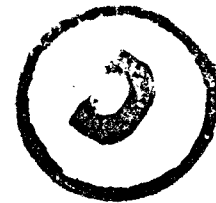


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— SIR CYRIL NORWOOD.

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ENGLISH IN SECONDARY SCHOOLS

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EDUCATIONAL INDIA

A MONTHLY DEVOTED TO INDIAN EDUCATION

Editor : Prof. M. VENKATARAMAIA, M.A.

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No. 9

EDITORIALS

NATIONAL EDUCATION

ONE of the complaints against the present system of public education in India is that it is not national. This is not a new complaint. It has been there for more than a generation. Those who brought forward this complaint have also started some educational institutions—schools, colleges and even Universities in which “National Education” is given. All the same there are many who think that the phrase “National Education” is a mere slogan without any substance behind it or that it is a sort of war cry. Among them there are responsible people occupying positions of authority and influence. It is therefore necessary to understand what the precise significance of the term is and why the present system of education is not considered to be national by a large section of the leading people of the country.

THERE is first the question of control. Existing schools are not considered national because they are entirely under the control of a Government which is not national in character. It is in this respect that there is a difference between national educational institutions and those

that are managed in accordance with the rules framed by Government. The controversy here is just like the controversy carried on in many European countries as to whether the State or the Church should control education. It is a live issue in those countries even to-day. And in our country this point of view will continue to be emphasized until a national Government, in complete control of education, is established. The present system of education is not national because it is not controlled by the representatives of the nation.

EDUCATION is the deliberate training of the youth of the country so that they might become the right sort of men and women in later life. It is felt by many that the training that is now given does not result in the production of the right sort of men and women from the national stand point. And there is a real and substantial ground for entertaining a view like this.

WHAT is required is men and women who have a respect for Indian ways of life and who cultivate a sympathetic appreciation of those ways. Life as it developed in India has a long

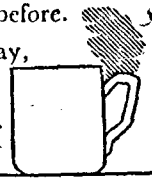
FOOD...
FUEL...
CLOTHES...
EDUCATION
OF CHILDREN...



War imposes a great strain upon everyone in the Services, in business or on the land. Food is difficult to get and expensive, travelling in crowded trams, buses and trains is uncomfortable and sometimes even hazardous.



Clothes are far above pre-war prices and difficult to get. Everyone has to work harder and at greater pressure than before. That is why so many people, tired at the end of a long day, turn to the solace and comfort of a good cup of tea. Tea stimulates—cheers you up—makes you feel less weary. Tea is the finest drink—any place—any time.



INDIAN
tea
IN TIMES OF STRESS TURN TO TEA
INSERTED BY THE INDIAN TEA MARKET EXPANSION BOARD

past. It was developed in accordance with the special needs and circumstances of the country. There are so many traditions associated with them. They have been built around a set of ideals. In the matter of food, of dress, of cleanliness, social manners and etiquette, feasts and festivals, religious worship, ideas of right and wrong the people of the country have a character of their own. In all these matters there is a great deal of difference between India on one side, England and the West on the other. But in the training that is imparted to boys and girls whether it be in elementary or high schools, in Colleges or Universities there is no conscious attempt at making them look sympathetically towards these ways of life. On the other hand they are made to believe that Western ways of life are superior and progressive and civilized and the sooner the Indian ways are discarded the better it will be for the country. It is a change in the attitude of those that train the youth of the country towards the heritage of the land that is being demanded. A system of national education will differ from the present system in so far as it will be based on a reverential attitude towards Indian ways of life.

THIS does not mean that the Indian ways are ideal and perfect and that they do not require any improvement. It only means that they are imperfect in the sense in which the ways of life of every nation in the world are

imperfect. Every nation is engaged in making a series of experiments in evolving a perfect and an ideal way of living. No nation, however, has succeeded in discovering a perfect plan as yet. If Indian ways of life are to be improved—and they do require a good deal of improvement—it is not so much by discarding completely the existing ways and importing bodily the Western ways that the aim will be accomplished but only by building on the existing foundation. National education will emphasize this point of view.

IN another respect also national education will differ from the present system. It will train the youth of the country in such a manner that they will come to feel and realise that, in spite of communal, religious and other differences that are now existing, there is an underlying unity among the people, a unity that makes them a nation. To-day there is no conscious effort on the part of educational institutions in this direction. If at all there is any tendency it is the other way—the way of unduly stressing on differences. Schools and Colleges of an entirely communal character are being established and they are working with the aid of public funds. Educational segregation has proved to be an obstacle in the way of the growth of national unity. It should not be forgotten that nations are not natural groupings like the family. They are made by deliberate training.

THERE is next the question of national freedom. If the schools, as they exist to-day, are not considered national it is because they are doing very little to inculcate in the youth of the land an ardent desire for freedom of all kinds—political, economic and social. The psychology which they develop is of a quite different character. Boys and girls are taught that for ages India has been a subject nation and that freedom would result in civil strife or foreign conquest. There are also many other indirect ways in which the aspiration for freedom is suppressed. A real national education will be of an entirely opposite character.

INDIA had its own system of education in the past. It was characterised by a peculiar kind of relationship between the teacher and the taught. It was this personal relationship more than anything else that produced educated men of the right type not merely in ancient times but also in the mediaeval period. To-day the relationship has become more or less mercenary with all the disastrous results for which it has been responsible. Moreover the life of celibacy, of poverty and extreme rigidity which was followed by the pupils of those days had something in it which made the educated the real *elite* of the country. Things have become quite different under the present system of education which is quite exotic and not at all in consonance with the earlier national traditions. The luxury

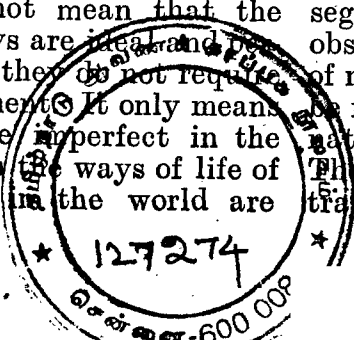
and extravagance which generally characterise the lives of the students in hostels needs no comment.

IN all countries of the West the reverence for the past and the deep respect for national traditions are being fostered through a compulsory study of classical languages and through the large place that is given to the mother tongue. In India the situation is different. The study of Sanskrit and other Indian classical languages is being discouraged. There are provinces like Madras where, if the present trend of events continues for a decade or two, the study of Sanskrit may completely disappear from schools. And as for the mother tongue it has only a secondary place given to it. The fact that there is still a controversy as to whether instruction in schools is to be imparted through the mother tongue or through English is a significant eye-opener in this connection.

THE demand, therefore, for a national system of education is thus a demand for something that is significant and essential if education is to serve that purpose which it has been serving in all the progressive countries of the world. It is not a mere slogan or a war cry.

British Experts

TWO eminent British experts on education have recently arrived in India. One of them is Sir Cyril Norwood, Chairman of the School Examination Council of England and



Wales; the other is Sir Walter Moberley, Chairman of the University Grants Committee, England. They will have an opportunity of going round the more important educational institutions in the country and finding out for themselves in what respects reconstruction has to be carried out after the War. There is no doubt whatever that with their vast experience of educational administration in England they will be in a position to give a large number of valuable suggestions regarding Indian education.

BUT there is one question that arises at the outset. It is whether there is any need for any further expert advice on educational matters in our country to-day. Mr. John Sargent, a great expert, has been with us for several years. The Report on Education which he produced has been welcomed from all quarters as a remarkable document. It has been considered by the Central Advisory Board and approved by it. Provincial Committees on Post-War Reconstruction have already issued their plans in the light of Sargent Report. Every aspect of education—its general character, its scope and content, its control and administration etc.,—has been thoroughly examined. Exact measurements of cost as well as the division of responsibility between the Central and Provincial Governments have been worked out. What is, therefore, required is the actual implement-

ing of the scheme. It is now a question of finding funds and utilising the funds for the work of educational reconstruction.

