations of indigenous culture are well and truly laid and the good effects of the early training are visible in the achievements of succeeding decades.

The superstructure of English education was easily built on the basic foundations of indigenous culture. Proficiency in the mother tongue

and related classical language facilitates mastery of a foreign tongue. Furnished with ready expression and clear thinking Venkatarangaiya found it an easy effort to clear the hurdle of High School education by passing the Matriculation Examination in the very first chance in 1903, and this may be reckoned a creditable achievement in view of the low percentage of passes (twenty percent only) four decades back. As literary studies were on a higher plane than any sort of practical training, collegiate education was esteemed a necessary sequel. So he pursued his collegiate studies in the Pachaiyappa's College—the most notable example of individual benefaction to education—under able and inspiring Professors like K. B. Ramanath Iyer, K. Ramanujachariar and Dr. D. S. Ramachandra Rao. Though, his success in the F. A. Examination (1905) was uneventful, yet that in the B. A. Examination was marked by brilliance as he scored first class in all the three parts English, Telugu and History and received the Northwich Prize from the University of Madras for topping the list of successful candidates in History.

Academic laurels gave a decided bias for intellectual pursuits and as teaching allied to learning has a lure all its own, he took up a tutor's post in Pachaiyappa's College early in 1908, and continued in that job for two years when he secured the M. A. Degree. Thus, training in lecturing and research furnished him fully for the role of the Chief lecturer in a first Grade College.

The year 1910 is a turning point

in Venkatarangaiya's life, for he found his work and arena when he accepted the Chief Lecturer's place in History in Pithapur Rajah's College at Cocanada, then a Second Grade College, presided over by R. Venkataratnam Naidu (later Sir R. Venkataratnam Naidu, Vice-Chancellor of Madras University). In the Course of three years he made a name as a highly successful teacher of History so that K. Ramanujachariar, Principal of The Maharaja's College, Vijayanagaram invited him to start courses in History for the Degree Examination. From July 1913 till July 1927 Venkatarangaiya was the head of the History Department at Vizianagaram and generations of students in the Andhra Desa bear testimony to his eminence as teacher of History and Politics. In July 1928 instead of piloting History at Vijayanagaram he became Principal of V. R. College, Nellore in which post he continued till July 1931 when he was appointed Reader in the newly started Department of History, Politics and Economics of Andhra University and in addition to professorial work he attended to administrative duties usually discharged by the Principal. He was made Professor in 1938 and retired from the service of the University in January 1944. Professor Venkatarangaiya had the unique good fortune to inaugurate and foster studies in History and Politics at first in a First Grade College and then in the Andhra University itself.

Professor Venkatarangaiya is quite unlike the ordinary run of his tribe. Instead of confining his migra-

tions from the lecture hall to the library and home, he has all along striven to utilise his scholarship in the service of society. As George Santayana puts it, it is the duty of a literary man to turn events into ideas. Professor Venkatarangaiya has not only discharged this duty in a praiseworthy manner but has also carried out the complementary part of resolving ideas into concrete realities. It is in this function that he came into contact with the wider public.

While at Vijayanagaram the trustee of the estate Mr. V. T. Krishnamachari (now Sir V. T. Krishnamachari, Dewan of Baroda) had occasion to attend some of Venkatarangaiya's public lectures on Currency and Banking and being impressed with them invited him to undertake the economic survey of a few Zamindari villages on the lines then made familiar by Dr. Gilbert Slater of the Madras University. With the co-operation of his pupils Venkatarangaiya conducted the survey to the benefit of pupils and the estate. Thus scholarship instead of being cloistered and pedantic has been proved to be democratic and within reach of every man and woman endowed with commonsense. These extra curricular activities enhanced the value of historical and economic studies and Venkatarangaiya was charged with the duty of coaching up the heir apparent of the estate in politics and economics. This intimate association with the minor Zamindar inevitably led to the appointment of Venkatarangaiya as Dewan of the Estate in 1927, when the ward attained

majority and was invested with independent powers. But this interlude of Dewanship lasted only for a year, but even this illustrates the measure of Venkatarangaiya's popularity and usefulness.

Venkatarangaiya had long standing affiliations with the Andhra University. He gave evidence before the select committee of the Madras Legislature in 1927-28 on the question of headquarters of the University. He was for several years an elected member of the Senate and even served on the Syndicate for a term. He was enrolled on the vernacularisation Committee and several Boards of Studies. He had the honour of belonging to the first batch of lecturers employed to undertake extension lectures on behalf of the University at various centres in the University area. He delivered three lectures on Origins of Local Self-Government in the Madras Presidency in A. C. College Guntur in 1931.

