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Educational India

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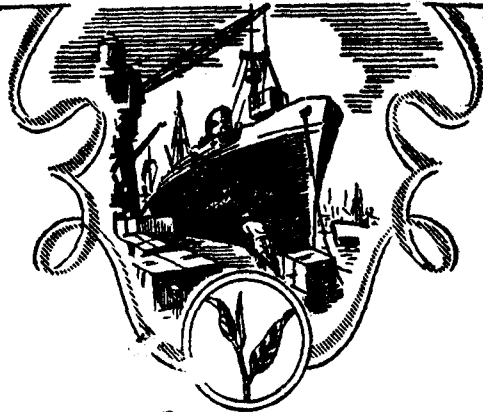
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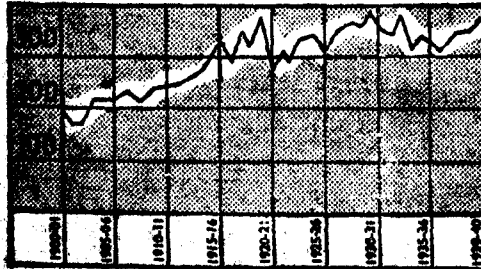
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EDUCATIONAL INDIA

A MONTHLY DEVOTED TO INDIAN EDUCATION

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POLITICS AND PEDAGOGY

By Mr. S. KRISHNA RAO, B. A., B. Ed.

WHENEVER I happen to read anything educational, my mind unconsciously wanders in a sort of chronic melancholy, until two sharply contrasted pictures stand out and stare me in the face. One is that of a hand camera snapshot of an American school girl and the other is that of an old boy of mine; that brought the snapshot to me. It was the first year of my pedagogical service and some ten years ago. A certain organization called "Pen-friendship" used to function with a view to bringing together the pupils of the world. Obviously it brought the boy to be friends with the American girl, one a veritable incarnation of poverty and frustration, the other the very glory of human evolution — so it seemed to me — standing some six feet in her shoes at an age of some fourteen and beaming with health, hope and happiness. I really wondered whether the two dear creatures with the delicate knot of pen-friendship between them, could possibly have entertained the least idea of the greatest guilt that stood between them, in terms of

human development and human happiness.

Once more, the following brief passage from *The Hindu* (8-5-44) made me think of those two pictures.

CODE OF HONOUR FOR SCHOOLBOYS STANFORD (CALIFORNIA)

In New York, a code to govern the behaviour of the city's Junior High School students, prepared by the youngsters themselves, was adopted this week by a majority vote of 83 Junior High schools representing a student population of 100,000. This is the first time in U. S. educational history that a large body of school boys and girls voluntarily signified their adherence to a code of moral conduct formulated by a committee drawn from their own number and democratically voted upon.

The code states: "(1) I will never knowingly, by word or deed, injure another person's feelings or property in any manner. (2) I will always respect the religious beliefs of others as I will respect my own. (3) I will show courtesy to

other people at all times and particularly to my elders. (4) I will abide by the laws and regulations of my school and community. (5) *I will be honest with myself* and with others and I will practise cleanliness of mind and body at all times."

What strikes me most is the first item of the last clause: "I will be honest with myself." How truly does it resemble the last injunction of Socrates to Crito: "Be true to thy self." I bow in all humility to these unconscious, child-philosophers of that blessed land, I bow to the powers that be that make them what they are, I bow to their George Washington that made all this possible for them.

But what makes that contrast between my "two pictures"? After the emotional impulse had spent itself, it came to my mind that I would put my thoughts in black and white; that might relieve the haunting melancholy. And I have actually done it here, a week after when I got to the end of recording my "emotion recollected in tranquillity." I was myself astonished at the result. For like most people I too started with the vague but sure belief that directly or indirectly the teacher (I am one) is mostly responsible for the all round murder of education in India. But consequently I had to alter my belief and so change my rather presumptive title, "Pedagogues and Pedagogy", into "Politics and Pedagogy".

It is clear to me now: whomever might it fit, the cap of the accused

No. 1, does not fit the head of the Indian teacher. No. He is at best but a cynical spectator of the inevitable tragedy, for which he is often blamed ignorantly. Whereas the American teacher is the very axis on which the happy wheel of his noble system moves, the Indian teacher is not even a speck on the rim. Nor can we blame the little heart that is tossed sore, between the dirty home and the dry school. Recently in his address to the 34th session of the Madras Provincial Educational Conference, Sir N. Gopalaswami Iyengar pointed out the part that a Government might play in the education of a country, and cited the example of Soviet Russia thus: "Behind the Russian drive were urges—Revolution, party, leadership, Soviet economy—which are lacking in this country (India)." Government therefore is the operative limb for the administrative structure of the Public Weal. It is the motive force and the sustaining energy in the entire activity of a nation. It alone can enthuse the people by means of a plan. No wonder that Sir Gopalaswami Iyengar inferred in the above address "that the lack of national government is a handicap."

But in the case of India, it is not a mere handicap, it is a positive harm, for ideals and methods of education are imposed upon us, which are entirely against the tradition and genius of our country. The cheap and superficial clerical coaching through a foreign medium, has cut us off from the main stream of our national heritage, and adrift into an

unparalleled helplessness and frustration. Thereby the native trends of our culture are not only baffled and rendered barren, but are deliberately counteracted. We simply miss the consciousness of a glorious past and thereby miss the strongest source of inspiration. Without going into the merits of our national system of education I may point out the sort of pride which the European feels by identifying the origin of education with that of ancient Greece, is recklessly denied to us. Our present aping system does not take us beyond Macaulay as if he were the presiding deity of our very cultural genesis.