IT has become the fashion with the authorities to have reports framed by experts even when action has become urgent. We had a report from the committee presided over by Sir Philip Hartog. Its recommendations have not been given complete effect to. Then came the report of Messrs. Wood and Abbott; but no effective action has so far been taken on it. Later on Mr. Sargent himself has produced his report. It is not known as yet to what extent its recommendations will be put into operation. With experiences like these one is at a loss to know of what great value will another report from British experts be.

MOREOVER there are many experts on educational matters in India itself. It is best that their services are utilised whenever any specially difficult matters of a technical character have to be considered. Even when such men are not available the better course will be for the Government to send Indians abroad and make them acquire expert knowledge. Such men will be a permanent asset to the country.

ONE difficulty with experts imported from abroad is their ignorance of conditions of life in our country. It is impossible for them to get an adequate knowledge of those conditions unless they spend several years with us.

But they cease to be experts if they stay here for a long period of time. This is the dilemma in which we are placed.

SPEAKING in Madras the other day Sir Cyril Norwood stated that in Great Britain they were proposing to meet the problem of the future by giving the teacher a position in the State which he had not so far occupied. It is a position under which his salary should be equal to the members of the civil service. It is clear from this that expert opinion in England is that the status of the teacher should be equal to the

status of the civil servant. Is there any hope—even distant—that in any conceivable time such a view will be accepted by the Central and Provincial Governments in India? He also referred to the bifurcated courses in education and to the tyranny of examinations. These have been frequently referred to by all educationists in India but no one is interested in taking action. The tragedy of our situation is not that we are wanting in knowledge but in will. Which expert can supply the authorities in the country with strength of will and courage of conviction?

I am What Men Call God

I am not lonesome nor apart
That you must think, lo there!
I am the All, emerged in all.
Behold me everywhere.

I am the morning zephyr soft,
While skipping o'er the lea;
I am the music of the brook,
That flows on to the sea.

I am the kisses of the sun,
I am the tears of rain;
I am the welcome breath of spring
That brings new life again.

I am the sprouting of the seed,
The budding of the flower;
I am the beauty that you see
Unfolding every hour.

I am the singing of the birds,
The rustling of the leaves;
I am the holy force of life
In everything that breathes.

I am the thrill of harmony
You feel but cannot tell;
I am the firm unchanging law
That worketh all things well.

I am the light that never fails,
The power that never dies;
I am that still small voice within
That bid the soul arise.

I am the fruit of highest thought;
I am the iron rod
That strengthens and supports the whole,
I AM WHAT MEN CALL GOD.

— Anonymous.

ORGANIZE OR STARVE!

Prof. ANJILVEL V. MATTHEW, B.A., B.T., M.Ed.

IN my previous article it was shown fairly clearly how, if education in India is not what it should be, society has no adequate reason to grumble as it (society) does not give anything like a generous treatment, not even a rational treatment, to the people who are entrusted with the work of educating the young. It was pointed out how even the Sargent Scheme, which is supposed to offer liberal terms to teachers, is far from being generous in its recommendations regarding the remuneration of the rank and file of teachers who work in what the scheme calls the Basic Schools. After passing the School Leaving Examination and undergoing professional training for two years, all that most of the ordinary primary school teachers can expect to get as pay is Rs. 50 (fifty) at the end of fifteen years of continuous service. Is this anything like a generous offer? Society has not yet realized the importance of giving proper attention to the education of their children. If it had, those entrusted with the work would have been better treated. The worst of it seems to me to be that even teachers have not realized the importance of the role they play in the body politic. If they had, they would not ask for a rise of Rs. 3 or Rs. 5 in their basic pay of Rs. 10 or say even Rs. 20 as they too often do during these hard days. We teachers are like the poor African aborigines who thought that the joke was on the other side when they bartered a pair of elephant's tusks for a few yards of scarlet-coloured cotton cloth from some "ignorant" white trader. Where I write this from, workers in a textile mill used to get daily wages at the rate of 5 as. and 6

as. about four years ago. The same men now are getting three times more, and they are agitating for still more. They should get more. But what about the teacher? He gets—well, what society considers to be his due, which now happens to be about half the wages of an unskilled mill-worker. And teachers do not yet have the commonsense to organize and form themselves into trade unions.

One lesson that Soviet Russia has taught the world is that the worker is worthy of his wages. Wherever the cause of workers is given any consideration hereafter, it will be impossible hereafter to defraud them of their dues to the extent it was possible in the pre-Soviet world order. The inauguration of the Soviet regime is a landmark in history, as it marks the beginning of an age when an increment in the wages of workers is no more considered an act of grace or charity on the part of employers. Teachers in India should not be slow to recognize the fact that they also are workers, and that as workers they have a right to live fairly decently—at least above want. It is true that Soviet Russia has been changing its methods and ideologies all these years, and it is likely that on account of war certain changing trends must have been accelerated. For instance, the original idea of equality of wages has disappeared. All the same, the fact remains that care for the welfare of workers is still the motive power behind the Soviet might. Workers in India also should stop being apologetic in their demand of living conditions. As a matter of fact manual workers and mill labourers are able to get during

these days of distress three times their original wages, partly at least due to their consciousness that by their united stand they can force from their employers better terms of service than before. Teachers get a pittance of 10% dearness allowance; and to get even that, they have to beg. We have not been able to demand better wages, for we have not begun to realize our strength. Ours is an "essential" service if anyone's is, but it is treated as if it were a very secondary affair. Some of us want all education to be at least secondary in standard; what has happened is that all education has in a different sense become "secondary", and it will continue to be of secondary importance in the nation's eyes until we too have the sense to be organized.

What is the kind of living wages we are entitled to? Without going into either any theory or any statistics, I may put it in a very concrete manner and say that all trained teachers of the matriculation standard of general education should have wages, to mention one specific instance, *equal to those of postal clerks*. Is this too great a demand—that teachers who have the same general qualification as postal clerks and undergo special professional training for a year and sometimes for two years should get the same wages as postal clerks? But do we have it now? Or at least are we promised it in the near future? Look into the fabulously generous Sargeant scheme and you will be surprised that the scale of salary proposed for trained matriculated teachers is far below it. Junior basic school teachers (who are all expected to be of matriculation standard, and trained to boot), all assistant teachers in senior basic schools and many head-teachers in these schools, and all non-graduate

trained teachers in high-schools will draw salaries less than postal clerks according to this generous scheme. There is a danger, however, that even these proposed scales of salaries which are far below the existing scale of postal clerks will not be ours - unless we are organized.

Organizing teachers into trade-unions is far from easy. First of all we are inclined to think that there is something immoral about teachers being organized for purposes other than those of advancing their professional and cultural qualifications. Those few among the readers of this article who happen to be acquainted with my writings have noticed that I give the utmost importance to the spirit and attitude of the teacher. (My next article will be entirely devoted to it, again.) Nevertheless the fact remains that the teachers' lot is unnecessarily hard, especially during these days when most of them, I expect, run into heavy debts just to keep their households going. But no one seems to care, and all that the best of our friends can do is to promise big things—and what wonderful big things they are I have shown above—in the glorious, problemless era that is to follow the conclusion of World War II. If ever teachers require better economic support it is now; and if we do not organize ourselves into trade-unions we shall not get it now, nor shall we get anything like our deserts even after the War. We have too much assumed that society or the State would take care of us, and worse than that we have accepted the situation that a workman, if he happens to be a teacher, is not worthy of his wages. When we find that even the primary needs of our immediate dependents and our own, could not be met by what we grandiloquently call our "salary", we take to

begging for small increments, as if we are not entitled for anything better, as if we have no right to demand.

Next to the difficulty that arises out of our attitude—if ever there has been slave mentality, it is ours—there is the fact that teachers of one school regard teachers of another school in the same locality as rivals and competitors. The same attitude could have been maintained by workers working in different mills in the same locality. These, however, have learned to regard each other as comrades. Why should we not do the same? One reason is that teachers of each school want to have a larger number of boys in their own school so that they may get a better fee-income. But if we are well-organized we need not pathetically depend on school-fees as our sole means of support. By standing united, we can make the State pay for education; and

even if we work in private schools we have a right to expect that our salaries should be so safeguarded that we do not have to depend on an inadequate fee income as the sole or chief means of teachers' salaries. In many parts of the world the State has already recognized that education is one of its most primary and essential duties, and that it cannot be efficiently carried out by private agencies or by the limited ability of parents to pay for their children's education. Education is a primary charge on the State, and by our unavailing sacrifices we should not provide the State with a loophole or excuse to shirk this, its most important responsibility. Let us teachers, therefore, organize ourselves into trade unions, so that we may not starve and so that we may rouse society and the State to a clear consciousness of their primary duty to properly educate their young.