In the last three decades Venkatarangaiya has established helpful contacts with the Andhra Public. He took a great deal of interest in the Co-operative Movement, Rural Reconstruction and Village Panchayats. During his sojourn at Vijayanagaram he served as a director of the Urban Co-operative Bank and Director and President of the District Co-operative Bank. He repeated such activities during his three years' stay at Nellore. He earned such wide suffrage of the Andhra Public that he was chosen to preside over an annual function of the East Godavari District Co-operative Conference and

the Andhra Provincial Co-operative Conference of 1943.

The Public and Government did not fail to take advantage of Venkatarangaiya's services whenever reform was contemplated either in Co-operative Movement, Rural Reconstruction or Village Panchayats. He was Convener of the Committee appointed by the Provincial Co-operative Bank to manage the Indukurpet Rural Reconstruction in 1928-31. He was nominated by the Government as a member of the Committee appointed to examine the Provision of the Village Panchayats Bill (1941). He gave evidence before the Townsend Committee on Co-operation and before the Vijayaraghavachari Committee.

A scholar who has hammered out the rich acquisitions of his knowledge drawn from books and worldly experience in lecture halls, and on public platforms feels an inward urge to commit his stores of learning to print. So next to lecturing, writing has been the forte of Venkatarangaiya. His works bear out the versatility of his talent and variety of his knowledge, and comprise text books on History for younger pupils, treatises for specialists and "Home University Library Publications" to the lay public. His rich acquisitions of knowledge are conveyed to the youth and the lay public in the mother tongue of the masses while treatises are clothed in English as they are intended for aspirants after research. The Three Volumes of Andhra History of India 'Stories from Andhra History (Longmans)', 'History of India for

Forms V & VI, History of the British Empire, (పరిశీలన ద్వారా), the Telugu Translation of Kautilya's Arthashastra, Beginnings of Local Taxation in the Madras Presidency (Longmans), Federalism in Government (Andhra University), The Development of Local Boards in the Madras Presidency (1938) summarise his chief publications. These standard works are supplemented by informing monographs on library movement, various aspects of local self-government and so on. As an advocate of the mother tongue for the dissemination of knowledge he has even from 1908 written profusely to leading Telugu Journals like Andhra Patrika, Andhra Bharati, Sahakara Patrika (Nellore), Sarada (Masulipatam). He also frequently contributed articles to leading English journals such as The Hindustan Review, The Indian Review, The Local Self-Government Publications of Bombay and Delhi.

Having found his calling in teaching Venkatarangaiya has not forgotten members of the teaching fraternity. He has acted as a guide, friend and philosopher to all classes of teachers. Being a born teacher he has intuitive knowledge of all the ramifications of pedagogy and has been the editor of 'Educational India' since its very inception. In the forum of this journal he has expounded sound views on Educational reform and has got into touch with other leading educationists in the country. He was elected president of the Madras Provincial Educational Conference of

Continued on page 326

THROUGH different PROVINCES

DELHI

ENQUIRY COMMITTEE FOR RESEARCH

In accordance with the resolution passed at the last meeting of the governing body of the Council of Scientific and Industrial Research, a committee constituted of the following members and with the following terms of reference is announced: Sir R. K. Shanmukham Chetti (Chairman), Sir J. C. Ghosh, Lt. Col. S. S. Sokhey, Seth Kasturbhai Lalbhai, Prof. S. K. Mitra, Prof. M. D. Qureshi, Mr. J. J. Ghandy, Dr. K. A. Hamied and Sir S. S. Bhatnagar (Secretary).

The terms of reference are: (a) to make a survey of the facilities for scientific and industrial research existing in India including Indian States—in the Universities, research institutes and laboratories attached to industrial and other concerns; (b) to report on the steps and measures that should be taken to promote, direct, control and organise industrial and scientific research by private firms, research institutions, States and other research establishments; and (c) to report on such other steps as may be taken towards further industrial and scientific researches in post-war India.

The Nizam's Government has given a contribution of Rs. 10,000 to meet the expenses of this Committee.

DELHI POLYTECHNIC

The establishment of a "pre-engineering course," at the Delhi Polytechnic is announced. The course will be equiva-

lent to Intermediate science standard of an Indian University and will extend to one year for those who have passed the higher secondary examination in Delhi, and to two years for those who have passed the Matriculation examination of an Indian University.

