

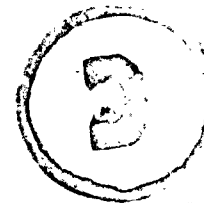
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EDUCATIONAL INDIA

Vol-XI

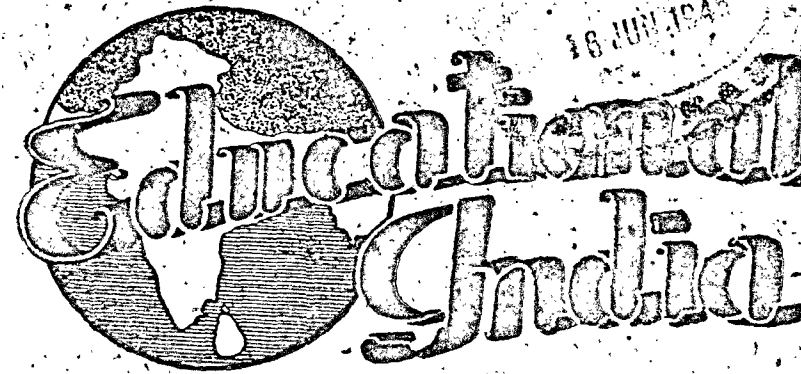
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Vol. XI :
Nos. 11 & 12
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MADRAS BRANCH: 7, Sunkurama Chetty St., G. T.

16 JUN 1945



EDUCATIONAL INDIA

A MONTHLY DEVOTED TO INDIAN EDUCATION

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

Vol. XI

May & June, 1945

Nos. 11 & 12

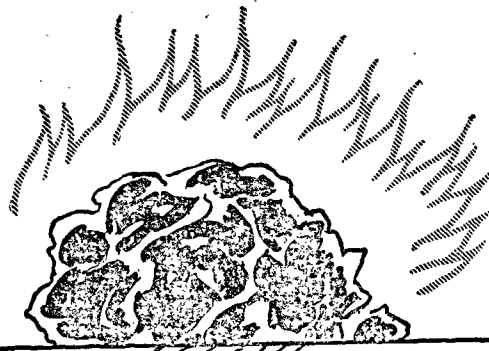
EDITORIALS VICTORY

THE world of education has every reason to feel completely gratified at the cessation of war between the United Nations on one side and Germany on the other. The interval of peace may be short or long, but even a short period of peace, restricted as it might be to a particular part of the globe, is to be welcomed. So great are the suffering and misery caused by war that even a small degree of mitigation in respect of them becomes a source of real relief. It is in that light that the Victory of the United Nations is to be welcomed.

THE cessation of hostilities brings an immediate advantage to the cause of education. This it does in a number of ways. The money hitherto spent on war and on destructive weapons will partially become available for the development of public welfare services and it is everywhere recognized that education is one of the most important of such services. Part of the time, the attention and the energy used during the last five years in devising ways and means for overcoming enemy resistance and strength can now be used to

spread and improve education of all grades. Persons who have been teachers and who have had ambition of becoming skilled teachers but who have on account of war been drafted into military service will now be free to return to their educational work. Young men and women who had to leave school, university or college and become the defenders of their country's freedom can now re-enter the educational institutions and devote themselves to the cause of learning. Mothers will be free to properly look after their children and bring them up instead of leaving such work to nurses. Doctors will divert their energies to undertake the medical inspection of boys and girls in schools and do everything to improve their health. So from every point of view education will be immediately benefited by the coming of peace.

THE character of education is also bound to change. It will become more humanistic. The narrow system of the pre-war days under which in many of the European countries the youth were trained to become aggressive nationalists, thinking too highly of their own racial superiority



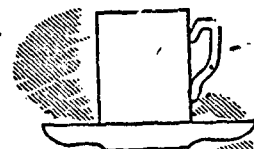
FUEL is a problem

Coal and wood provide two problems to nearly everyman. They are hard to get and difficult to transport.

But it takes very little fuel to boil a kettle and make a cup of tea. And what a difference a good cup of tea makes : worries disappear, doubts dispel, and you feel happy, contented and at peace with the world.