PLANNING A CURRICULUM

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

S. T. T. College, Baroda.

THERE is a widespread cry in all the countries about curriculum-reform. I have previously pointed out that all plans of post-war educational reconstruction are silent on this moot point.* The recommendations of the Norwood Committee are found to be flat by the critics on the problem of curriculum-construction; in our country the recommendations of the Central Advisory Board reach the cloud-capp'd towers but are not true to the kindred points of heaven and home. So far it is plan-

less planning. All researches and discussions on the problems of curriculum construction can be reduced to the following fundamental trends: 1. a trend towards centering the curriculum in the interests and purposes of children, 2. a trend towards organising curriculum material into an integrated programme grouped about centres of interest and units of work, 3. a trend towards making the curriculum more comprehensive in its scope, 4. a trend towards making curricula a product of both the traditional philosophic approach and the modern scientific analysis which includes a study of the child and also

of adult society, 5. a trend towards allowing a large measure of freedom to the teacher in adapting the curriculum materials to the needs of the classroom.

The problem that lies at the root of curriculum construction is how to provide for the integration of the child's efforts as he is passing through primary and secondary schools. We realise that education is a continuous process and there should not be any sharp break between a stage and another. On the other hand, our secondary school teachers are observed by the outlook of a specialist, the pressure of examinations, the rigidity of time-tables and personal efficiency. They tend to teach the subjects and neglect the individual needs of the child. "The danger of this method," as pointed out by M. Clutter, "is that it disintegrates knowledge into a set of compartments, a wasteful and harmful process for the child of only average ability, whose efforts at learning are laborious and slow, and who lacks the power to relate the separate parts to one another and least of all to himself."

Then, how to give a meaning to child's work in the school? What should be the integrating principle? The answer is to be provided by the child. Children's individual aptitudes should be used as an incentive to effort in all their learning and activity. The aptitudes of children present a wide range of variety—literary, linguistic, scientific, practical, artistic. This requires some kind of flexibility in the curricula. The teacher should have two pictures before him: Child's aptitudes and child's possible future career and the best way of developing him towards it. This supplies a key to the understanding of Basic scheme where the education has a vocational aim. The

vocational aim provides integration, gives a meaning to child's efforts, and education is never allowed to be utilitarian. The child in the secondary school lives in the realms of Marlborough and Drake, of Galileo and Newton. His zest for discovery and enterprise need never shipwreck on the rocks of drudgery and boredom. The acceptance of vocational aim in curriculum provides one solution that the meaning is given to child's efforts.

This brings me to another controversial point raised by the Sargent scheme. The scheme provides for a break at 11+. The older generation of educationists have cried hoarse against this, but the newer generation of the experts that is spoon-fed by the American psychologists firmly believe that a career of a child can be determined between the ages of 5 and 10. Let it remain on one side, but from the point of view of an ideal basis of curriculum construction, the centres of interest should not cease at 11. What we have to discover is a key subject or activity for every child and make it a subjective centre of his or her own work. He may develop his interests and he should, but there should not be sharp changes in his course. It is therefore better to go for the organization of multilateral schools. In these schools, the curriculum will be more comprehensive so that the changes will be easy to make. While planning the curricula with vocation as aim, the girls present a special difficulty. They are not 'careerists', nor have they decided hobbies. They may defy—let them answer this—a career master, being vague and uncommunicative. This will need a closer collaboration between the form mistresses and the specialists while planning a curriculum.

* Refer to 'Modern Trends in Curriculum Making'—Journal of Education and Psychology, Baroda—Vol. II, No. 3.

Experimental Work in Moral Training

By Dr. G. F. LAKHANI

In this article I propose to give an idea of some of the experimental work done in foreign countries on the question of children's morals. Several methods have been devised to measure the various aspects of children's morals. The most important measuring techniques adopted have been :—

1. Measurement of actual behaviour.
2. Measurement of knowledge and attitudes and
3. Rating scales.

I

As regards the first, the following are some of the specimens of tests used, along with the names of the experimenters. It will be seen that actual practical situations are devised to measure the different aspects of the child's behaviour.—

Honesty : Dishonesty.

1. Not returning borrowed property. (Volker).¹

1. Volker, P. F. :— The function of Ideals and Attitudes in Social Education ; an 'Experimental Study', Teachers' College, Contribution Education, 1921, No. 112.

Continued from preceding page

In short, while planning a curriculum, the individual freedom and individual work should still reign supreme. Over-specialisation is dangerous; the rigid syllabus is out of place, for the true culture must go deep. "It is a personal process and can only be achieved by a fusion of harmonizing of life-giving elements in a mind receptive of that which stimulates and feeds it."



2. Not returning all coins used in tests.
3. Cheating in taking an Exam.
4. Cheating in keeping one's own score in athletic contest (4 tests :— May & Hartshorne).²

5. Cheating in scoring one's own paper as shown by Comparison of Carbon or Wax copy of original with corrected copy.
6. Peeping in task which was to be done with eyes closed. Tested by success at impossible task: (Volker, Cady, Slaght.)

7. Receiving aid in solving puzzle after having been placed on honour to receive no aid. (Volker)

Helpfulness—Selfishness.

Willingness to receive a tip for insignificant favour, (Volker.)

Persistence—Lack of Persistence.

Persistence and faithfulness in pushing button every two minutes in presence of distracting material; cancelling a's in book containing interesting pictures; Card sorting in presence of pictures and reading material. (Volker, Slaght)

II

As regards the Measurement of knowledge and attitudes, here are two examples from each.—

Knowledge :

1. Answers to brief questions involving moral judgements, interpretation of proverbs, definition of moral terms and evaluation of offences.

2. Marking of responses as right, excusable, or wrong in complex but

2. Hartshorne, H. and May, M.A. :— "Studies in the nature of Character; Studies in Deceit, Bk. I; General Method and Results, Bk. II; Statistical Methods and Results", [New York, Macmillan, 1928.]

practical situations which children face. (Jones.)

Attitudes :

1. Attitudes and interests in selection of friends as shown by preferences for characters described in brief character sketches.

2. Attitudes towards organizations, professions, activities, etc., as shown by answers to questions. (Raubenheimer, used by Terman)³

III

The other methods used in studying moral behaviour of children have been clinical observation by means of an interview or while the child is taking his tests, questionnaire methods and physiological methods. The last method consists of experiments with galvanometre and with measures of inspiration. Expiration ratio, blood pressure, reaction-time and pulse beat. But with the exception of the measures of systolic blood pressure which has been found to be a fairly good test of deception under certain conditions, physiological measurements have not proved reliable. An interesting experiment was however made by Lindemann⁴ who found that under the influence of certain drugs e. g. sodium anytal, the subject finds it very difficult to inhibit ideas and to deceive, but more research has to be made on these lines before this method could be used for testing moral behaviour.

Lambros's theory of criminal type and the popular belief that lying could be detected by the evasive eye and stealing by a sheepish look have also been exploded by scientific

3. Raubenheimer A. S. :— An Experimental study of some behaviour traits of the potentially delinquent boy Psychol: Monog: 1925, 34, No. 159.

4. Lindemann, E. :— The psychopathological effect of sodium anytal Proc: Soc. Exper: Biol and Med: 1931, 28, 864—866.

research. Goring⁵ after a careful investigation of 3000 criminals in England, came to the conclusion that "there is no such thing as a criminal class, differentiated by anomalies of physique."

INFLUENCE OF HOME

Having given a brief idea of the methods of measuring children's morals, let me say a few words with regard to the work which has been done in connection with the influence of *Nurture* on the moral behaviour of children.

