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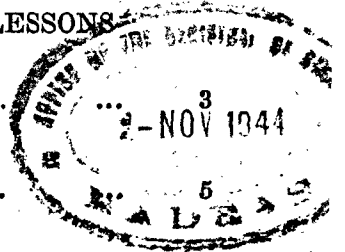
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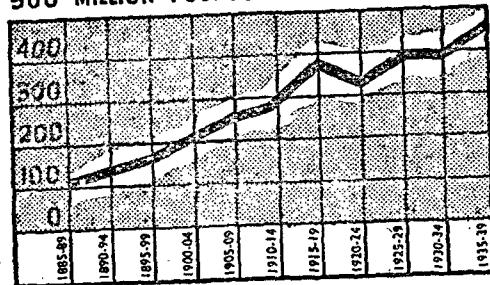


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EDUCATIONAL INDIA

A MONTHLY DEVOTED TO INDIAN EDUCATION

Editor: Prof. M. VENKATARANGAIYA, M.A.

Vol. XII

July 1944

No. I

GENERAL EDUCATION

By Dr. Karl W. BIGELOW

GENERAL education should be designed to meet common needs on the part of students in general. I assume that we are interested in general education on the college level. I do not think that there ought to be one kind of general education for teachers and one kind for prospective lawyers and one kind for prospective businessmen, and so forth. On the other hand, I do not believe that the course of instruction that is planned for the general needs of students ought to be planned without any reference to the professional or vocational purposes of interest of the students themselves. It is a relevant fact that the young men and women are looking forward to a career in teaching, or to a career in some other field, and it is just as well that we should be acquainted with that fact.

I find it useful to bring my thinking back to the student for whom the education is designed, who looks to me like a whole person, rather than an aggregate of parts. It seems rather dangerous for any teacher to act as if his responsibility were for a

part of the student rather than for the student as a whole. The general education program should, in my judgment, be planned with the needs of all students in mind, including those who are to become teachers, but I think it appropriate that the various professional interests and purposes of the students should be borne in mind.

Any faculty that is examining its own program of general education has three main questions to ask.

1. It might ask *what its own purposes are*—what does it consider ought to be the *outcomes*? Are we concerned about their emotional development as well as their intellectual development? Some feel that general education should be purely a matter of the intellect and that the student's feelings can be left to develop in some other way but that college teachers should not worry about them. Others feel very strongly that we have neglected emotional development and that we as teachers ought to feel some responsibility. Should we be concerned

about citizenship? And if so, what do we mean by good citizenship?

2. After we have decided on outcomes, *how do we bring them about?* We have the "one hundred great books attack"; we have the "needs" approach, as at the University of Minnesota. A choice of means is going to be an act of faith. I do not think most of us can get away from our prejudices. But certainly the decisions with respect to these matters will have to be made on a basis of cool judgment.

3. Any faculty endeavouring to prove the validity of its program of general education needs to ask itself: *how can we find out?* The evaluation movement in general education is particularly important because it keeps asking us, first, just what is it that you are trying to do? Many of us who are teaching have not really faced this question. Second, how do you know whether what you are doing is bringing about the desired result? Evaluation assumes a continuous program of self-appraisal and improvement on the part of the faculty. It does not assume that the problems can be solved once and for all, that you can find a particular plan which if followed for a number of years will be the plan. It assumes that growth and improvement will take place continuously, that as new people come on to the faculty they will have new ideas and techniques and that

all may learn and benefit from that in one way or another.

We come back finally to the college faculties themselves, the extent to which they are themselves deeply concerned with the education of adolescents, the extent to which they are eager to examine the effectiveness of what they are doing, and to experiment with new procedures when they feel that what they are doing is not as effective as they might wish. One of the great advantages of the evaluation approach is that it encourages and aids faculties on the job to do that, and provides a common core of concern and experiences that make them better faculty members. As a group American college teachers tend to be on the individualistic side. Their experience, training, and perhaps their temperament do not make it easy for them to sit down with others to work as a team in the development of an educational program along the sort of lines I have been advocating.

I was impressed a few years ago in discovering the graduate faculty of a great university moving in the direction of insisting that evidence be shown by graduate students that they were concerned with and understood something about the problems of adolescents in our culture and were concerned with and knew something about the problems of our society. Evidences of that sort ought to be required before a teaching doctor's degree is granted.

"If the democratic way of life is to be broadened and deepened and made richer, each member of society must be given as good an education as the Government can provide."
—Rt. Hon'ble R. A. Butler.

Planning and Evaluating Lessons in the New Education

By Mr. D. N. DHAR, B.A. (Hons.) L.T.