A Pre-Engineering Examination Board to conduct the final examination for students undergoing this course has been set up.

MADRAS

CONCESSION TO SCHEDULED CASTE STUDENTS

The Government have directed that, subject to the conditions specified in Rule 92 of the Madras Educational Rules, no fee shall be levied from students belonging to the Scheduled Castes in the Government School of Technology, Madras. This concession will come into force with effect from the next academic year.

BENGAL

COMPULSORY ELE. EDUCATION

For the first time in Bengal, it is stated, compulsory primary education has been introduced as an experimental measure in the Kuliarchar Union in the District of Mymensingh.

BONERJEE LECTURES

A series of lectures on India's struggle for independence, named after the first President of the Indian National Congress, Mr. W. C. Bonerjee, is to be instituted at the Calcutta University by the W. C.

Bonerjee Memorial Committee. A biography of Mr. Bonerjee with contemporary history as the background, is also to be published.

BOMBAY

PREPARATION OF NEW INDIAN HISTORY

It is understood that as a result of negotiations between the Itihasa Parishad founded by Babu Rajendra Prasad and the Bharatiya Itihasa Samiti, of which the Chairman is Mr. K. M. Munshi, the preparation of the History of India in 24 volumes undertaken by the Parishad will be carried out by the Samiti during the absence of Babu Rajendra Prasad in jail, Sir Jadunath Sarkar continuing to be its General Editor.

The history of India undertaken by the Samiti, which is a shorter work, will be the result of a co-operative effort on the part of leading Indian historians to present history with unity of outlook and presentation. Dr. R. C. Majumdar, ex-Vice-Chancellor of the Dacca University, will be the full-time General Editor of the Samiti History, who aided by a competent staff, will work in the Samiti's Office at the Bharatiya Vidya Bhavan, Bombay. This work is scheduled to be ready in about three years.

DISAFFILIATION OF SOPHIA COLLEGE

For the first time in the eighty-seven year history of the Bombay University, the Senate voted a motion for the disaffiliation of a college on the 12th February. The reason for the disaffiliation was stated to be conversion activities of the College—the Sophia College for Women—in contravention of the assurance given by the Principal that the College authorities would not engage themselves in proselytising activities in respect of any student of the College.

The resolution for disaffiliation is only

of a recommendatory character as only the Chancellor or the Government of Bombay can give effect to it.

U. P.

GURUKULA UNIVERSITY

The 42nd anniversary of the Gurukula University, Kangri, will be celebrated on April 8 and 9. Dr. Amarnath Jha, Vice-Chancellor of Allahabad University, will deliver the Convocation Address. Various important educational and social conferences and lectures have been arranged for the occasion.

JAIPUR

ALL-INDIA LIBRARY CONFERENCE

It is announced that at the invitation of the Government of H. H. the Maharaja of Jaipur, it has been decided to hold the 6th session of the All-India Library Conference in Jaipur from the 7th to 10th April, next. Papers intended to be read at and proposals to be placed before the Conference may be sent to the Honorary General Secretary of the Indian Library Association, 34, Chittaranjan Avenue, Calcutta.

TRAVANCORE

A SCHEME OF VISUAL EDUCATION

A scheme of visual education by means of exhibition of educational films to students in schools and colleges was inaugurated by Sir C. P. Ramaswami Aiyar, Dewan and Vice-Chancellor under the auspices of the Travancore University on February 10.

The Dewan, in inaugurating the scheme, pointed out that the Travancore University was the first one in India that was trying the experiment of visual education.

Public Opinion

PANDIT KUNZRU ON UNIVERSITY REORGANISATION

Addressing the Convocation of the Benares Hindu University on Nov. 28th Pandit Hriday Nath Kunzru referred to University education and said that the poor quality of University education and the inability of the graduates to support themselves required serious consideration. Both the standard of education and the methods of teaching required revision. The vocational side of education which had been largely neglected would have to receive much greater attention than it had unfortunately received so far. If our universities were to be comparable to the universities of the more advanced countries, an essential feature of university reform must be the extension of the degree course to three years. Steps must be taken at the same time to improve the quality of the material that the Universities got from the high schools by the addition of a year to the high school course. This would naturally lead to the elimination of the Intermediate classes, which were an anomalous feature of our educational system at the present time. Education would thus be divided into two well-marked stages, each of which will be a complete whole. In order to raise the standard of secondary education adequately, and make it a suitable foundation for higher studies, the importance of the mother tongue must be recognised much more fully than was the case at present. These developments must be accompanied by a wide expansion of primary education, which had hitherto been woefully neglected. "Our future will depend not on the selected few who have

enjoyed the advantages of higher education, but on the ability of the common man to understand the world he lives in and the position which he occupies in it. Free and compulsory education is, therefore, as necessary here as it is elsewhere.