The most important factor in child's environment to influence his morals is the *home*. This has been shown by Paynter and Blanchard⁶, who while analysing the conduct disorders of 330 children brought before their clinics for certain maladjustments in their personalities found that in 90 p. c. cases, poor training and discipline at home were responsible; this was the most important factor, and the 3rd. most important factor was broken homes which was responsible for 40 p. c. cases. Hartshorne and May⁷ also found that there was the highest correlation ($r = .545$ between the children's ideas of right and wrong and those of their parents. Next came to the ideas of friends. It was also found that there was closer relationship between the ideas of the child and the mother than between those of the child and the father.

The influence of the size of the family on the morals of children has also been studied, but while it can be

5. Goring C. :— The English Convict—A Statistical Study; Lon. H.M., Stationery Officer 1913.

6. Paynter R. H. and Blanchard—Educational achievement of Children with personality and behaviour difficulties — N. Y. Commonwealth Fund.

7. Hartshorne and May, M.A.—Testing Knowledge of Right and Wrong Rel. Edn. 1926.

definitely said that an unwanted child or a child who feels that he has been deprived of some of the parental love after the arrival of the new born, will have some difficulty in adjusting his personality, it cannot be said definitely that these difficulties will necessarily hamper his morals.

As regards the material resources of the family, Jones,⁸ studied the question of juvenile delinquents during the last great depression before World War II, in the state of Massachusetts. While there was an increase in thefts as far as adults were concerned, it was found that children were unaffected. It appears that poverty does not effect children immediately, at least so far as their morals are concerned, but in case parents have to shift to poorer surroundings or have to take in paying guests or if their supervision is withdrawn by their moving out in search of a job, children's morals are materially affected by the influence of their new associates in and out of their homes or by lack of proper supervision.

INFLUENCE OF ASSOCIATES

This brings us to the second most important influence in the child's environments namely that of his associates. Healey⁹ for example concludes from his study of delinquents that "Companions play an important part in affecting moral behaviour." Hartshorne and May referred to above several times also found that while correlation between a child's standing in tests in deception and that of his companion not in the same class was 23, that between a child and his companion in the

same classroom was 66. This shows that a friend's influence is the greatest when he is in a position to press judgment or make suggestion by his presence.

We all know and that there is experimental data shown in the results the above two collaborators and Shuttleworth also proved that apart from personal morals, every young pupil is governed by the group morale. If a group of children remains intact for a number of years, it soon adopts a particular mode of behaviour on questions such as neatness, attitude towards teachers, cheating etc. This attitude leads to the homogeneity in the conduct of the group and has to be encouraged and guided on proper lines.

RELIGION AND MORALS

Writers on Moral Training have always emphasised the close relationship between Religion and Morals and we shall now take stock of the studies made in this connection. Hartshorne and May comparing the two groups of children, one of whom attended a Sunday school and another did not, found that the percentages of cheating to be 31 and 40 p. c. respectively and in a second experiment of the same sort the percentages were found to be 38 and 43 respectively. As regards helpfulness, children who attended Sunday schools scored some what higher score in the tests than those who did not and the scores were still better in the case of children whose attendance was more regular. Of course, it might be that better results were due to the fact that these children came from better homes where parents were anxious for their children to attend Sunday school but as it is not possible to eliminate the home factor altogether, the relative influence of home and Sunday school cannot be ascertained.

Some work on the influence of Biblical knowledge on moral behaviour of children has also been done but no final conclusions can yet be drawn from such experiments.

INFLUENCE OF SCHOOLS

Coming now to the question of the influence of the regular ordinary Day schools on children's character, while there is no improvement based on mere attendance in the schools, it is dependent upon the sort of influences which children experience from contact with teachers and other pupils. There is of course the question of group morale already referred to above. If the group has laid before itself the ideal of cheating a particular teacher, a new comer acquires this trait by mere presence in the same class room.

Hartshorne and May studied the question of influence of the teacher on cheating. One section of a class under a particular teacher "cheated only half as much at the end of a year as it did in the beginning, whereas the other section of the same grade under another teacher in the same school cheated more at the end than in the beginning." The experimenters found differences in the honesty score in different classes in the same school. While "it is impossible to say how much contribution the pupil-teacher relation makes to these differences among classes and how much the pupil-class relation makes; if we consider these two together, we have the two factors in the school situation which are most clearly related to changes in moral behaviour."

RECREATIONAL ACTIVITIES

The influence of recreational activities in the moral conduct of children has been studied with regard to (a) Boy Scout Movement and other club membership, (b) Moving-picture attendance and (c) Story telling.

(a) P. F. Volker who has been a pioneer in the field of measurement of moral behaviour performed an interesting experiment with a view to find out the influence of the Boy Scout training. He subjected 57 boys between the ages of 10 and 14 to preliminary tests from among those described in the beginning of this article. He then gave an intensive training lasting for 7 weeks in Boy Scout work on trustworthiness to two groups each consisting of 10 boys selected from the 57 boys. The training consisted of learning of codes, exhortations, discussions and actual practice of honesty. Two other groups also selected from other 57 boys and consisting of about the same number and having a similar test score in the preliminary test, were also subjected to a training in Scout-work in general without any intensive training in honesty, as in the case of the first two groups. The remaining boys out of 57, were not given any training at all. At the end of the experiment all the boys were retested with tests similar to those given in the beginning of this article. The result was that the two groups who had been given intensive training in trustworthiness scored the most and the least score was secured by the groups who had not received any training at all.

Hartshorne and May compared the scores of two sets of boys, one consisting of boys who were members of club and another of those who were not and came to the conclusion that irrespective of the activities of the clubs, members were more co-operative than non-members although in a matter like cheating in school-work the members did not score any higher score.

These two experiments show that if a particular kind of training is aimed at a particular end, it will su-

8. Jones Vernon's Relation of Economic Depression to Delinquency, Crimes and Drunkenness in Massachusetts — J. Soc. Psychol 1932.

9. Healey H.—The Individual Delinquent.

ceed and that club-membership will help the boys in the particular jobs for which opportunities are provided.

(b) As regards the influence of the Cinema an Inspector of schools from Bengal, writing on this subject in the December 1943 issue of "Teaching" said that most of the Indian pictures had a sex appeal and they were responsible for developing precocity and erotic excitation among the impressionable minds of young people. The investigations of the western writers, however, show that this is only a minor aspect of the whole question.

Healy and Bronner¹⁰ examining 4000 cases of delinquency in America came to the conclusion that only one p. c were influenced by the Cinema in their delinquent actions; similarly Cyril Burt working in England was also of the opinion that the influence of the Cinema was "very small". The above experimenters felt that children were more inclined to immitate in make-believe rather than in reality all the murders, robberies and other misdeeds which they saw in the Cinemas. Hartshorne and May correlated the frequency with which children attended cinemas with the scores of these children in cheating cases and found $r = +.17$ only. While the relationship between cinema going and delinquency may be small, other writers have shown that in matter of attitudes, the influence can be great. e. g. Thurstone found that the children's feeling towards gambling was more severe after seeing a picture on this subject than before, and Peterson and Thurstone produced evidence to show that the attitude of the children towards the Germans was more friendly after seeing a film

10. Healy and Brouner, A. F.— Delinquents and Criminals: Their making and unmaking.

entitled "Four Sons". It must be the opinion of all Cinema goers that lots of higher emotions are aroused when we see some good picture. All these fine feelings go to waste if nothing is done to make use of them. It is desirable to do some fine deeds to implement our noble ideas into action.

(c) That cheap novels dealing with bandit life "act as a pernicious influence upon young people" is the opinion expressed by Healy who has considerable influence with the delinquents. He says, "A definite habit and craving for this type of reading is developed just as the individual develops a habit for alcoholic stimulants. The fires of the spirit of adventure are not only kindled, but are kept going, by this fuel." Similarly Havelock Ellis, the well known writer on sex and Healy feel that excessive reading of cheap erotic stories by young people, stimulates sex instinct and leads to undesirable practices.