THOUGH educational psychology has made considerable advances since the time of Herbart, yet the class-room procedures are still dominated by his philosophy and are based on the method associated with his name. Considering the advances made in the field of educational principles, it appears desirable that class-room lessons be not mainly judged and evaluated on the Herbartian principles. In this connection we make certain suggestions as given below:—

Herbart mechanizes education and the lever of this mechanics is what has been termed as presentation and apperception. It was supposed that ideas, concepts, judgments reasoning and even desires, sentiments and attitudes were mainly, if not solely, the result of these presentations and apperceptions. They were supposed to be responsible for the formation of character. It was therefore natural that in planning lesson procedures and evaluating them, attention was given and emphasis was laid on the presentation of the material to be taught to children and the preparation that was made to introduce it and the way in which it was associated with previous knowledge so that it was rightly apperceived. Therefore it necessitated the art of learning questioning boys and to make the dynamics of learning situation complete,

attention was paid to other auxiliary aids which formed a part of presentation. Use of black-board and illustrations, the personality of the teacher, and the applications of the material taught to the boys. It is thus clear that the keystone of lesson planning and lesson evaluating is the presentation according to this system.

But the spirit of modern advances in the field of education do not uphold these views and theories propounded by Herbart. We now believe that the dominating factor in a learning situation is not the presentation as such, it is the interaction of the natural instincts with the environment in which a child finds himself. It is not only here that we have made departures from the time of Herbart. We also believe that education should enable a child to live life as nature intended it to do and that one stage of life should not be necessarily a preparation for the next one; that acquiring information is not as necessary from an educational point of view as the exploration of the ways in which the intended information can be sought and acquired; that verbal knowledge does not influence formation of attitude and character; that the theory of transfer of discipline is only a partial truth; and that therefore knowledge acquired under artificial conditions is not deep rooted and that principles learnt in order to be

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applied later on do not prove very useful. It would appear that these views do not tally with those expressed by Herbart; they may appear on casual observation to be contradictory. The fact is that Herbartian's principles are partially true within the narrow range of a learning situation viz., interaction of mind and the environment but a larger situation is not started or controlled by his principles. Herbartian principles may take the child to the river of learning but they can't make him drink. Once the child has thought of quenching his thirst of knowledge or he is confronted with a situation which he wants to understand to satisfy his psychological wants, Herbartian's principles will begin to apply almost automatically and they won't offer any obstacles. If we were to pay attention to the suggestions recommended below we think that the principles mentioned above will be automatically satisfied. In evaluating as well as in planning lessons, we should pay attention to the following :—

1. How far has the teacher been able to lead to an activity which created a strong motivation in boys for learning certain topics as intended or planned by him? Is the activity broad enough to include a variety of minor self-activities?

2. How far did the teacher maintain the interest in boys in struggling to acquire the required information or to reach the desired end?

3. Has the teacher offered only guidance to sustain self-activity and self-interest?

4. How far did the teacher succeed in making boys guide their own work?

(a) Did boys understand the difficulties in attaining their own end? Could they express these difficulties properly?

(b) Could they find out a solution of these difficulties and what investigations did they make to find these solutions? Did boys express these solutions in a neat and intelligible way?

5. How far was the teacher successful in making boys judge their own work and in reviewing it?

6. How far did the teacher help boys in organising work by themselves, in offering mutual co-operation and in influencing one another by word, thought and deed?

7. Did the lesson create any attitude and did the lesson offer opportunities for their exercise?

8. How far did the teacher keep his personality in the background, and how far did he offer boys opportunities for self-expression?

This plan as a matter of course implies that teaching is carried on an activity basis and with a social purpose. On superficial considerations it may not appear possible to carry on teaching on these principles in higher classes where syllabuses are framed on what may be called the logical and formal system. But even up to the Matriculation standard almost in all subjects syllabuses can be re-arranged with a social setting and teaching executed accordingly. This resetting shall not cost a long time or great labour; even if it does, isn't it worth attempting?

PUNISHMENT IN TEACHING

By Mr. TARANI KANTA SARMAH, B. A.

HISTORY tells us the doleful tales of punishment of the little lovely ones engaged in learning from the long past to the present. Though the great law-giver Manu advocates instruction with sweet words and without giving pain, yet he sanctions beating "with a-cord or a piece of cane on the back part of the body only, never on the noble part", when a serious type of fault is committed by the pupil. Even harsher kinds of treatment are advocated by some. "Frightening, fasting, bathing in cold water, striking with cane, and banishment from school"—these are the types of punishment for the pupils, advocated by the heads of the society or the educationists of ancient India. But what have we, the modernists, done, or are doing? Has the time-honoured school master's rod forgotten its duty now? Certainly not. Even now the fortunate bamboo twig is playing its role in moulding the character of the millions. Really, is it doing a useful duty, then? Or is it retarding the desirable effect of teaching? But why thus? Why punishment at all? They say sweet words are insufficient. The students are disobedient, they do not learn their lessons, they do not commit to memory, they neglect written work, they commit various mistakes, they are inattentive, they are lazy or frivolous, they are naughty, and what not?