Miss PEARL BUCK ON INTERNATIONALISM IN EDUCATION

Miss Pearl S. Buck, author of many novels about China and a leading internationalist, told a conference on world problems sponsored by the New York City Board of Education that the development of a world-wide educational programme is essential for the building of a lasting peace. Miss Buck said teachers should not think merely in terms of their own country but of what should be considered as basic knowledge for all children everywhere. She said an international system of education would give young people a common understanding, and warned that if peace and order are to be maintained, the educational systems of all countries must be planned in common.

Dr. JAYAKAR ON ESSENTIALS OF NATIONAL EDUCATION

"National education must aim at creating a sense of national unity. We want to evolve a scheme of national education through which gradually we could implant that national impulse which does not exist in present-day education," observed Dr. M. R. Jayakar, presiding over a symposium on "Essentials of National Education" at the Ismail College at Jogeshwari, suburb of Bombay. Dr. Jayakar said: "We must put our heads together and be ready with a scheme of national education as there is hardly any time for us left now. We find in the present system enormous wastage of men and material talent."

Correspondence

The Nellore District Teachers' Guild Conference

The Nellore District Teachers' Guild Conference was held on the 29th January 1944 in the V. R. High School, Nellore with Sri M. S. Raghavan, M.A., President of the Guild and Principal of V.R. College, Nellore in the chair. The Conference was opened by Janab Syed Khayyoom

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1929. His popularity among teachers of the Andhra University area is so great that he has the honour of intimate contact with not only District Teachers' Guilds of Nellore and Vizagapatam but has been repeatedly elected as the President of the Andhra Teachers' Federation and in the regime of the Congress Government was appointed a member of the Committee on the Reorganization of Secondary Education.

It is no exaggeration to say that Venkatarangaiya's life is crowded with useful achievements in the service of the pupils and public. He has developed an inspiring and amiable personality with an enriched mind, a catholic outlook and a zeal for service. It is said, "Our life is gorgeous with to-morrows". May we hope that Venkatarangaiya has still such a bright future in the service of his country in the post-war orientation of education and social uplift!

Sahib Bahadar, B.A., L.T., District Educational Officer, Nellore. He exhorted the teachers present to shed their inferiority complex and play a vital part in society whose approbation and admiration they can get by raising their standard of work. Mr. V. S. Venkata Narayana, M.A., B.Ed., Assistant Headmaster of St. Peter's High School, Nellore then read a paper on 'Post-war Schools' in the course of which he emphasised that the pupils should be educated for peace through love in place of fear and hate and suggested that the teachers' conditions should be bettered at first on the lines of the Sargent Committee proposals, for any efficient system of education to obtain. Then the subjects committee met to consider the resolutions submitted to the conference. At the evening session the Rev. P. A. DeRuyser, Headmaster and Correspondent of the St. Peter's High School, Nellore, spoke on "Basic English in the Post-war world" in the course of which he argued for the imperative need of a simplified English. The following are some of the resolutions passed.

1. It was resolved to make arrangements for the ensuing conference of the Andhra Teachers' Federation at Nellore during May.

2. It was resolved to request the Government to make provision for a separate S. S. L. C. Board for the Andhra Desa.

3. It was resolved to request the Government to establish a separate physical training centre in the Andhra area to cater to the needs of the Andhra Public who are otherwise forced to go to Madras.

A resolution was put forward to either lighten the A Group subjects of the S. S. L. C. syllabus or delete the optionals from it as the students are obliged to go thro' a heavy course otherwise. After a

considerable discussion had taken place, a committee was appointed to go into the question and report their findings.

After a vote of thanks by the Secretary Sri C. V. Narasimharao, Headmaster, V. R. High School the conference came to a close.

Kurnool District Teachers' Guild.

Mr. K. N. Pasupathi, Secretary, Dt. Teachers' Guild, writes:—

The half-yearly conference of the Guild was held in the Coles High School, Kurnool, on 12-2-44, Sri T. P. Srinivasa Varadan, Secretary, S. I. T. U., Madras, presiding. About 150 teachers of whom 60 were ladies attended the Conference.

Rev. W. D. Sutton, Guild President, in his Welcome address, stressed the need for unity and organisational efficiency among teachers to improve their service conditions and their usefulness to the community.