Again we lack truly metropolitan centres like London or Paris, both in the provinces and at the centre. Our towns are mere slums of shameful slavery and cheerless drudgery, nauseatingly dominated by the white Gods. They are not centres of genuine national culture. They do not diffuse health-giving energy to the masses; instead they suck their blood in a thousand ways. In short they are patent proofs of the unimaginable gulf between the destinies of the dumb millions and their exploiters.

Another great defect unknown in any other country's educational system is the communal poison. This particular prescription of the Government has so disastrously strained the moral tone and quality of the Indian education. Another evil, perhaps more disastrous than the previous, is the very low level of pedagogical

freedom. The teacher has little voice in shaping the principles, policies and programmes of the profession of which he is the figure-head. I am not speaking of his low wages, which is after all not so harmful, as most of us presume. In a poor country like India, especially during a period of transition, the personnel of the nation-building departments must be content with a low salary. As a matter of fact low pay and high morale are the feature of a reviving nation. Modern Italy and Soviet Russia are irrefutable examples of this. And after all the old Indian teacher lived to the tips of his fingers the noble precept of "plain living and high thinking." For we do not live by bread alone—rather less by it and more by spirit. And it is this spirit that is denied to the Indian pedagogue.

He has to preach loyalties to which he is a traitor at heart, he has to teach the worship of idols which he had long ago broken at heart; he has to support a sham that was naked to him so long ago—sham—political, economic and social. He does not aspire, he does not plan, he does not dream; he simply does his duty "efficiently" if you like and "correctly", but not truly. At best he is a Jack-in-the box—at worst a false shepherd, feeding his sheep on mist and smoke.

These and sundry other causes of a political colour, then, seem to be more responsible for the low level of education in India, than anything else, like low pay, conservative parents, and lack of "public schools."

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How can Education be used to Promote Inter-Communal Understanding?

By Mr. S. V. PINGLE, B. A., B. T.

THE burning problem of the day before our forlorn nation is inter-communal understanding and communal harmony. It may be observed that a good number of political and social leaders and organisations have been striving for the past so many years to bring about this much-needed unity among the different communities in the country. It is, however, to be deplored that nothing appreciable or tangible has been achieved so far.

Not a few schemes and means have been devised and are being devised. They are experimented upon by the leaders belonging to the different communities and classes. They have all been not fruitful for want of a right psychological background. This background has got to be prepared, and the ground for this is not to be sought among the adult population of the country, but it must be discovered in the young and growing children of the different communities. In other words, it is in the schools—primary and secondary—of the land that the scheme for communal understanding must be worked out. Early education and training of the plastic minds of children will undoubtedly carry us a long way along the path of communal goodwill and community interests.

Teachers and educational institutions should try intelligently and

systematically to develop in young students a broad and tolerant outlook as appreciation of the cultural achievements and traditions of all communities, and a determination to work for justice and fairplay to all. It must be remembered that education is essentially a process of "releasing" children and adolescents from narrowness and intolerance.

By reason of ignorance and pressure of an unfavourable environment, the older or adult minds tend to be inflexible and prejudiced, set and narrow-minded. The adults will have already formed their pre-sentiments and proclivities. It will be very difficult, nay almost impossible, for them to get out of the self-formed grooves. What they have learned already, they cannot unlearn. With them change of outlook or attitude is a psychological impossibility. They are beyond the influence of education. The fault is not theirs: it is of the environment.

With tender and growing children, however, the matter is quite different. Their attitudes, tastes and dispositions are not pre-formed, they are in the process of formation. Whatever patterns or turns the teacher desires to give to the plastic minds of children, he can easily give. This is a case of striking the iron while it is hot. The desirable attitudes towards other communities and cul-

ture must be cultivated in children by the teacher. Pre-notions and prejudices cannot touch the tender and innocent minds of children. In a jumble of children belonging to different communities, there can never exist that community-feeling or race-consciousness which so much dominates the minds of the grown-up. The latter cannot shake off their differences in outlook. In an assemblage of adults one commonly observes: a lack of spontaneous expression; a pre-regulated or restricted movement; and dearth of a feeling of oneness of thought and feeling. The result is the members are scattered and divided from the psychological standpoint.

As against this, picture an assemblage of children belonging to different communities. It will be a picture in which a Parsi child is standing shoulder to shoulder with a Harijan child; a Hindu child, his hand clasped affectionately by a Muhammedan's; a Christian child helping his Sikh class-fellow in learning lessons. A feeling of true cosmopolitanism will be pervading the whole atmosphere. All consciousness of colour, caste or race will be entirely absent. Can there be a more homely and happy picture?

Here is soil ready for sowing seeds of communal tolerance, communal harmony and, incidentally, universal brotherhood. Only, the teacher must be up and doing his duty. A teacher who fails in this matter will be doing incalculable harm to the nation.

More than the teacher, the mother at home will have to play a very earnest, active role in sowing seeds of communal concord, and help the growing child develop a tolerant and respectful attitude towards others' religions and culture. Her's is a greater responsibility, and a just responsibility at that. Education can succeed in this matter as nothing else can.