The modern world has advanced much, as in other fields, in methods and principles of teaching also. But we, in India, due to unavoidable reasons, lack in adaptability, and follow the hackneyed, lifeless, and wasteful methods practised from long past. At present our educational institutions do not respond to the character of the soil, and do not meet the demand of the nation. Like mushrooms they grow, here and there, mostly to solve the unemployment problem of the educated youth, and drag their precarious existence with everything improper, and uncared for. Introduction and improvement of suitable methods and techniques, in this case, culminating in total abolition of punishment, and due adoption of the psychological principles and tactics, are only fanciful thoughts to us. But yet we wish to try them, and consequently go to request the teachers to study Child Psychology and avoid the ruling attitude.

In our country, at present, the educationists, in most cases, denounce corporal punishment, though they do not advocate total abolition of punishment. After so much advancement in learning and culture, psychology and psycho-analysis, we still find in the educational institutions the existence of whipping, torturing of various bodily organs, scolding and abusing, turning out from classes, suspension from schools or colleges, red eyes, angry looks, harsh words of

the teachers, and last of all, though not the least, the economic pressure in the shape of fines. As if these are the arms and ammunition to win the cattle of Tunisia by uprooting the Fascist forces of ignorance and illiteracy. It is a fact that human nature is not without flaw and weakness, and the material the teachers get, is not the pure unbaked clay to mould it in any fashion they like. They certainly, do not begin with a clean, unwritten slate. The common experience says, and it is supported by the psychologists or the specialists that the slate is almost half-written, and the unbroken attempt of baking and moulding of the clay is already started in the family institutions before it is sent to the man-making factories for further development and the so-called final touch. But the family or the social tutorship never ceases to give effect even to the last day of life. Then one can easily conceive how great and responsible is the family institution, and how comparatively of little importance is the public institution for instruction, where the students are sent to spend 5 or 6 hours daily, and that for a few years only. Even during this period the family and the social atmosphere or influence remains intact. How, then, the teachers can introduce a method which is foreign or unpractised in the family institution? How can they avoid the method or the system in exacting duties or forming characters, practised by the family, and which already becomes a habit with the boys or girls? What can they do if there remains no contiguity in me-

thods and practices between the family and the public institutions? Are they not helpless if what is done in the school is undone in the family? Or how can they progress by uprooting every undesired habit or influence of the family or the society? The problem looms large here.

It is a fact that the student career has got a tremendous influence upon life, and in this period one receives different desirable ideas or ambitions, knowledge of past experiences of society or civilization, and proper guidance for the remaining period of life, in the best possible methods, and in a comparatively short period of time. But the question is that in the progress of life it is not the beginning, nor is it the end. And the knowledge or the ideas which are the product of education, are not the all that we expect in a life. Life has got various possibilities and potentialities which should have proper expression keeping relation and harmony with the outside forces; and that is done by family, social, and hereditary influences throughout the whole life time, predominantly in the earlier period of it. So when a teacher first receives his pupils, he finds in them different tendencies fairly developed, and different habits, some undesirable, formed properly or improperly. The repeated endeavour of the teacher with limited capacity, may meet with failure in reforming those habits and tendencies, and forming new ones. What can the teacher do in such cases? Even the partial success in the school is sometimes lost in the family, during a long vacation or in

the unfavourable social atmosphere. Teachers become helpless in such cases, and sometimes they get irritated, and inflict punishment. But it is certainly not a qualification of a teacher, and perhaps the poor victim also is not responsible for his inability to respond alternately to these contrary influences. Progress stands still and the intellect becomes dull in such cases. Irritation is natural, but punishment, unreasonable. In such cases either the attempt should be given up or some new psychological methods should be adopted, after carefully eliminating the contradictions.

But we should, here, try to examine what objective, the punishment in teaching has in view, and what benefit, if there is any, it brings. This punishment, in most cases, is preventive and reformatory. The sole and only aim of the teacher is to reform the conduct and the habits of a student in the way of forming the character. Every attempt of individual reformation becomes an example to others when a group is in question. So every kind of punishment in schools, even when it is retributive, takes deterrent character. It also becomes reformatory in actuality, as no punishment in the institutions goes unaccompanied by advice. Still there are cases where the main aim is lost, and something like retribution is exhibited. This is the case where the teacher, being of ill-health, or of ill-temper, or being predisposed to irritation due to some personal causes, immediately loses temper at the slightest mistake of the student, and

exhausts the energy created by angry moods through any medium of punishment. If punishment is thought necessary, then this is an excess, and is due to the fault of the teachers. But if it is considered totally unnecessary, then educational institutions should not be run by such unhealthy, ill-tempered, and ill-fed or under-fed teachers. Such teachers are very prone to support punishment being generally biased by their inherent or newly-acquired nature, and due to their incapability to cope with the situation.