I now come to the question of Transfer of Training as far as it applies to Moral Training. Thorndike's theory is "that the degree of transfer from one situation to another is dependent on the degree to which there are common elements in the two situations". Our object, therefore, should be to help children to see common elements in the different situations. If we wish our child to be honest, we have to provide opportunities for him to practise honesty in a variety of situations where different aspects of this quality are concerned instead of just lecturing to him to be honest. This was proved by Zyve who showed that mere general discussion of honesty and fair play was not enough to inculcate integrity in the self-scoring of test papers in a school. Having

given practice to the children in different situations our second task should be to help the child in seeing the common elements in the different situations and to find out the same element in a new situation. In other words the teacher or the parent has to follow both synthesis and analysis. A number of experiments have been performed to illustrate these two points. A group of children were given practice in neatness in Arithmetic and no attempt was made to inculcate neatness either in other subjects or to develop an ideal of neatness in general. At the end of the experimental period, it was found that while the children were neat in Arithmetic, they were far from being so in other subjects. Another experimenter (Ruediger) in a 2nd experiment gave practice to the pupils in neatness in one subject, without mentioning other school subjects. But once or twice a week, the teacher used to discuss the subject of neatness not only in one particular subject in which they were practising but in dress, hospital etc., also. At the end of the experiment, it was found that while the greatest neatness had been achieved in the subject in which practice had been given, it was visible in all the other school subjects also.

To mention another experiment performed by Hartshorne and May, they told stories on co-operation, to two groups of children and also discussed the subject with them. At the beginning and the end of the experimental period these two groups and two other control groups which had not got the benefit of the stories or the discussions were subjected to some objective tests in co-operation and helpfulness. It was found that while there was an improvement of 59 and 67 p. c. respectively in the case of the 2 experimental groups, there was no improvement at all in

the case of the other two groups. These experiments show that generalizing of moral behaviour is one of the most potent methods of ensuring the transfer of training. To emphasise moral ideals and moral behaviour in our schools is the most proper thing to do, but as ideals cannot be built in a vacuum ample opportunities should be given to the pupils to practise them in different situations.

The various experiments performed with regard to the moral behaviour of children thus give us a number of practical suggestions. Home exerts the greatest influence and the importance of the parents placing high examples by their own conduct before the children, cannot be over-emphasised. Next in importance come the child's associates. Here, many a time owing to the particular locality in which he has to live, the parent has no power to provide the companions he would like for his child but he can certainly help his child to pick and choose his friends and at the same time keep a vigilant eye upon them. The day schools can both improve and retard the morals of the pupils and it is up to the teacher to raise the standard of his class by his own examples and studying the children under his charge.

The above experiments have also shown that membership of clubs is helpful and cinemas are not so bad specially for the children's morals, as is popularly believed. Much can be done by special training in particular aspects of moral behaviour and here both the parent and the teacher can play a great part by placing high ideals before the children. As regards the method of teaching, stories, lectures and high ideals play a great part, but practice has to be given in variety of situations to develop a particular

ENGLISH IN SECONDARY SCHOOLS

By Mr. Ch. L. SASTRI, M.A., B.Ed.

THE Public Services Commission has pointed out to the Government of Madras that the present deterioration in the written and spoken English is due to the Vernacular medium of instruction in non-language subjects. The Director of Public Instruction, Madras, has thereupon called for suggestions for improvement and the District Educational Officers seem to be busy with investigation.

The aim of teaching English, as at the present day, is not to enable the boys to speak, understand when spoken and write simple idiomatic English. It has been, though not explicitly at least implicitly, to help the boys to get through the examinations, by hook or by crook. Students used to pay attention to the study of English in olden days with the fond hope of securing an appointment. But now-a-days the lure of appointments having gone, English and its teaching have lost their charm! To learn English as a language, as an English boy does either Greek or Latin, cannot be the aim of an Indian boy. Therefore the boys that are put to school for want of a better thing, or for want of occupation, learn English most indifferently and justify or rather explain away their indifference with political reasons. We find that only a few students are able to read well and with proper pauses, or recite nicely

with the proper intonation and correct pronunciation, even simple poems or passages. We are also greatly pained to find their bad spelling, not to speak of their bad handwriting. Moreover a greater number of boys are not able to construct a few correct sentences. Again, we know that few students have an aptitude for additional reading. Nor are they interested in the School Debating Union, which is almost a defunct body in many a school. Leaving alone speaking at a public meeting, the pupils are not capable of answering questions put to them in complete and correct sentences.

CAUSES FOR DETERIORATION

Here the entire responsibility need not be thrown at the teacher. It is necessary to examine some of the causes to which this state of things is attributable. Firstly, the idea that a working knowledge of English is all that is required, is gaining ground among the many Indian parents and students. Therefore there is no attention or keenness on the part of the pupil, which goes a great way into the problem of education. Secondly, there is lack of enthusiasm in many of the teachers entrusted with the teaching of English for some reason or other, be it temperamental or pecuniary. Thirdly, the adoption of the Vernacular as the medium of instruction has made such an inroad upon English that in a good many cases a good deal of the teaching of English is being carried on in the Vernacular, so that the student is not having much chance of learning English as a language or picking it up as a dialect. Still it is

astonishing that some teachers favour the idea of *Indianising* English.

The overweighted syllabuses and the cumbersome courses of studies giving little scope for the pupil to do a bit of extra reading, the incubus of the Public Examination, the bias of pupils towards printed notes in preference to the help of the living teacher, laxity in promotions, and finally faulty methods in teaching are some of the many causes that contribute to the present deterioration of both written and spoken English.

REMEDIAL MEASURES

SPECIAL ENGLISH TEACHERS

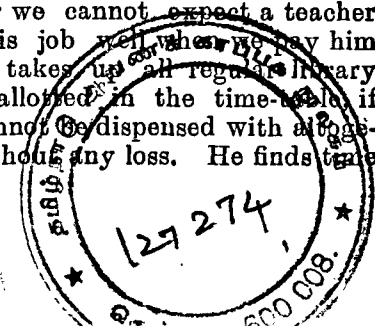
The case is not entirely hopeless. There are certain remedies for this woeful deterioration. The following deserve the consideration of not merely the eminent educationists of India but also the Provincial Governments who have a direct control over all the Secondary schools in the country. In 99% of the Secondary schools teaching of English is placed in the hands of graduates who offered History or Mathematics or Economics or Chemistry or Physics as their optional subjects in their Degree courses. But, for the teaching of either History or Mathematics or Science, only graduates with History or Mathematics or Science as their optional subjects, are appointed. Thus it is clear how it is bad logic to hope that graduates with the knowledge of the little English they learnt in Part I of the B. A., Examination syllabus, do equal justice to the teaching of that subject as a special English graduate does. So it is obvious that just as the History or Science or Mathematics vacancies are earmarked for the History or Science or Mathematics graduates,

there should be English vacancies and they must be filled by special English graduates only. This argument is quite logical and educationally sound also, but we must pause here a while and think over if we can have a sufficient number of special English people to meet the demands of Secondary Schools in India. But it is the look out of the Government to devise ways and means for procuring them. I would even suggest that in the Training Colleges provision should be made to offer special training to graduates designed for English teaching, more intensely than at present.

AN EARNEST LIBRARY WORK

In case non-detailed studies cannot be revived, the school libraries should be greatly improved. I know there are several schools in this Presidency where boys do not know what a library is, though there be nominally one in each school to satisfy the Inspecting Officers. In many places they cease to function at all, but in a minority of cases they function; but they function ill. The whole trouble is that the work is entrusted either to a clerk who often has to attend to office-work or a teacher who hankers after *rest*, having already been taxed to the full with the regular teaching for not less than 26 periods per week. This divided attention is the root of evil. I would, therefore, suggest that a whole-time librarian, preferably a graduate trained teacher — one or more according to the needs of the school — be kept in charge of every school library. He should be paid well, for we cannot expect a teacher to do his job well when we pay him ill. He takes up all regular library classes allotted in the time-table, if they cannot be dispensed with altogether without any loss. He finds time

Continued from preceding page
characteristic; the teacher has also now and again to emphasise the moral trait in the story or the situations, which he wants his children to imbibe.



to enquire and cater to the tastes of all boys.