One condition essential for the accomplishment of communal understanding in schools is to see that the teachers enrolled should be persons with tact and personality. They must pledge themselves to the task of instilling the right outlook and attitude towards different communities. They should try to achieve this not only through precept, but by force of their personal examples. There is enormous dynamic power in the human personality, and provided the teacher is sincere, the contagion of his own example can mould the minds of his pupils.

Other practical measures to fulfil our object will be:

(1) The Government or Public should not encourage the opening of schools and other charitable institutions on communal lines. Naming the institutions after the communities should be strictly prohibited. Monetary grants or aids to organisations indulging in communal activities should be withdrawn, or they should be suspended from functioning.

(2) At schools, with a view to dispelling differences arising from colour, caste and creed, boys and girls should be made to put on uni-

forms or common clothing. This will create oneness of feeling and of community.

(3) At the start of the school, boys and girls should be allowed to assemble in the auditorium and sing in chorous songs breathing the spirit of One-Community and of universal brotherhood.

(4) Opportunities should be availed of visits to schools by great personalities who would address the students on subjects such as, Commonwealth of Communities and Inter-Cultural Achievements.

(5) Cinema pictures depicting the life of Kabir, of Iqbal and of Tagore who have striven all their lives for achieving communal unity must be periodically exhibited before students. Exhibition of a film like "PADOSI" of Prabhat Co., will certainly help us a great deal in promoting inter-communal understanding among the children.

The school premises should be converted into a Community-Centre bristling with community-building activities. Religious festivals like the Dusserah, Sankrant, Ram Navami, Krishna Janmashtami, Paigamber-Day, Iqbal-Day, Mahabeer Jayanti and Christmas should be given a social colour and celebrated in the school premises. Inter-caste dinners must be arranged periodically. A

beginning in this direction can be made by providing mid-day meals for children at school alone.

The heads of High Schools and Colleges will do well to help their students in the formation of specially selected squads drawn from all communities who would devote themselves and be trained, to render social service to members of all communities without any distinction and work, in all possible ways, for the maintenance of peace and good relations amongst the different communities. In times of communal riots or discord, they should strive actively to promote good-will, and arrest tendencies and forces likely to cause disharmony. The moral effect of students of different religious denominations working shoulder to shoulder in this worthy cause would indeed be tremendous.

When all is said and done, the question naturally arises: Will not this kind of approach to the solution of what is generally recognised to be a knotty problem be a long-range and long-term operation? Certainly it is, inasmuch as a new generation of young men and women is to be evolved. But then, this apparent loss in time will be more than made up by the enormous gain that will accrue to the nation and the country through inter-communal understanding. It may well be said that the school people may succeed where others have failed.

BASIC EDUCATION IN KASHMIR

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

IN basic education the learning of several crafts and mastery of at least one is correlated with general education. Literacy and craft teaching are inter-woven in a psychologically satisfactory and closely integrated manner. The correlation of crafts with general education in basic education affords an outlet for creative activity, resulting in the production of economically independent and useful citizens. The basic craft through which education is imparted is generally spinning and weaving.

Basic Schools in Kashmir

The first basic school in the Jammu and Kashmir State was started in 1937. The number of basic schools in the State has now shot to about a hundred and fifty. The Education Department opens 30 basic schools every year. This figure includes those which are converted into basic schools from schools of non-basic type.

The Central Basic School, Srinagar

A working idea of basic schools in the State can be formed from the description of a representative Basic School. The Central Basic School, Srinagar, is the first basic school in the State. It was started in 1937 as a result of the successful endeavours of Educational Reorganisation Committee. The basic craft of the school is spinning and weaving. Learning of the 3 R's centres round

spinning and weaving in all the seven grades. The subsidiary crafts which are chosen by students as hobbies are gardening, wood-work, cardboard work, agriculture, painting and carpentry. The children work cheerfully everywhere in the school, in the workshop, in the garden, in the hobby section and in the class-rooms. In the Kindergarten Room the visitor comes across happy, smiling and gleaming faces. The individual records in expressional drawing and art hobbies, which are maintained in the Show-Room of the school, convincingly illustrate how basic education provides a healthy outlet for the creative activity of the child.

Working of the School

Play and work are happily combined in the Central Basic School. Boys singing at Takli spinning demonstrate effectively how drill and drudgery have been eliminated from the learning process. Even boys in the first grade reveal surprisingly accurate knowledge of growth of cotton plant and the large and small scale production of cotton goods. The whole of the Central Basic School presents a neat look. The walls are profusely decorated. The content of illustration is explained in simple Urdu at the bottom. The portrait of Mr. K. G. Saiyidain with the apt subscription, "The Author of the Educational Revolution in Kashmir," stands out prominently

among the pictures of great men. The Show-Room and Sale Depot, run by boys under the guidance of teachers, are synchronised for the sake of efficiency and economy. The Spinning Section prepares finished and marketable articles for the most part. Visitors and others purchase shirting cloth, bandage cloth, towels, carpentry and cardboard goods from the school Show Room. The school library is amply stocked with interesting and informative juvenile literature. The staff is trained and experienced. Visitors, notably Dr. Zakir Hussain, Mr. John Sargent, Educational Commissioner with the Government of India, Pt. Jawaharlal Nehru, Mian Abdul Have, Minister of Education, Punjab, have recorded their high satisfaction with the working of the school. Another such Model Central Basic School is situated at Jammu, the winter capital of the State. Basic schools in the State are run on much the same lines as epitomized above.