In the course of his Presidential address, the President said that education in India had been, so far, lacking any comprehensive plan, though changes had been effected from time to time. Referring to and welcoming the Sargent Scheme for post-war educational reconstruction, he said that the committee that had drawn up the Scheme, was emphatic that no real progress in education could be expected unless the position of teachers was radically improved. The Government should consider education as an essential service and set apart sufficient funds to pay adequate salaries to teachers to enable them to make both ends meet.

After tea, the conference discussed several draft resolutions. The following are some of the resolutions adopted.

The Conference requested the Government to provincialise the services of headmasters and all teachers in Secondary schools under public management.

It thanked the Director of Public Instruction and the Government for the recent G. O. granting payment of Dearness Allowance to Municipal and Local Board Sec. school teachers at the rates fixed for Government employees. It requested the authorities to extend the same concession to all Aided Secondary School teachers, inasmuch as the expenditure admissible for purposes of grant is inadequate to give relief to teachers, and inasmuch as the majority of Aided institutions are schools running at a deficit.

It urged the Government to modify the scale of pay of Pandits in Board and Municipal Service from 45-2/2-75 to 45-3/2-75, and the scale of grants to Higher Elementary Grade and Secondary Grade teachers in Elementary schools to Rs. 20 and Rs. 25 respectively.

By another resolution, the Conference expressed its opinion that it was unfair to punish teachers merely on the ground that the school average in the S. S. L. C. examination was below the Presidency average. It requested the President, District Board, Kurnool, to take all the factors into consideration before punishing teachers in connection with S. S. L. C. examination results, and to be pleased to discontinue the present practice of awarding censure merely on the ground of low school averages.

After the concluding speech of the President, Mr. K. N. Pasupathi proposed a vote of thanks.

success. The psychological change involved will be of inestimable value.

Next, we are forcing a foreign language on our boys at too early an age. The proper age for beginning the study of a new language, and that too a difficult language like English, is eleven or twelve years. Children now begin its study in their eighth year. Thus there is need for postponing the study of English by three or four years. We have the testimony of eminent men in support of this. Mahatma Gandhi said: "I never thought English could ever find a place in the primary stage To inflict English on children is to shut their natural growth and perhaps to kill originality in them. Learning of English from the beginning is an unnecessary task on a child". Abbot and Wood in their report on Technical Education in India say: "It is quite out of the question to burden the millions with an early study of English for the sake of catching up the few to whom it may be an advantage." All famous educationists are agreed that people with a good knowledge of mother tongue attain a good standard in other languages easily. The views of great men are not necessary to prove a point within the experience of all. Every one knows that adults with good knowledge of their mother tongue pick up other languages with great ease. This experience shows the importance both of age and of a knowledge of the mother tongue for the purpose. Therefore by putting off the study of English by three or four years and giving part of the time

devoted to English to the mother tongue, we can make the study of English easy.

OVER-AMBITIOUS SYLLABUS

Over-ambitious syllabuses in all subjects including English are an important cause of deterioration. The bane of the present system of education is that experts dominate it. A few experts in each subject are called upon to draw up a syllabus and they no doubt produce a very excellent syllabus in the subject as if the pupil has to study that subject alone for the examination. They conveniently forget that their subject is one of many subjects for the examination. This defect arises on account of the experts' lack of knowledge of the actual standard of High School pupils. They are people who have never been in touch with High Schools, and who will never be called upon to prepare pupils for the examinations according to their syllabuses. Teachers who have this experience are rarely consulted in the framing of syllabuses. We are aware that the syllabuses in non-language subjects for our old matriculates were not as heavy as at present.

There is also another point we have to take into consideration in framing our syllabuses. Present day pupils have many distractions, political and otherwise. However undesirable some of them may be (and we cannot say that all of them are undesirable) we have to recognise that these have come to stay, and cease to quarrel with them. The old matriculates had none of these; on the other hand they had some advantages.

Most of them were above twenty years with greater responsibilities. They had the prospect of employment the moment they left school. Their classes were handy, making individual attention possible. The pupils were drawn mostly from families with educational tradition. Thus their age, less distraction, greater responsibilities, immediate prospect of employment and the other things made possible greater attention to studies.

I digress. But my point is that the considerations described all make it necessary to curtail the syllabuses in English. Even without them the syllabus is ambitious, and if old matriculates could attain some standard in spite of it, it was because of the favourable circumstances mentioned above.