INDIVIDUAL ATTENTION

There should be scope for individual attention. Almost every school at the present day has become sufficiently unwieldy and individual attention has become a great problem. The teacher is not able to cope with the work. So if he is given more than 15 periods of teaching work in a week, he cannot bestow any individual attention upon his charges. He should be entrusted with the entire work of English of a section or two, instead of Grammar for one class, Poetry for a second, Composition for a third and Prose for the fourth, and so on. Then only he feels his responsibility and utilizes all the leisure for the betterment of the boys by correcting their exercises in their presence and explaining them the mistakes they committed. Thus I put forth a plea for more leisure and I think it just and legitimate. In a high school individual attention is an indispensable necessity; it is not so in a College, where the Lecturers are given 10 or 12 hours of work a week. Then, how is it fair that a high school teacher, from whom you expect the additional job of individual attention, should not be given more spare time and leisure to utilize for the betterment of the boys? It is also to be regretted in this connection that the heads of the institutions who pass for great administrators are totally lacking in compassion for the nerves of their assistants by assigning them more and more work unconnected with their regular teaching.

TRAINING IN DEBATES

Greater insistence must be made upon oral work. The present syllabuses do not give much scope for the oral drilling in the class. If there should be a Debating Union for every

school it should not be merely a show organization starting with an inaugural address and closing with a valedictory address. It should be made to do real work; it should be a live body! The boys, if they are compelled to attend the debates out of school hours, do not feel quite at home at the meetings. Generally it is time for them to play and they choose to be on the play fields rather than be within the four walls of a debating room. So I suggest that every class in the higher forms should have, in its time-table, provision for a weekly-debate, presided over by the English teacher, and every attempt should be made to induce each and every pupil to contribute to the discussion, as learning to speak gives more healthy results than learning to write.

ENCOURAGE CONVERSATION IN ENGLISH

The English teachers should make it a point not to allow their pupils to talk or answer their questions in the Vernacular during the English periods. The tendency to speak in a mixed jargon—some words in English and some in the Vernacular—should be discharged not only in English classes but also in other classes. This means a systematic restraint on the part of the English teachers not to talk or explain things in the Vernacular. The pupils will be put to some embarrassment at the beginning, but surely in course of time, they get bold and begin to talk, though faulty English, at least fearlessly. This is indeed a stepping stone to success! For a concrete example, last year I began insisting on the boys of VI Form to talk to me only in English during my English classes. The boys naturally fought shy in the beginning and kept themselves mum for some time, but soon

began to make their first advances. I was glad to find a boy who started with "I want a doubt, sir" has become a tolerably good conversationalist at the end of the year. It is no exaggeration to say that boys who can talk a few words correctly and fearlessly will certainly be able to write a few sentences originally and impressively.

And after all, even for a pass in the S. S. L. C., I think what a boy needs, is ability to express a few words on any general subject, which necessarily, though unconsciously, promotes powers of penmanship. The type of the S. S. L. C. questioning does not offer him any special difficulty, for he who can express a few ideas orally is now able to put down on paper the thoughts uppermost on his lips most easily. Much industry is also not necessary on the part of the pupil provided that he has acquired powers of expression. Enough he gets into touch with the story or the subject matter of the lessons in his text. This he can have on a single reading or listening to his teachers. But the only thing required is power to express, and that he has got by the help of Debates or oral drilling in the school. Therefore I suggest that every school should have two or more, according to the need, teachers entirely in charge of debates. In our school there is a specialization in the teaching of subjects. I mean

teachers are specifically earmarked for the teaching of English in the Higher forms. But I feel that they are not equal to the task paying special attention to all, because there are 9 sections in our school in the school final class. Once again here is a plea for more leisure to the teachers. There is a school debate and it works out of hours. People doing regular teaching of nearly 26 periods a week naturally do not court additional work—if at all they do so, it is not in the best interests of the boys. I mean to say, if a teacher were in charge of the entire debating work, or the entire library work, or the entire teaching of English, say for one or two sections of 40 boys each, without any other additional activity, I am confident he can produce better results. I present this case not by way of a complaint but that the Government and the Managements might consider this point of curtailment of the number of working hours in the interests of efficiency and improvement in the standard of English.

Lastly, I suggest, that the holding of Refresher courses for teachers of English once in two or three years to enable them to keep abreast of the latest educational methods, is highly necessary. Educational exhibitions, Educational Weeks, Educational pictures (I mean Cinemas) are also necessary once in a year.

"It is not what is presented to the child which educates him, but rather the reaction that he makes to what is presented. Certain children may fail entirely to respond to a lesson, or may respond in a wrong manner. If a child's response to his geography is to memorize the words, without any understanding of the facts they represent, the lesson is not educative for him (he has not been *taught*) although it may be educative for the child next him who reacts properly."

— F. N. Freeman.

PRINCIPAL Dr. R. K. YAJNIK

(CONTRIBUTED)

AT a time when Principals of colleges have increasingly come to think that their duty ends with a few lectures a week and office routine, it is good that we have at least a few who have imbibed the spirit of service and sacrifice and are devoting their energies for improving the colleges by helping poor boys and equipping libraries with the help of donations collected from business magnates and the landed aristocrats. We have one in Principal Dr. R. K. Yajnik, Ph. D. (London), the Principal of the Dharmendrasinhji College, Rajkot, who recently completed his 49th year and who is devoting his energies for the cause of education.

Born in a family of scholars and patriots in Nadiad in 1895 he was educated in Nadiad and Bombay where he had his collegiate education in the Wilson College in which he had a distinguished academic career. After completing his education, he married Vinodiniben Panda, B. A., Hons., T. D. (London). Being devoted to educational pursuits he began his career as an assistant Professor of English in the State College at Junagadh. After some time he joined the D. J. Sind College, Karachi. In 1923 he joined the State College at Bhavnagar, which after some years deputed him for higher studies in the London University. Dr. Yajnik worked on the problem of the "Indian Theatre" and got the doctorate of that University for his thesis on the subject. In 1940, he was invited by the Rajkot State to accept the Principalship of the Dharmendrasinhji College, Rajkot, for which he has done yeoman service since then.

Dr. Yajnik is a good scholar of

Gujarati and contributed much to the cultural life of Gujarat and Kathiawar. He was the General Secretary of the Gujarati Literary Conference where he played a conspicuous part.

As an educationist, Dr. Yajnik's name is one to conjure with. Under his inspiring guidance and untiring zeal, the Dharmendrasinhji College has rapidly expanded. His anxiety is to make it an all-Kathiawar and Kutch College. He has already equipped it with an up-to-date Library, Laboratory and a Theatre. Poverty is no crime in this College. For want of funds, no student need suffer. He collects nearly 10,000 rupees every year to help the poor boys towards payment of fees, purchase of books, lodging, boarding etc., and sometimes spends money from his own pocket even. He fervently feels that one should help the poor and the needy and fulfils it with the propagandist zeal of a prophet. He has also developed a Yogic Centre where emphasis is laid on the Indian side of Physical Education. He is, indeed, taken as an ambassador of culture and has succeeded therefore in collecting over two lakhs of rupees from the public for the construction of hostel blocks, college extensions, etc. One should know that it will be very difficult for the State to bear the whole brunt and public must come forward to bear a part of it. The personality of Dr. Yajnik is there. No rich man visits and leaves the college without donating some amount to the institution. At the time of the annual social, he arranges for the staging of good pieces from English and Indian languages and invites the public. In this way he

collects about 2000 rupees for the poor boys who are hard-hit at the time of sending their applications to the University.

These few lines are given because the contributor feels that very few Principals are doing like this. After all, in the present day world which is ridden by false notions of value and dignity, Dr. Yajnik has shown that one need not stand on a high pedestal but can work for the cause of education in an unostentatious way. Unassuming and accessible to one and all, tolerant and sympathetic, he takes classes from first year right upto M.A., so that he can be in touch with one and all. From morning till late in the night, he knows no rest and devotes his energy for the institution. Dr. Yajnik really typifies Sir S. Radhakrishnan's saying "tolerant understanding and creative self-expression are the two foci of the new education." He is also an active member of the Bombay University Senate.