Basic Education Training in Kashmir

The state has its own Teachers' Training School in Srinagar where teachers are trained in basic education. It was started on 16th October, 1938. It was later on remodelled on the lines envisaged in Educational Reorganisation Committee's Report. The school and its hostel are situated amidst beautiful surroundings in Srinagar Civil Lines near the well-known State Exhibition.

The Teachers' Training School imparts B. E. C. (Basic Education Certificate) training to the pupil

teachers. It has been turning out a hundred trained teachers annually. The Basic Education syllabus is very comprehensive. "The pupil teachers, besides receiving instruction in psychology, methods and principles of education, general science, mathematics, social studies and drawing, have to devote two hours daily to craft work." Besides craft work, pupil teachers choose one or more hobbies from the large number of art hobbies such as gardening, dairy farming, knitting, embroidery and industrial hobbies such as paper and soap-making, fruit preservation, smithy, pottery, calico-printing, stone-cutting, perfumery etc. The resident scholars are thus kept profitably and creatively busy during their leisure and other hours.

The staff of the Training School is highly trained and efficient. Five members of the staff are trained and experienced teachers. Others, including the Physical Instructor, are trained for their respective jobs. The teachers demonstration lessons are followed by practical lessons by pupil teachers under the teachers' supervision, in the basic schools which are affiliated to the Teachers' Training School for this purpose. The training school is amply stocked with necessary apparatus and appliances. The library is very well-equipped. The farms attached to the school are beautifully laid out by pupil teachers. Eminent educationists have paid casual visits to the Training School and testified to its high standard of efficiency.

A General Review

The annual products of the Teachers' Training School are recruited in Basic Schools in the State. Many young men, nominated by the State, receive training in Basic Education from Jammia Millia, Delhi. They are also posted in Basic Schools in the State. Thus most of the staff of Basic Schools is efficient and trained. The boys of Basic Schools in the State have produced the admired exhibits of All-India Basic and Educational Exhibitions held within and outside the State. Edu-

cation in basic schools is imparted through Urdu and Hindi scripts, the medium being simple Urdu. This common medium has been standardised by a Vocabulary Committee, consisting of eminent educationists, within and outside the State. In conclusion it may be mentioned that Basic Education in the State has now outrun the experimental stage. It has indeed overhauled the system of elementary education in Kashmir. It has a great future before it. It indeed paves the way to the School of the Future India.

THE PERSIAN WHEEL

The moan of the Persian Wheel
In the sultry heat of noon,
Doth o'er the senses steal
Like a solemn organ's drone :
The bulls pace slowly round,
And jars in an endless chain,
With the cool refreshing sound
Of dripping, splashing rain,
Unpausingly descend
In the cool dark well below,
Unpausingly ascend
With their brimming overflow.

The drone of the Persian Wheel,
In noonday's scorching glare,
In fancy makes one feel
The coolth of the well's moist air ;
The ground is parched and dry,
The wind is hot as hell,
The blazing sun on high
Holds earth in a fiery spell ;
But ever up from below,
With a drip like a tinkling bell,
Comes water cold as snow
From the darkness of the well.

And round and round and round,
At even pace and slow,
Their eyes with blinkers bound,
The patient bullocks go ;
Behind, in nothing clad,
And singing a quaint old song,
Rides the little brown-skinned lad
That drives the bulls along ;
And the old wheel's minor tones
And the water's tinkling drip
Combine with the song he croons
To fill my eyes with sleep.

The Persian Wheel doth drone
From morning until eve ;
Its monotonous undertone
This message seems to give—
As the years of trouble roll,
He is blest, in the dusty strife,
Who draws from deeps of his soul
The spirit's water of life,
Who can from a deeper thought
His manhood's sustenance bring,
Like the palm that fears no drought
For its roots in a hidden spring.

—Henry Martin, M.A. (Oxon.)

NOTICE

All articles for publication should be sent to the Editor, and all remittances to the Manager, Educational India, Masulipatam.

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



EDUCATIONAL INDIA

Masulipatam, August 1944

Teaching Staff in Universities

It is reported that the Central Advisory Board of Education has appointed a Committee to go into the whole question of the conditions under which the teaching staff in Universities are employed. This is a move in the right direction as conditions prevailing today are defective from more than one point of view. There is need for the remedying of these defects as early as possible if the situation is to be prevented from becoming worse.

In the first place we have to keep in mind the distinction between the laying down of general regulations of a sound character on this subject and

the enforcement of regulations drawn. In many Universities the regulations are quite good and the defect lies with the men who are entrusted with the power to administer them. It is the old old question whether it is enough to have good laws if those who have to execute them are not men who are prepared to put them into execution in the right spirit. All the same good regulations are necessary.

EVERY University should recruit the men with the highest academic qualifications for its teaching staff. Posts which fall vacant should unvariably be advertised and selection from among the applicants should be made by a Committee consisting of some experts. There is a general tendency to regard even a third class degree of a foreign University as being superior to a first class degree of an Indian University. When reference is made to the highest academic qualification it is necessary that the artificial value that is attached to foreign degrees is abandoned.