But our main concern here is to consider it as a principle applicable to practical cases. The real object of punishment is to cause fear in the heart of the learners. Punishment itself cannot impart any kind of knowledge leading to intellectual or moral gain, except that of painful sensation of the nerves, and wound in the heart. The impression it leaves upon the mind, is that of fear, anger, and bitterness of which fear is considered to be one of the important elements of training. Because the student, out of fear, receives his own position, realises his drawback, and puts forth more energy in learning or correcting himself. Disregarding all abnormal cases, if punishment, used accurately and with proper measure, only to generate energy through fear or anger, and realise the mistake, can we not then support it as an instrument of instruction? The problem is analogous to the use of violence for the establishment of peace and prosperity in human society. As peace purchased by violence is not lasting,

and punishment as a means of instruction, however noble the motive may be, is always imperfect. The human heart is more responsive to gentle words and kind treatment than to harsh words and bitter treatment. The tender hearts of young ones are like the buds to be bloomed by the soft touch of the gentle breeze. The violent striking of the stormy wind endangers their natural expression, and in many cases, destroys the loveliness by bruising the petals or causing them to fall. Harsh treatment, sometimes, mars the career of some sentimental students. Love and sweet treatment are, no doubt, the best means to create energy and bring the change of heart, and so, more effective in teaching than angry moods.

"Anger, as well as love, can be creative, for both are expressions or modes of energy. But love contains more energy and endurance than anger. Love involves the very principle and essence of continuity of life itself."¹

Sometimes it is seen that angry moods on the part of the teachers give more effect in exacting lessons and establishing discipline, where love and sweet words fail to do the same. In the present circumstances it may be true in some cases, no doubt, but thereby, it should not be concluded that love and sweet words are less effective. Rather, if the teachers, giving up even the slightest doubt about their efficacy, practise

them not as a policy, but as a living faith, then by virtue of it, the pupils are naturally attracted towards them and eagerly follow his advice or direction. But the merely amusing words and the repetition of moral advice do not give the desired effects. The pupil should get a real sympathetic heart in the teacher, which is possible only when there is intimate contact between the teacher and the taught. When the pupil sees that the teacher is really and deeply interested in his well-being, he cannot but be obedient to him and responsive to his words. Moreover, anger has other defects.

Angry moods and punishment naturally generate in the minds of the students, anger and fear. Anger, in the case of the student, is restrained by fear, but in such a case, it becomes revengeful, and out of helplessness for its free expression it is turned into cruelty. Fear makes a man a coward also. "Fearlessness is a sign and symbol of self-purification."² It is a great virtue to be acquired by man even at a high price.

"Further more, man seems now to have reached a stage in his history where fear and anger are not merely less important but have become a positive detriment. They have become hygienically bad for the individual and the race....

Eminent physiologists tell us that fear and anger are the most exhausting of the emotions, and are even

¹ Richard B. Gregg — The Power of Non-Violence, P. 40.

² Mahatma Gandhi—Young India, January 7, 1932

more exhausting than actual bodily labour."³

It is also the root of many other social and political evils. Almost every teacher knows well the harmful effect, and sometimes the ineffectiveness of this instrument of teaching. Punishment is there, and many teachers are regarded by the students not only as instructors but also as judges, jailors, police officers, and in some cases, as even tyrants. Certainly this attitude is not hopeful and desirable. But why, then, attempts are made every day to arouse fear in the hearts of the pupils by inflicting punishment, bodily or mental? It is to get the immediate benefit, the whole future is forgotten or neglected. Discipline in the class-room or in the school area is the main aim in view. As long as examination result is the main concern of the institutions, it will be so. But however defective the system may be, however uncongenial the atmosphere, and inadequate the circumstances, the teachers should not forget that the intellectual, emotional, and moral life of the students are more important than the exaction of work. The pupils of today will be, after a few years, the members of the society where they will have to show courage, intelligence, tolerance, sweetness of temper, soundness of judgement,

³ Gregg, The Power of Non-violence, P. 208

kindness, sympathy, self-sacrifice, self-control, and such other virtues which will give them position and prosperity, honour and happiness. But punishment teaches the opposite, and is detrimental to the proper interests of the students. Let nature inflict punishment, if and where necessary, and not the teacher and the parents. The main aim of imparting instruction through family or educational institutions, is to develop, in the individual, the desirable tendencies and the faculties of the mind to the proper limit, so that through the development of the individual the society also is advanced. It should be done by following the process of nature, with careful and gentle treatment, considering individual inabilities and social or family hindrances, and not by hasty generalisation and easy way of punishment.

Last of all, it is true that in many cases, gentle words and kind treatment become ineffective, and the poor teacher finds no way, then, to tame the most offensive and unruly boy. But punishment even there is useless, because the victim gets used to it, and becomes passive to any kind of torture or stimulus. In such a case, rather, sympathy and proper understanding of the situation of the boy, may bring forth the desirable change. If it does not, then it is better to give up the attempt than punish the boy.