Pandit Madan Mohan Mayaviya has been said to be a princely beggar

who has succeeded in bringing up the edifice of the Benares University. Sir S. Radhakrishnan did the same thing for the Andhra University as its Vice-Chancellor in its initial stages. Dr. Yajnik in his own way is following their noble example and has built up the Dharmendrasinhji College which has practically become an all-Kathiawar and Kutch College. Very soon we are bound to have a Gujarat University; one can easily write that Rajkot as the nerve centre of Kathiawar is bound to play an important part. After some time we may even have a University for Kathiawar wherein this College, which is built up by the strenuous efforts of His Highness the Thakore Saheb Shri Pradumnasinhji and Dr. Yajnik, is bound to be the new nucleus.

It is time other Principals emulate this noble example and build up their institutions at a time when business people and others are actually minting money, we can easily get their support and contribute much for the spread of collegiate education in India.

FREEDOM OF UNIVERSITIES

"There is a great need to rethink and replace our University system, if indeed it may be called a system.....yet any attempt to force a systematic reorganisation upon our University institutions from outside would prove impossible. It would meet with a resistance so powerful that it could hardly be successful; and if the resistance could be overcome, the result would be disastrous. Freedom is not merely desirable in the life of a University, it is a first essential. Without freedom it ceases to be a University, and the instinctive resistance to regulation imposed from without which a University exhibits, if it is worth its salt, has a perfectly sound and healthy basis. Indeed, it might be maintained, not without reasonable ground, that under modern conditions this resistance is being dangerously undermined. At any rate, it may be taken as a first principle that any organisation and correlation of the Universities should be determined by the Universities themselves, however much it is stimulated and strengthened by the pressure of outside opinion."

—Prof. John McMurray of London University.

THROUGH different PROVINCES

DELHI

TECHNICAL TRAINING ABROAD

The Central Government have requested Provincial Governments, chambers of commerce and employers' organisations in India to expedite their recommendations regarding candidates who are to be sent to the U. K. and U. S. A. for higher technical training.

It is pointed out that the Government of India have decided to send the first batch to the U. K. in order they may reach there not later than June, 1945.

Candidates required for training abroad, under this scheme, will be persons possessing a university degree in science or engineering or equivalent diploma and at least three years' industrial experience in India. The duration of training will be about a year but in special cases it may be extended up to two years. The trainees will be required to take refresher courses in theory but industrial experience in factories and workshops abroad, of the kind on which they will be employed in India, will constitute the most important part of the training.

Among the trades for which the Government of India contemplate providing training facilities are mechanical engineering, electrical engineering, radio engineering, aeronautical engineering, ship-building, marine engineering, civil engineering, structural engineering, metallurgy, generation of electricity, locomotive construction, chemical engineering, fertilizers, plastics, glass and steel manufacture.

NATIONAL MUSEUM OF ARCHAEOLOGY

The first meeting of the Advisory Board of Archaeology, which met at Delhi on the first of last month, recommended that a Committee be set up to consider the establishment of an Indian National Museum of Art, Archaeology and Anthropology.

The Board stressed the need of establishing closer cultural contact with Iran, China and other adjacent countries. One way of doing this, according to the Board, was to set up wings for each country in the proposed Indian National Museum. They should also exchange professors and students with these countries from time to time.

The Board recommended that Government should provide necessary funds and facilities for resuming the publications of the Department. It further advised the starting of a periodical bulletin that would chronicle the activities of the Department and describe the "new finds" and current work.

Another recommendation was that the Ancient Monuments Preservation Act should be amended to empower the Central Government to deal more effectively with the protection of ancient archaeological sites and monuments.

NEW METHODS OF EXPLORATION

It is learnt that Dr. Dermot Casey, younger brother of Mr. R. G. Casey, Governor of Bengal, has been brought over to India from Australia to take charge of the school run by the Archaeological Survey of India at Taxila to impart training in scientific methods of conservation and exploration.

It is also learnt that a number of Europeans are being imported and new posts of Director of Antiquities, Director of Photography, etc., are being created for them.

It is understood that some new methods of exploration are being employed by the Archaeological Department and a vigorous air survey have been made which have been responsible in revealing fifty new sites of the famous Megalithic remains in Madras. When these are complete

they will form a massive addition to the historical or pre-historical geography in India.

MADRAS

COLLEGE FOR BELLARY

It is understood that arrangements have been completed to start a college at Bellary, thanks to the efforts of the Madras Veerasaiva Vidya Vardhaka Sangha, Bellary, which is advancing the cause of Veerasaiva education in this province. The Veerasaiva College would begin work by June next.

The Director of Public Instruction, Madras, has, it is understood, permitted the Sangha to apply for the affiliation of the college to the Madras University, the Commission appointed by which is expected to visit Bellary shortly.

Mr. M. Chayappa, retired Lecturer in Physics, C. D. College, Anantapur, has been appointed Principal.

LAW COLLEGE FOR ANDHRA

The Syndicate appointed a Sub-Committee to consider the question of starting a Law College and fixing up the District Headquarters where it could be located. The place for selection would be either Nellore, Guntur, Masula or Rajahmundry. The Engineering College will be started at Vizag, as a post-war measure.

BOMBAY

CIVIC INSTITUTE FOR BOMBAY

A Civic Institute to foster civic sense among the citizens is proposed to be started in Bombay city. A scheme drawn up by the Municipal Commissioner was placed before the Standing Committee of the Corporation.

The Institute will include a propaganda section, a civic library, a health museum, a public theatre and perhaps a separate municipal broadcasting station. The budget estimates for the next financial year earmarks Rs. 10 lakhs for this purpose.

NOTE-BOOKS TO STUDENTS

The Government has set aside a definite allotment of paper for the manufacture

of exercise books for the use of students in colleges and schools in Bombay province. The manufacture of these books has been undertaken by certain authorised distributors of Indian paper mill products. The books will be distributed in collaboration with the various Headmasters' Associations and with the assistance of the heads of colleges and schools. This is being done to ensure that exercise books are made available to *bona fide* students only, and that the distribution is as equitable as possible.

It is anticipated that sufficient supplies for all reasonable needs will be available in time for the May-June term.

EDUCATION CONFERENCE

An Educational Conference was convened under the auspices of the Bombay Women's Association in the first week of February last.

A resolution welcoming the principles and plan expounded in the Sargent Scheme, but stressing the necessity of fixing a shorter period than 40 years as contemplated by the scheme, was passed at the conference. The resolution also suggested that in implementing the Sargent's Scheme, the possibility of conscription of students (both high school and university) for imparting primary and secondary education should be considered. The Conference passed a resolution reiterating the crying need for suitable text-books in Indian languages and expressed the opinion that most of the present text-books needed to be substituted by new ones calculated to instil in the children's minds, ideas which would tend to give them an "all-India outlook."

TEACHERS DEBARRED FROM EXAMINERSHIP

The Syndicate of the Bombay University has debarred for all time from appointment as university examiners, moderators, paper-setters or in any other capacity, in connection with university examinations, a professor in a college in Bombay and two high school teachers one in Bombay and the other in Ahmedabad.

This decision was arrived at following an inquiry by the Vice-Chancellor into certain reports received by him that marks

of 13 candidates in the last Matriculation Examination had been unjustifiably increased by the examiners with a view to enabling them to pass the examination or to obtain distinction in a subject.

DONATION FOR THE ENCOURAGEMENT OF HINDI

A donation of Rs. 10,000 for the encouragement of Hindi in the Bombay University has been made by Mr. R. S. Khaitan. The interest on the amount will be used to give every year a scholarship called "Sagarmal Khaitan Memorial Scholarship", to the student standing first in Hindi in the Matriculation Examination of the University to continue his studies. A prize will be awarded to the person standing first in Hindi in the B. A. or B. Com. examination of the University.

U. P.

ORIENTAL RESEARCH INSTITUTE

Sir Maurice Hallett, Governor of the United Provinces, laid the foundation stone of the new building of the "Ganganath Jha Oriental Research Institute" on 13th February. The Institute was opened by Pandit Madan Mohan Malaviya in 1943.