TEACHERS selected should be given a decent pay and provided with prospects of getting increased pay as they put in more and more service. This is a point of very great importance which is often ignored. The best kind of academic work cannot be

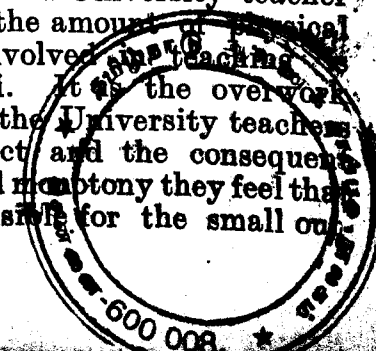
done by a person who is unable to maintain himself and his family in decent comfort. This is a truism but the history of some of the Universities shows that while they paid much attention to this aspect in their early days they have subsequently begun to ignore it and there have been many instances of the scales and grades of salaries of teachers being reduced from time to time. And the pity of it is that the administrators at the head of these Universities resent any suggestion for lowering their own salaries. There should be no teaching post in a University carrying a salary of less than Rs. 200/- per month.

A TEACHER once recruited should enjoy permanence of tenure so long as his work is satisfactory as judged by those who are in personal contact with him. His tenure should not depend on the personal likes and dislikes of elected heads like the Vice-Chancellors with their own party and political interests to safeguard. It is equally important that everyone gets the annual increment that is attached to the post he holds. It ought to be recognised as a principle that none should get advance increments as it is always liable to be abused. A teacher should be prepared to do the best

work he is capable of when once he is assured of a decent minimum salary and regular increments. Payments of increments in advance results in undue favouritism, lobbying, neglect of the teaching work and substituting for it the work of intriguing against colleagues, tale-bearing, and cultivating the favour of the powers that be by any and every means. This vitiates the academic atmosphere in a University, creates heart-burning among the staff and leads ultimately to inefficiency. A teacher's real compensation for the special excellence which he may show in his work lies in the reputation which he builds up. He must be satisfied with this.

NO teacher in a University should be so burdened with routine teaching work that hardly any time is left to him for further study and research. This rule is not observed in most universities. The result is that there is no difference in practice between a secondary school teacher and a University teacher so far as the amount of special labour involved in teaching is concerned. It is the overwork to which the University teachers are subject and the consequent strain and monotony they feel that is responsible for the small output.

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put of really original work in most of our Universities. This point has to be carefully gone into by the Central Advisory Board.

IN the matter of retirement also there are one or two points that deserve consideration. The age limits for service in a University need not be so low as those in ordinary administrative services. A teacher may be kept in University service till the age of sixty at the least. The experience which a teacher acquires, the study which he makes, and the researches he carries on, become increasingly rich and valuable as years roll on; and it will be a great loss to a University if he is retired at an early age when he still possesses great mental vigour.

AS has already been observed, while rules like these will go far in improving the conditions under which University teachers are employed, much depends upon the spirit in which these rules are put into effect. It is easy to observe them in the letter and satisfy the critical public. Those who happen to rule the destinies of Universities—especially the Vice-Chancellors, the Pro-Vice-Chancellors and the members of the Syndicate—should bring to their work a serious sense of responsibility and public spirit. They should not pursue power

politics, as many of them do at present, or swayed by communal and sectional considerations. It may be worth while even to institute an inter-university tribunal to prevent the authorities of individual universities from abusing their power. It is hoped that the Committee appointed by the Central Advisory Board will carefully and thoroughly go into questions like these.

HERE AND THERE

TAGORE'S WORKS IN RUSSIAN

Several of Rabindrapath Tagore's works, translated into Russian from their English versions, have come into the Russian reader's hands in the last two decades. The first to appear was "Gitanjali" published in 1914 and republished several times subsequently. "Subhasini" and "Sadhana" followed. After the October Revolution of 1917, the demand for Tagore's works increased and 18,000 copies of the three novels "Gora", "Naukadubi" and "Ghare Bahire" were printed. Three different publishing houses brought out "Ghare Bahire" between 1923 and 1925 and one published three editions of this novel in that period. All Tagore's principal works have now been translated by E. Pimenov, S. Adrianov and G. Gordon—whose translation is regarded as the best—and by others, into Russian. Translations into Ukrainian and other languages spoken by the peoples of the Soviet Union have however been few. The task of translating Tagore's books straight from the Bengali was begun in 1941, in connection with the Poet's 80th birthday by I. Serebrakov of the Leningrad University who has made a compilation of several of the novels.

THROUGH different PROVINCES

DELHI

CHINESE SCHOLARS TO BE TRAINED IN INDIA

Five Chinese scholars, including a woman, will arrive in India soon for training at various institutions. The period of their training will be one year and their expenses will be met by the Sir Dorabji Tata Trust.

As a first purely non-official gesture for strengthening the friendship already existing between India and China, the Trust has offered to Chinese scholars facilities for training in India as are scarcely available in their own country owing to the conditions brought about by the long war.

The Chinese authorities have accepted the offer with great appreciation and the necessary sanction in this connection has been obtained from the Government of India.

Four scholars have so far been selected. One is a bacteriologist, second a metallurgist, third a mathematician and the fourth a pharmacologist, being a woman. The fifth candidate to be selected will either be a physician or an agriculturist.

SCHOLARSHIPS FOR HARIJANS

The Government of India have sanctioned a scheme of scholarships for students belonging to the scheduled castes who wish to pursue their studies in scientific and technological subjects beyond the matriculation stage. The total amount awarded every year will be Rs. 3,00,000.