"Our public schools are not only the product of our yesterdays; they are the shapers of the world's to-morrows. If you and I fail those to-morrows, we have not justified to-day."

— Aubrey Miller.

Students' Reading-Rooms in High Schools

By Mr. R. SRINIVASA IYENGAR, M.A., L.T.

DESPITE the efforts of the Madras Library Association in introducing the Library Periods in our secondary schools, there has been decline in the reading habits of our pupils, and deterioration in the standard of English in our High Schools. What with the adoption of the mother-tongue as the medium of instruction in all secondary schools, what with the attainment of the working knowledge of English as the goal of the study of English for the Intermediate and the Degree examinations in the University courses, what with the strain felt by pupils on account of the several extra-curricular activities, and what with the diversion caused to pupils by such modern amusements as the Radio, the talkie etc., pupils in the secondary schools of today have neither the leisure nor the inclination to develop literary taste by reading the works of standard authors in English literature, like those of Dickens, Scott, etc. It is therefore desirable to attempt to initiate the students of the Fifth and the Sixth Forms into the mysteries of the English magazines and periodicals. The reading of newspapers and periodicals can have only an ephemeral interest, involving a few minutes' glance, and demanding not much of intellectual effort. But modern secondary schools have to discharge an important function of equipping pupils with knowledge of world affairs. Hence it is worth

while to see if the reading of journalistic matter may be so organised as to form part of regular Library work.

In the first place, we have to consider what magazines could be secured for the reading-rooms in our High Schools. There is practically no journal, all the articles of which in every issue can be of benefit to pupils of High School stage, or be understood by them. Most journals contain only about half a dozen articles for the whole year which can be read without much difficulty by pupils of High School standard. Again, certain magazine articles may be appreciated by pupils, only when read to them by teachers. Subject to the above handicaps of limitations, only the magazines and periodicals in English may be procured for the Students' Reading-rooms in High Schools. In the selection of magazines in English for the benefit of pupils, the following criteria may well be borne in mind. Any Students' Reading-room should subscribe for journals,

1. that are of All-India importance,
2. that are devoted to Health, Physical Culture, etc.,
3. that claim to serve the cause of youth and youth movements,
4. that may enable youths to catch a glimpse of the spiritual side of life,

5. that are associated with social service activities,

6. that are related to the study of science, civics etc. I suggest below a list of periodicals that may be subscribed for by a decent Students' Association of a High School.

DAILIES:—*Indian Express* which enables High School pupils to read news at a glance; *Hindu*, for a few months, to indicate different ways of featuring news, and *Madras Mail* for a short period, to cultivate 'balanced mind'.

WEEKLIES:—*Illustrated Weekly*, *Bombay Chronicle*, *Sunday Times*, *Social Welfare*, *Indian Social Reformer*, *Harijan* (now defunct)

MONTHLIES:—(a) General:—*Indian Review*, *Modern Review*, *Indian Information* (free copy), *Indian Readers' Digest*.

(b) Health:—*Health* (Madras), *Oriental Watchman*.

(c) Religious:—*Prabuddha Bharathi*, *Vision*, *Bharatha Dharma*.

(d) Students' Magazines:—*Treasure Chest*, *Children's News*, *Scholar*, *Pushpa*.

(e) Youth Movements:—*South India Boy Scout*, *Hindustan Scout*.

(f) Science:—*Indian Farming*.

To make the pupils study the magazines with grasp and care, questions on current events may be set every week for 3 or 4 months in a year. For about two months, passages in the magazines containing the answers may be marked by coloured pencil; and some times, the particular magazine from which the

questions are set may be noted along with the questions in abbreviated symbols, e. g., B. C., S. T., S. W., I. W., etc. The answers should be noted in the Students' Library Record note book. Library work in respect of answering questions on current events is a good foundation for the acquisition of general knowledge required in all competitive examinations. It is also training for citizenship.

Below are given questions set as Studies 1, 2, 3 etc., in my High School, in March 1944.

STUDY I. (I. W. & B. C.)

Read the article: Chiang and his children, and answer the following:

1. What two principles should be observed to accomplish anything?
2. What 3 questions does Chiang ask himself every night before he goes to bed?
3. Give some mottoes of the President, and the list of Don'ts prepared by the President for his son.
4. What two books has Lord Wavell written?
5. What part do pigeons play in this war?
6. What subjects do girls study in the Allahabad Agricultural Institute?
7. How is the improvement of roads important to the country's progress?
8. Study the picture of the great Yagna and write one or two sentences about the Great Sacrifice.

STUDY II. (I. W. & B. C.)