The Ganganath Jha Research Institute is a nucleus for higher research work in the field of classical Oriental Scholarship in these Provinces. The Institute will undertake to encourage and foster research and investigation in Sanskrit and other classical Oriental languages. It aims at maintaining an up-to-date library, consisting of Oriental publications and as big a collection of manuscripts as possible. The Institute will arrange prayers, lectures, conferences, discussions on language, literature and culture.

ASHRAM FOR BASIC EDUCATION

Mira Ben has started an Ashram at Muldaspur, on the Saharanpur-Hardwar Road, nine miles from Roorkee.

The Ashram is intended to be a centre of basic education, for which the services of a teacher from Wardha have been secured.

The chief aim of the Ashram is to train students in village sanitation, improvement of agriculture and preparation of manure.

SIND

SEPARATE UNIVERSITY FOR SIND

At a meeting of the Council of Ministers held under the Chairmanship of the Premier, Sir Ghulam Hussain Hidayatullah, all the preliminaries in connection with the establishment of a separate University for Sind were settled.

The University is envisaged on the Orissa pattern and the distribution of seats in the Syndicate and Senate will be in the ratio of 60 and 40, which has been adopted by the Provincial Government in the Services.

MYSORE

EDUCATION IN THE STATE

In the course of the review on the report on Public Instruction in Mysore for the year ending June 30, 1944, the Government state, that the total expenditure including that on University amounted to Rs. 89,72,775 as against Rs. 80,79,259 in the previous year. The Government have stated that the work of the department during the year was satisfactory.

Referring to Primary Education, the review states that a total of 336 Upper Primary schools had been converted into New Type Middle Schools. In the matter of adult education, a special grant of Rs. 80,000 was sanctioned to the Mysore State Literacy Council, besides the continuance of the usual lump sum of Rs. 20,000 for carrying on the work of adult literacy in connection with the rural reconstruction drive in the selected hoblis in the State.

Discussing Women's Education, the review points out that the number of separate schools for girls was 573 as against 543 of the previous year with a strength of 57,238, as against 43,195 of last year. In addition there were 77,141 girls in boys' schools as against 63,515 of the previous year making a total of 130,992 as against 109,301 of the previous year.

PUBLIC OPINION

SIR V. T. KRISHNAMACHARI ON UNIVERSITIES' ROLE IN NATIONAL LIFE

Declaring open an exhibition in connection with the Centenary celebrations of the St. Joseph's College, Trichy, Sir V. T. Krishnamachari said :

"India in common with the rest of the world is entering upon an age of reconstruction in which the basic ideas on which civilisation rests are being re-examined, so that a new order may be evolved and there may be a peace which will afford to all nations the means of dwelling in safety within their own boundaries and which will afford assurance that all men in all lands live their lives in freedom from fear and want. In our own country, plans for post-war development are being drawn up embracing all aspects of national life. Their aim is to raise the deplorably low standard of living of the masses of people and to enable them to live a higher life. In the building up of the new India, the Universities and colleges in this country have a great part to play. They will have to provide the leaders for the movement—men and women with insight and vision, feeling the responsibility for maintaining and developing civilised values, who will help to form public opinion and lead it into fruitful channels. They will have also to provide the trained technicians and others whose duty it will be to carry into execution plans of improvement on which there is agreement. To satisfy these demands, Universities in India, like Universities elsewhere, will have to re-think and re-plan their system

so as to meet the needs of contemporary society and to relate it more intimately to the natural balance of human life and human personality."

SIR V. N. CHANDAVARKAR ON TECHNICAL EDUCATION

The need to know the exact aptitude of the pupils before giving them training in any occupational course of study was stressed by Sir Vithal N. Chandavarkar in the course of an address on 31st January at the Occupational Institute, Bangalore.

He said that sometime ago cultural subjects had an upper hand over the scientific subjects in the Bombay University. A change came over and in 1939 the Victoria Technological Institute was established in Bombay giving a bias to scientific education. In the course of ten years about Rs. 60 lakhs had been spent on the Institution. Proceeding, he said the Technological Institute of Bombay was limited in its scope, while the Occupational Institute of Bangalore had afforded plenty of opportunities in several occupations." He said : "We must get over the mentality of hereditary occupations. If opportunities were given, people could rise to the occasion and take up several occupations."

Sir Vithal Chandavarkar suggested that it was necessary to hold a special test for the boys who sought admission into the Technological Institute in order to find out whether they had an aptitude for the subjects or not, instead of depending upon an examination conducted by an outside agency, to prevent

wastage, for "ours is a poor country and we must save as much of wastage as possible."

DR. SARGENT ON EDUCATIONAL REFORM

Speaking on the Post-war Educational reconstruction of India at New Delhi recently, Dr. John Sargent, Educational Adviser to the Government of India, outlined the aims and objects of the educational plan of the Central Advisory Board of Education. The plan, he said, would be regarded as a kind of house with six main rooms and six out-buildings.

Elaborating his thesis, he said that the first room provided not only universal free and compulsory education for all boys and girls between the ages of six and sixteen but it sought to ensure for them a healthy and successful life for the exercise in the fullest capacity of their rights as citizens. The second provided for the starting of nurseries to lay the foundation of good behaviour, good social attitude in boys and girls and to check infant mortality. The next three provided adequate high school accommodation, training of technical, industrial and research workers for the industrialisation of the country and the colossal problem of adult education.

The out-building provided for linking up the medical inspection of students with the urgent question of treatment, essential nutrition, recreation facilities, setting up of bureaus to provide information to those seeking employment after completing their education and training of teachers.

The scheme aimed at providing equal opportunities for all when it laid down that no boy or girl should be deprived of education owing to the poverty of their parents. The object of the scheme, which was as elastic as

possible, was to frame a system of education suited to the interests and conditions of this country. It was set out in the principles of the Board's report to make children physically fit, mentally alert and morally sound.

MR. C. R. ON MOTHER-TONGUE AS THE MEDIUM

Addressing the members of the Teachers' College Teachers' Association at Saidapet, Mr. C. Rajagopalachari exhorted the teachers to adopt the mother-tongue as the medium of instruction of all subjects, including English. He pointed out that it was a grave mistake to think that English could not be taught in the mother-tongue.

Mr. Rajagopalachari said that it was very difficult to teach subjects in the English medium. It was a great mistake to think that English could be taught only in English. It was but a trite saying that they could not teach the unknown through the unknown. There was now the funny example of teaching Sanskrit in English. Their ancients learnt it through the mother-tongue and it was beyond his comprehension to understand how an unknown language could be explained by another unknown language as both Sanskrit and English were unknown languages to the students. But it could be said that they had been doing it for the past so many years. By dint of perseverance they could do anything in the world. It would be very difficult, he said, to teach English through the medium of English. He was not sure whether anyone in the audience could really understand the full meaning of the saying 'the quality of mercy is not strained' and express the same in English and explain it in English to a boy. They could paraphrase a sentence, but could not understand the full significance.

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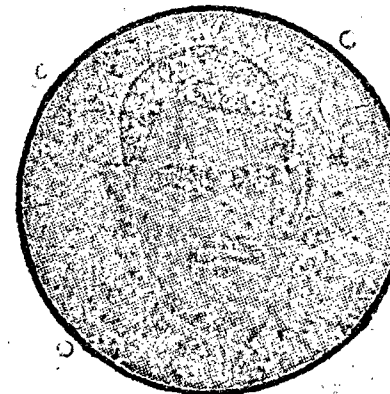
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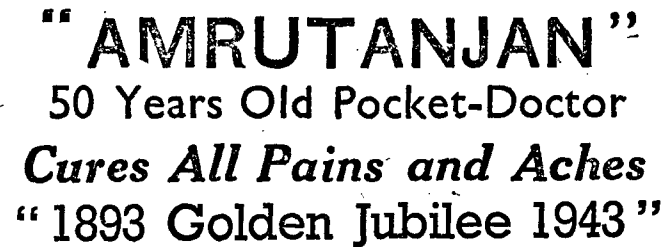
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