The scheme will have immediate effect. The number of scholarships to be

awarded and their amount has not yet been fixed, but the amount awarded will cover the entire cost of education, including fees, cost of books and in the case of residential scholars, their maintenance charges. Some of these scholarships will be given for studies in India and some in foreign countries.

For courses commencing in 1944 applications are being called through Directors of Public Instruction, Superintendents of Education and Vice-Chancellors of Universities. All the scholarships in 1944-45 will be for studies in India. Arrangements for students to proceed abroad are expected to be made next year.

MADRAS

ANNAMALAI BILL DISAPPROVED

The Madras Government's bill to amend the Annamalai University Act, seeking to give effect to a number of important changes in the constitution of the Senate and other University bodies, in the Vice-Chancellor's powers, in the tenure of teachers, etc., it is understood, stands now practically shelved, in view of the Government of India's objection to assent being given to the measure in the present form. The draft bill was published by the Government on August 3 last year and a month's time was allowed for the ventilation of public opinion.

WOMEN'S COLLEGE FOR ANDHRA

The Lady Hope Municipal College, Guntur, was opened by Sir C. R. Reddy, Vice-Chancellor of the Andhra University, on the 17th July. It is the first of its kind

in Andhra Desh and is brought into existence by the Guntur Municipality.

Liberal donations were made on the spot for the construction of the college buildings, hostel etc.

TALUQ ADVISORY COMMITTEES ABOLISHED

The Government have passed orders abolishing Taluq Advisory Committees set up in March 1939, in connection with Elementary Education, on the ground that experience had shown they were not serving the purpose for which they had been brought into existence.

NURSERY SCHOOLS FOR MADRAS

The Council of the Corporation of Madras approved on July 12 a proposal to open three nursery schools, the cost being met from the General Funds.

The supply of mid-day meals to poor pupils of four labour schools in the city was also sanctioned.

FIRST GRADE COLLEGE FOR TIRUPATI

The Tirumalai-Tirupati Devasthanams (Amendment) Act 1944, whose object is the establishment and maintenance of a residential first grade college at or near Tirupati, open to all persons whether professing the Hindu religion or not, has received the assent of H. E. the Governor.

BENGAL

ATMOSPHERIC RESEARCH COMMITTEE

An Atmospheric Research Committee has been recently formed under the aegis of the Council of Scientific and Industrial Research, Government of India, to conduct researches in upper air problems.

It is stated that these researches may prove very useful in meteorological predic-

tions, including control and guidance of agricultural operations and medium range predictions of floods.

Dr. Meghnad Saha, Palit Professor of Physics, Calcutta University, is the Chairman of the Committee.

EDUCATIONAL GAZETTE DISCONTINUED

As a measure of paper economy, the Government of Bengal have decided to discontinue the publication of the part of the Calcutta Gazette in which educational notices are published. These will, however, be published monthly in a publication to be entitled 'The Educational Gazette' under the direction of the Director of Public Instruction, Bengal. Copies of the Educational Gazette will not be on sale to the public, but can be inspected at certain offices.

BOMBAY

MILK FOR SCHOOL CHILDREN

About 4,000 children attending the Municipal schools in Bombay will be given daily, except on Sundays and holidays, six ounces of pasteurised milk, in accordance with a scheme prepared by the Municipal Commissioner. The scheme which is expected to come into operation shortly and will cost Rs. 1,53,066 for the year, was approved by the Standing Committee of the Bombay Municipal Corporation.

Seventy-seven centres have been selected for the distribution of milk in the seven wards of the city, 24 of these being located in Municipal institutions or offices, and the rest in private buildings. Cards will be supplied to those children, who are certified to be suffering from malnutrition and whose parents consent to pasteurised milk being given to them.

According to the scheme now under consideration by the Government of Bombay, children in the city under the ag-

of two, numbering about 65,000 will be supplied with eight ounces of milk per day at a cost of one-and-a-half annas a day.

U. P.

FALL IN STRENGTH OF SCHOOLS

The all-round decrease in enrolment was the most outstanding feature in education in the United Provinces, says Mr. W. G. P. Wall, Director of Public Instruction, in the course of his report for the year ending 31st March 1943, now published. Mr. Wall points out that the general explanation offered for this decrease in the school-going population is that of the economic conditions caused by the war. Parents are being forced by financial stringency to keep their children away from school and send them out to work.

SIND

TECHNOLOGICAL COLLEGE PLANNED

The starting of a Technological College and a Textile Mill, both likely to cost nearly one crore of rupees, has been included in the post-war development programme of Sind.

The Technological College, which will be established at Sukkur, will train over 400 students both in the trade and the diploma courses.

The Minister for Industries stated that the Textile Mill will be a State concern. With such a large quantity of cotton grown in Sind, the Textile Mill is expected to serve Sind's own needs and also meet demands from other provinces.

GRANTS WITHDRAWN TO SCHOOLS

It is understood that the Government of Sind have passed orders withdrawing grants from a number of educational

institutions, including three girls' high schools, whose pupils are said to have participated in subversive activities since August 1942. The institutions have been informed accordingly.

PUNJAB

COLLEGE OF PHYSICAL EDUCATION

It is understood that the Muslim University, Aligarh, has decided to start a College of Physical Education and Recreation from October next. This College will have a one year course open to educated young men who want to make physical education a career in life. The Muslim University will be the first University to start a College of Physical Education.