1. Note an instance of "Each Deed an End" or "A hero is born every minute".

(Continued on page 15)

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understanding what is contained in the notes which are haphazardly written and most incorrectly printed. Such books if reduced to a minimum, apart from paper economy, will have a salutary effect on education. In any case, bulky volumes which are out of proportion to prescribed textbooks should be condemned.

These are some of the reflections on a first look at the Control Order, but it is for the Government to rally to their assistance, the various interests concerned and pave the way for a smooth working of the Order without any detriment to education, which is an essential civil national service.

Late Dr. P. C. Ray

WE are extremely pained to record the sad demise of Acharya Sir Profulla Chandra Ray on the 16th of June last. In his death India has lost not only a distinguished scientist of international fame but also a patriot, in the true sense, a philanthropist who has always at heart the poor and the distressed, an eminent educationist, an ardent nationalist and social reformer. He devoted his life to the pursuit of scientific knowledge and was the author of "History of Hindu Chemistry". The

most important work of his life was his foundation of a School of Indian Chemists. He was a selfless man who devoted all his life, energies and resources to the



development of science in India. He built up more than anyone else the foundations of science education, specially on the chemical side, and also took earliest steps for the establishment of industrial concerns based on scientific researches.

For many decades, he had been a tower of strength to all who have been connected with

chemical and scientific research in this country and his death is a grievous loss to the country, specially at a time when steps are being taken to place scientific and industrial researches throughout India on a well-planned basis.

His dictum 'Research can wait but Swaraj cannot' will remain inscribed in the heart of every Indian, so long as India does not attain independence.

Requiescat in pace!

(Continued from page 11)

2. What does Wilkie say about the manners of the leaders of democracy and of Stalin?

3. How would you organise a "Village Day"?

4. How do the students of the Dehra Doon School do rural reconstruction work?

5. What is the family motto of Mr. Churchill?

6. How did students of Kottayam plan to solve the beggar problem?

7. What sports have been introduced in Russia by the Britishers?

8. How has the myth of the 'Weaker Sex' been exploded by this War?

9. What can our educated girls do at present?

10. Note some characteristics of the British people.

HERE AND THERE

ARCHAEOLOGICAL FINDS IN NORTH IRAQ

It is announced that highly important archaeological excavations have been just completed at Tell Hassunna near Shura in North Iraq. "We have no hesitation in dating the inception of the Hassunna culture to the beginning of the *fifth millenium B. C.*" states Mr. Seton Lloyd, Adviser to Director-General of Antiquities in Iraq. The importance of the discovery is claimed to lie in the completeness of the record unearthed. It begins with the settlement on virgin soil of primitive and later Stone Age people, using coarse pottery, dwelling in huts or ancestral tents. Thereafter complete stratification is revealed showing levels marking steady advance in agriculture and the arts until at higher levels appears painted pottery characteristic of the oldest Mesopotamian culture known to archaeologists.

A REFERENCE BOOK ON INDIA

The Literature and Language Department of the Academy of Sciences of the U. S. S. R. has compiled a reference book on India, giving detailed information on her history, culture, science, economics and geography. Sections on the written language, science, literature, Press and armed forces have been contributed by well-known authorities. The material covers modern as well as ancient and medieval India, says *Moscow News*.

THROUGH different PROVINCES

DELHI

SCIENTIFIC MISSION TO BRITAIN

Information has now been received by the Government of India that the Scientific Mission appointed by the Government of India for visiting Britain should make arrangements to leave India as early as possible.

It may be recalled that the Mission was to have left earlier, but transport difficulties compelled postponement of the date of departure. It is understood that arrangements are being made, so that the Mission may leave India by the middle of this month.

The Mission will consist of Sir S. S. Bhatnagar, Sir J. C. Ghosh, Dr. M. N. Saha, Colonel Bhatia and Dr. A. Lakshmanaswami Mudaliar. There will be one more member representing the Imperial Council of Agricultural Research and it is not clear whether it will be Sir P. Kharegat or some one else.

It is learnt that the Mission may stay in England for about two months, after which some of the members may leave for America.

The object of the Mission, as already announced, will be among other things to exchange ideas of post-war planning of future scientific societies and research institutes.

EXCHANGE OF UNIVERSITY PROFESSORS

Better understanding of each other's ways, needs and outlook, promoted in the post-war years by an inter-exchange of agriculturists, businessmen and profes-

sional men, is hoped for by Lieutenant-General Sir Ivan Mackay, High Commissioner for Australia in India.

Sir Ivan has taken the first step towards closer relations between the two sub-continent by proposing exchange of University professors and students between Australian and Indian Universities. Letters outlining the proposed scheme have been sent to Universities in India and Australia and the universities are now considering the matter. Sir Ivan said that he had discussed the idea in Australia before coming to India.