GENERAL ENGLISH BUT NOT LITERATURE

We can understand that the syllabus in English is ambitious, if for a moment we consider the aim of English teaching in High Schools. The aim should be nothing more than to give the pupil a working knowledge of English; to enable him, by the time he leaves school, to read and understand good and simple English and to speak or write a few correct sentences. To have an aim higher than this is unreasonable. But is this alone the aim at present? We should admit that the syllabus at present also makes the study of English literature necessary. It is this aim with its stress on much that is unnecessary for giving a working knowledge of the language that brings down the standard in English. Pupils

and teachers cannot concentrate their attention on the main aspect of English teaching but have also to pay equal or greater attention to other aspects, which, however good in themselves, are extraneous to the main aim. I mean by this the compulsory study of English poetry and of a lot of linguistic acrobatics going under the name of grammar. That the study of English literature should not be part of the compulsory teaching of English, many eminent people are agreed.

The Basic Education Committee under the Chairmanship of Acharya Narendra Deo say: "English language and not the English Literature should be the subject of Instruction. The teaching of English should aim at giving a practical knowledge of the use of that language."

Myers, the expert on Basic English in India:—"What Indian children need is a working knowledge of practical English and not luxury knowledge of Literary English, a failure to realise which aim has led to the tragedy of English teaching in India."

Pandit Jawharlal Nehru:—"It is desirable to learn it (English) as well as possible, but it does not seem to me worth while for us to spend much time and energy in appreciating the finer points of the language, as many of us do now. Individuals may do that, but to set it as an ideal for large numbers is to put a needless burden on them and prevent them from progressing in other directions."

Sir Shah Suleiman, presiding over the 16th All India Education

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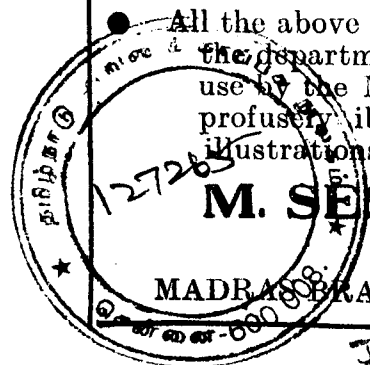
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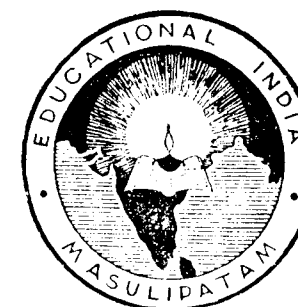
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thou soft, thou sober, sage
and venerable liquid!

(The Lady's Last Stake, Act. I.)

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English in Secondary Schools

By Sri T. VENKATAPPIAH, B.A., L.T.,

Headmaster, S. R. R. High School, Nuzvid.

It is admitted on all hands that the standard of English of our school boys is deteriorating year after year. The reports of examiners for the S. S. L. C. and Public Service Commission examinations deplore the falling standard. I know there are some who think that it is no great calamity. But as long as we have to study any language, we must try to acquire correct usage. Incorrect language is often a sign of incomplete education and will create a low opinion of the speaker or writer in others. It may, and often does, close the doors of advancement to the person.

I have no doubt whatsoever in my mind that English will occupy an important place in our school studies even in a free India. At the end of the present war, English will become the first language of the world for international communication, and a nation can neglect its study only at its peril.

I do not want to argue the point further as it is not my main purpose. I only propose to give here my idea of the causes of deterioration and suggest a few remedies. In most cases the causes themselves suggest the remedies.

EXAGGERATED IMPORTANCE OF ENGLISH

In my opinion the causes are several. English at present domi-

nates our studies. It is the first language of study. Nine or ten periods out of 35 a week, are almost twice the number of periods given to any other subject, are allotted to it. Teachers and parents give greater credit to a pupil's attainment in English than to his attainment in other subjects. A pupil good in English is considered forward, while one bad in English is looked down upon irrespective of his attainment in other subjects. At the time of annual promotions or for declaring pupils eligible for University courses, a higher percentage of marks is required in English than in other subjects. Even in judging the efficiency of schools the same measure is applied. This exaggerated importance given to English is one of its handicaps. It makes both the teacher and the taught nervous. It kills the pleasure involved in the acquisition of the new language. It drives both to adopt methods which bring in immediate return by way of examination results but which make the learning of the language dull and uninteresting in the long run. This importance must go before any improvement can be effected. From the time English ceases to bestride our studies like a Colossus, and takes the place of a useful second language, the efforts of teachers to raise its standard will meet with greater