MYSORE

SCHEME TO MEET UNEMPLOYMENT

A novel scheme for the solution of unemployment among educated classes has been sanctioned by the Government of Mysore who have framed rules empowering the Director of Industries and Commerce to grant loans for this purpose.

Under the scheme, the Director is authorised to grant loans to deserving persons who are Mysoreans by birth or domicile for the purchase of technical equipment including cost of erection. Loans will also be advanced to meet losses in the early stages of production and even working capital in special cases. Grants will not exceed Rs. 1,000 and would in no case go beyond Rs. 2,000. Half the amount advanced will be treated as subsidy, the balance being loan, interest-free, repayable in equal monthly instalments spread over a period not exceeding five years.

PUBLIC OPINION

SIR MAURICE GWYER ON LEGAL EDUCATION

The view that any successful future constitution of India was most likely to emerge from a combination of all that was best in the qualities of both the lawyer and the statesman, was expressed in a message sent by Sir Maurice Gwyer to the All-India Law Conference held last month at Hyderabad (Dn.).

Stressing the need for raising the standard of Legal Education in India, Sir Maurice said that the youngmen should not be encouraged to read Law, unless they already had laid the foundations of a sound general education. Unfortunately, the mere possession of an Arts degree did not always guarantee the latter, and it has occurred to him that some University might perhaps try the experiment of a course, which combined elements of a more general education with the study of law. He should also insist that "a general course of English as a means of expression" should be included, because he had received testimony from all sides of the imperfect equipment of so many LL. B. candidates in the matter of English at the present time. He was not led to say this from any natural bias in favour of his own language, but because, so long as English remained the language of the higher courts, and so long as all Indian

reports were in English, it was even more important for a Law student to have a thorough working knowledge of that tongue, than for students in most other walks of life.

SIR C. R. REDDI'S EXHORTATION TO TEACHERS

Inaugurating the Teachers' Association at Chittoor Sir C. R. Reddi, Vice-Chancellor of the Andhra University, said that India as a society had failed to achieve that standard of education for which some of the great western countries had established a reputation. He felt that this was clearly traceable to the modern defective system and technique employed in imparting education to the people of this country. The achievement of cent per cent result in the public examination should never be their motto; their greatest effort must be directed towards knowing how much of the knowledge gained by reading of books in schools helped in leaving a deep and permanent impress upon the minds of the young pupils in their most formative years of growth.

At present a great deal of wastage in life was noticeable. The teachers could not disown entirely their responsibility for this. It was high time that they rose to the occasion and by intelligently attuning themselves to

the psychological demands of the situation helped the growth and development of human personality in pupils entrusted to their care.

DR. AMARNATH JHA'S PLEA FOR TRAINING COURSES FOR WOMEN

In the course of his Convocation Address to the S. N. D. Thackersey Indian Women's University, on the occasion of its 28th Convocation, Dr. Amarnath Jha, Vice-Chancellor, Allahabad University, called for more facilities for education of women in subjects hitherto considered unsuitable for them.

The war had shown that women need not confine themselves to being sisters of mercy or to providing comforts for the men. It should make one revise former notions of woman's place in society. But in this country, the opportunities for her education were inadequate. "The number of qualified teachers fit to be placed in charge of infant and nursery schools is smaller still. Shop-assistants, secretaries, stenographers, house-decorators and furnishing experts, dancing teachers, heads of child guidance clinics, physical instructors for women, saleswomen, managers of theatres, journalists, librarians, textile designers, civil architects—for the training of these there is hardly any provision in India.

Dr. Jha said the Allahabad University had given the lead in this matter. A new degree had been planned in which women would be given a specialised course specially suitable for them.

SIR VISWESWARAYA ON THE NEED FOR APPLIED RESEARCH

"Applied research is neglected in this country and wherever it is pursued, the attempt to connect it with industries has been of the feeblest kind. This defect can be remedied only if the Government openly identifies itself with a vigorous applied research policy," declared Sir M. Visveswaraya, President of the Court of Indian Institute of Science, Bangalore, presiding over the seventh annual meeting of the Court on July 13.

Welcoming the appointment of the Shanmukham Chetty Committee to report on the steps to be taken for the development of industrial and scientific researches in post-war India, he expressed the need for co-ordination of all research activities in the country. Regarding the future, the President pleaded for extension of applied research work in the Institute. He deplored the fact that there was no equipment in the Institute for research in connection with mechanical engineering industries which were of vastly greater importance than chemical industries. He urged the immediate starting of a Mechanical Engineering workshop and laboratory. He was glad that a Bureau of Industrial Information had been started for collecting the essential technical data for heavy or key industries. The Institute was expected to work in closer contact with Industries and to keep employed research workers at the cost of industries and for their benefit.

Educational Reform in Tasmania

After the Tasmanian Parliament raised the school-leaving age to 16 last year it appointed a committee on educational extension to inquire into the reorganization of the State education system in order to provide for the larger number of pupils.

The committee's proposals which have been handed to the Government include the building of more high and technical schools, the enlargement of existing ones, the provision of vocational schools for girls, and the establishment of occupational schools or classes in more populous areas for those unfitted for other post-primary schools.