FILM LIBRARY

The Central Bureau of Education it is learnt, intends to start a film library. The British Council of Films have already agreed to send free of cost the films made by them. The Bureau is also trying to get educational films both from Russia and America. The library which, it is hoped, will start functioning before the end of this year will be open to all educational bodies and institutions in the country.

TEACHERS IN UNIVERSITIES

The Educational Adviser, Government of India, has addressed a circular letter to the Universities in India inviting suggestions with regard to the problem of training and recruitment conditions of the services of the teachers in the universities and other institutions of higher education. Suggestions from the various universities, will be considered by a committee appointed by the Central Advisory Board of Education.

MADRAS

COLLEGE OF TECHNOLOGY

The College of Technology will be formally opened by His Excellency the Governor on July 28, when a special convocation for conferring the Honorary Degree of Doctor of Laws on Mr. R. M. Alagappa Chettiar will be held, the Chancellor presiding.

The Madras University has appointed Dr. Dinshaw R. Nanji, D. Sc. (Bir), as Professor in the proposed College of Technology. He is at present a Consulting Technologist in Birmingham and will be joining the University as soon as passage facilities are made available. Dr. M. A. Govinda Rao, M. A., Ph. D. (Lon.) is to be the Reader.

GIRLS IN MOHAMMADAN COLLEGE

The Government have issued a Press note, in the course of which they state that they have been receiving representations from some Muslim quarters objecting to the admission of Muslim girls into the Government Muhammadan College, Madras; they have noticed comments to the same effect in the Press; they have also heard a deputation led by Mufthi Hazarath Moulana Mahomed Habibullah Saheb Bahadur.

The deputation submitted that co-education of Muslim boys and girls in an institution mainly intended for Muslim boys, was objectionable. The Government are unable to accept the contention. Their position in regard to this institution remains the same—that there is no question of compulsion, or of Government forcing the principle of co-education upon unwilling Muslims, but where Muslim parents desire to take advantage, for their girls, of the facilities offered by any institution, they should be enabled to do so.

BENGAL

EXPANSION OF EDUCATION

The Government of Bengal had in contemplation a comprehensive scheme of education for the entire population of the province, involving an expenditure of crores of rupees, said the Minister for Education, Mr. Tamizuddin Khan, in the Legislative Council during debate on a non-official resolution. Under the scheme not only primary education but secondary education also upto a certain stage, would be free and compulsory.

The Minister also indicated that the provision of Rs. 5,00,000 made in the current year's budget for the education of scheduled castes would be a recurring provision for the coming years also.

CYCLOTRON FOR THE UNIVERSITY

The construction of a Cyclotron in the University College of Science, Calcutta, is now understood to have been completed.

The Cyclotron is expected to be of considerable help in scientific research and medical therapy in India. It is directly under the charge of the Palit Professor of Physics in the Calcutta University, Dr. Meghnad Saha. The apparatus is now in primary working order.

The construction of the Cyclotron was first started with a lump sum grant of Rs. 60,000 from the Tatas. The Calcutta University authorities have received a further annual grant of Rs. 6,000, for five years from the Tatas for its maintenance and another grant of Rs. 12,000 annually for five years from Birlas for carrying on Bio-physical research work with the help of the Cyclotron.

PUBLIC OPINION

MR. SARGENTS' TRIBUTE TO WARDHA SCHEME

"The Wardha Scheme contains much sound educational doctrine which the Central Advisory Board adopted in their recommendations, but its financial expectations, if realisable at all, will only be realised at the cost of educational efficiency," observed Mr. John Sargent, Educational Adviser to the Government of India, addressing the East India Association, recently, at London.

Proceeding he said :

"The early stages of the scheme will have to be financed by a loan or out of such capital balances as may be available. Economists I have consulted, are unexpectedly optimistic regarding the possibility, given all-out development of India's resources, or such an expansion of revenue as will enable the cost of this and other schemes to be met...If there are any such prospects they would more than justify an immediate loan of such a size as would enable a start to be made at once. It is in world's interests as well as India's that this should be done and done quickly."

However, Mr. Sargent continued, difficulties are "simply or even mainly financial." "I have known, for instance, that there are many people both in India and outside who seeing in a largely illiterate India the finest field for exploitation ever offered to human ingenuity or human greed, will not welcome any disturbance of the labour market which the introduction of education on a

wide scale is almost bound to create. I realise the millennium cannot be brought in by the scratch of a pen or flourish of a trumpet.

SIR RADHAKRISHNAN ON THE AIM OF EDUCATION

Replying to an address presented to him by the Secondary School Teachers' Association at Mayavaram, Dr. Sir S. Radhakrishnan said he believed that the teaching profession, whatever might have been its past, had a great future before it. He observed that what they made the child depended on the kind of education they brought to bear upon it. Nature was there, but it was pliable, and much depended upon the pattern into which they adjusted it. Education was the main way in which they could develop radically new types of men, if they so desired.

Proceeding, Sir Radhakrishnan said "I must say the political and economic condition of India need not be regarded as invalidating the spirit of Indian culture any more than the present war is said to invalidate the spirit and value of Science." "What is necessary," he added, "is that true things will have to support each other. We require the wisdom that is enlightenment as well as the knowledge that is power. If we failed, it is because philosophy or our wisdom did not have enough practical application. If Science has failed, it is because Science has not looked to Philosophy for guidance. It is a combination of these two that will be capable of helping our own country."

NAZI PROBLEMS IN EDUCATION

German schools are faced with increasing difficulties, in part the result of measures the full consequence of which is only now being felt, in part to the comparatively new problems created by air raids, mass evacuation of schools, and the breaking up of homes through the call up of women for war-work.

The German Government's attitude to these problems is perhaps best summarized by the words of a Nazi expert on education:—

The present situation of the schools, however, must be regarded in a sober light. It is true that the importance of their work is not under-estimated in war-time, but it is not of decisive significance.

All talk of "improving education", talk which apparently goes on in the teaching profession, is ridiculed by the Nazis.

The schools must rather fit themselves into the war-time front which means the abandonment of the peace-time way of working.

A sort of uniform minimum standard has been laid down for the Reich, and teachers are reprimanded for not following this plan closely. "For decades the schools have been battling against 'directives of teaching,' and this is the reason for the present aversion of wide circles of teachers to any and every planning of the syllabus and method of teaching." This statement was made by Dr. Jantzen in an article published in *Weltanschauung und Schule*, periodical of the Reich Ministry of Educa-

tion. The Nazi party has clearly decided to enforce even stricter supervision on teachers than heretofore. By a parallel with soldiering it has expressed its intention to counteract a growing tendency to individualism by increased regimentation and heavy intellectual pressure.

Just as the soldier is bound by his rules of service, the teacher, too, must keep too his official plan and carry it through most conscientiously. Anyone who takes it upon himself to deviate from the uniform rules for the Reich and to go his own way in war-time endangers the progress of the children entrusted to him.

To meet this situation and in order to infuse a large body of recruits among those "wide circles of teachers" who do not co-operate, the Nazis have instituted a new short training course for young people, mainly for girls carefully picked by the Nazi Ministry of Education from "Hitler-Youth leaders (B. D. M. leaders) and Labour Service girls." They do not have to matriculate, and even candidates with elementary school education may be accepted.

These new teachers are called "school assistants," and the training lasts for a bare three months, with special emphasis on subjects such as "racial science" and "national science." Top performances are regarded as out of the question in schools provided with this type of staff.

The directions ask for concentration of work and avoidance of overlapping. The curriculum of all schools

is to be gradually adapted to that of the *Luftwaffe* auxiliaries, those secondary school boys who, from 13 years onwards, help with the anti-aircraft batteries and civil defence work and live in barracks away from home, together with a skeleton staff of teachers. They have to attend 18 lessons a week divided up in the following way:—German, 3; history, 3; geography, 2; physics, 2; chemistry, 2; mathematics, 3; and Latin, 3.

Even those subjects which are taught, however, have to be restricted. There are to be no experiments in the sciences, for example, only the "principles of theory" are to be taught.

Tuition in the elementary schools is curtailed in favour of four subjects: German, arithmetic, history and Geography—a programme which can easily be carried out by the new school assistants. But neither teachers nor parents are happy about this development.

The Nazis admit that their difficulties have been greatly increased by air raids. At first they tried to place children from cities likely to be raided with relatives in the country.

Sleep alone, however, will not increase the results of education. Naturally, the Nazis welcomed the opportunity to separate such children from their parents. They have to stay in their camps for at least six months without receiving a visit from their parents or visiting their homes, and parents are even asked not to send them parcels. Parents realize that their children, separated from them and deprived of the comforts

of home life are likely to suffer, and the authorities have had constantly to repeat their appeals not to keep children in the danger areas. According to neutral reports parents say: "If we are to die, what would await the children!"

All over the Reich, and more particularly in the reception areas, instruction has to be given by shifts, spread out over the whole day. This was also necessary because so many school buildings have been commandeered for war purposes. In addition, both teachers and pupils have been allocated extra tasks necessary to the war effort.

There is one hopeful aspect in this war situation which must not be overlooked. The shortage of teachers has made it necessary—as the Nazis themselves complain—"to have recourse to those individuals who had either already left the scholastic profession or were only qualified to teach certain subjects." In both cases such people seem to be those who adhere to the old principles—either as being from the "old school" or persons dismissed because of their anti-Nazi views and now called back for service.

Thus there has taken place an influx into the schools of anti-Nazi elements which cannot be underestimated in their influence on the young. It would not be at all surprising if this influence has been partly responsible for the recent measures which the Nazis have been compelled to take against German youth.

—From *The Times Educational Supplement*.

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