The report states that the primary period, exclusive of nursery school or kindergarten, should be that from six to 12 years and that the primary stage must aim at giving a broad, general education, suitable for all children, whatever their environment or endowment and without vocational bias or encroachment on secondary school work. The aims of the secondary school are stated to be the attainment and maintenance of physical and mental health and the discovery of aptitudes. The curriculum should include physical education and "experiences in the mother tongue, the major fields of art, biological or physical science, and mathematics."

Religion in Schools

Dealing with religion in schools, the committee propose that school

assemblies should include "some corporate expression - of Christian attitude," but "any element that might be reasonably interpreted as of a sectarian nature" must be avoided. The present system by which the clergy visit schools for religious instruction is not to be disturbed and no pupil is to be required to attend religious services should his parents not wish him to do so. This section of the report has been severely criticized by the Roman Catholic Church in Tasmania in a detailed published statement.

The proposed changes will require more teachers and necessitate changes in their training. The service is to be made more attractive by means of higher salaries and better conditions. The report states that "a high level of moral integrity, a marked degree of natural ability, a wide general educational purposes and the way they are to be achieved, and an aptitude for dealing with children," will be necessary for all teachers. The three years' course of training will be comparable in range and quality to that prescribed for the B. A. degree.

Reduction in the size of education officers' (*i. e.*, school inspectors) territory, more decentralization, the institution of district education councils under the chairmanship of the education officers, consolidation of small schools, provision of hostels, and the extension of correspondence teaching are also proposed.

Age of Transfer

In future, promotion in state schools in Tasmania will depend on age, not on educational attainments. Children in kindergartens and primary schools from the ages of 5½ to 12 years are to be classified into six grades, the age range of each grade being 18 months. This will involve more individual work and groupings within the classes and put much more work on to the teachers, but it is felt that the new arrangement will tend to permit children to make more progress in subjects for which they show particular aptitude without being held back by backwardness in other subjects. The scheme has already been put into operation in the practising schools and will be extended gradually to all schools in the State.

University Influence

A committee appointed by the University of Tasmania to inquire into the tendency towards early specialization of studies in secondary schools reports that this tendency is due to the requirements of the leaving certificate examination at present conducted by the university. It states that children have to decide at the age of 12 whether to specialize in mathematical and scientific subjects in order to be able to sit for the leaving certificate four or five years later. The requirements of the examination have unduly influenced the secondary school curriculum, though only about 10 per cent of the pupils actually go on to the university. The report therefore recom-

mends the abolition of the present examination and the establishment of one which will permit a wide general education. A special board, not subject to the university council, and composed of representatives of the university, education department and the non-Senate schools with a neutral chairman, should have power to grant certificates at the end of the fourth year of secondary education.

The proposal that the matriculation examination should be abolished and students admitted to courses on the school board's certificate after passing any special prerequisite subjects and completing a further year of secondary schooling, was rejected by the university council on the casting vote of the Chancellor.

—From *Times Educational Supplement*.

CHINESE VOLUNTEERS

Chinese students are making their own contribution to their country's war effort.

They are not conscripted, but they have started a "Join the Army Movement" of their own. It has become so popular in Szechwan that boys of 15 are trying to enlist and many young volunteers have to be turned down by the Military Service Administration on account of their age. More than 300 girl students have volunteered and will be assigned duties suited to their various tastes and abilities.

There are now 2,000 students under training in the outskirts of

Continued on next page

BOOK-REVIEWS

EVERGREEN READERS—III & IV.

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A. Rama Iyer. Macmillan & Co.
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Continued from preceding page

Chungking. Most of the instructors and officers are graduates of the Central Military Academy. This training college is the Sandhurst of China and was founded by Generalissimo Chiang Kai-shek. Much of the students' time is spent in drill and field practice. For reading matter they have books and magazines given free by publishers and the public. They have organized their own wall paper.

The "Join the Army" movement has spread all over China. From distant provinces occupied by Japanese troops students are making their way to western China to volunteer for the army. The training corps includes students from 22 provinces.

place. This desirable change is exemplified in the readers under review. The lessons, all carefully planned, are of varied, up-to-date interest, and the teacher will certainly enjoy teaching, and pupils, learning out of them. While the lessons are in themselves attractive, the exercises in the books constitute the special feature of the books. They lead the pupils through a course of grammar and composition by means of easy, graded questions.

— D. I. A.

THE NEW OXFORD GEOGRAPHIES

—S. America and Australia by Jasper H. Stembridge. Oxford University Press. 3sh. 6d. and 1sh 6d. respectively.

These delightful little volumes are written on Regional basis, though the political divisions have not been totally discarded. The arrangement of topics in these series is systematic, and the presentation of material is clear, well proportioned and interesting. The style is simple and literary. Though the supply of maps, statistical and graphical diagrams is not copious, the photographs and descriptions in the books give reality to the subject, and stimulate interest in the readers. Physical, economic and historical aspects of the subject find their place in the books, and a predominant place is given to human interest. The descriptions of the life in the Brazilian Fazenda and the life of a Seringueiro in the Hot Wet Forests are some of the beautiful examples in the series of the inter-action between human endeavour and environment. There is an abundant supply of exercises at the end of every chapter which serve as guides to the teacher in setting questions to the class, and there is also a really good and serviceable index at the end of each book. The series under review serve as suitable reading books in geography for higher forms in Secondary schools.

—M. S. T.

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