Next time you are feeling the strain of living in these difficult wartime days just have a cup of tea

and note what a difference it makes.



and too low [of other nations in the world will necessarily undergo a change. It may be that instead of one world state, of which all the people of the world are common citizens, there will continue to be a number of sovereign states each emphasizing its own importance and working for its own advantage. But the war has revealed the need for small states to attach themselves to some bigger ones. There is, therefore, the possibility of the world consisting of a few big states or political leagues instead of a large number of small ones. This in itself is a change which deserves welcome at the hands of real educationists. After all one of the great services that education renders is to teach men whom they should love and whom they should hate. And in modern times when rightly or wrongly education has come directly under the control of states and governments it is the love of the members of their own state and the hatred of all others that have been taught in most cases. The larger the extent of a state the wider becomes the area of this love. And it may be hoped that in the post-war world the tendency for the formation of really big states will become stronger and stronger and serve a truly educational purpose.

IN every country many plans have been drawn up for post-war education. Some of them have been very ambitious, it is true. But there is anxiety everywhere that these schemes should

not be merely paper schemes and that they should be put into practical execution. Peace will enable most countries to put into effect the plans of educational reconstruction that have been so far drawn.

THERE is bound to be a great deal of improvement in methods of education. Many skills of a varied and intelligent character have been taught to those who enlisted themselves in the various fighting services within a short period of time. Illiterates have been made literates. Many have been taught foreign languages. The habit of reading and discussing has been inculcated among them. And all this has been done in a most effective manner so as to produce quick results. The experience gained by those who during the period of war were in charge of new entrants into the army can be utilised in peace time to spread better methods of instruction. And in the spread of adult education especially there will be scope for a great deal of improvement in the technique of teaching.

FOR these and other reasons the conclusion of the European War may be said to usher a new period of development in education in all its aspects. And it ought to be the duty of governments and the public who are responsible for laying down the broad policies in education and of teachers who are responsible for executing these policies to realise the nature of the new opportuni-

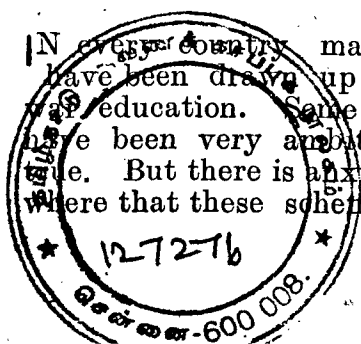
ties that are now open and to make the best use of them.

History in Secondary Schools

ON no subject has there been a more acute controversy than on the kind of History that should be taught to pupils in secondary schools. That they should have a fairly good knowledge of the History of India goes without saying although there was a time when in regard to an elementary matter like this doubts were raised. In Madras, provision is made for a study of the outlines of British History in addition to Indian History. Both the teachers and the pupils were in many cases against the inclusion of British History as a subject of compulsory study by all; and this feeling has become all the more acute in recent times when everyone is anxious to have a view of the world as a whole instead of concentrating attention upon a particular country. The desirability of cultivating an international outlook is recognised by all; and it is also equally recognised that the history of no country—especially of an European country in modern times—can be understood except in relation to the History of the world as a whole. It is, therefore, a matter for gratification that the Secondary School Leaving Certificate Board of the Madras Province has taken the bold step of substituting the Outlines of Modern History for Outlines of British History in the courses for the Secondary School-

Leaving Certificate examination; and this is a change which ought to be welcomed by all true educationists and true lovers of the subject of history.

MANY are generally frightened by the expression "Modern History" or "World History" on the ground that its scope is indefinite and that examiners might expect a detailed knowledge of it from pupils. As a matter of fact the fear is not groundless as examiners have shown in some cases that they do not have a proper sense of perspective. But the syllabus drawn by the Madras S. S. L. C. Board is quite clear on the point that excessive details should be avoided and that so far as the first of the three years' course is concerned the treatment should be mainly narrative and descriptive. It is only those broad movements that have affected the destinies of mankind since the discovery of the sea route to India and of the continent of America that require to be stressed. And if this point is kept in mind and if books suited to the pupils in Indian schools are specially prepared, the change now introduced will be educationally of inestimable value. It is hoped that in spite of the very short notice that has been given to schools—and it is not known why only such a short notice was given by the Board—and the difficulty that now exists in procuring the necessary books, maps and other aids, to study the change will be eagerly welcomed



by all and strenuous efforts made to popularise the subject. It may be that there is wide scope for altering the syllabus that has now been drawn but such alterations can be made leisurely. No syllabus is completely satisfactory and this ought to be no ground for putting off the inclusion of the subject in courses of study.

Rowdysm in Examination Halls

EXAMPLES of rowdysm in examination halls are becoming more and more common. In some provinces the behaviour of candidates towards the invigilators in the halls is so threatening that it has become risky for any one to serve as an invigilator. There is a danger that their lives would be threatened. That such a behaviour should have

become common indicates how faulty the whole system of education is to-day and how much of exaggerated importance is attached to examinations. True education teaches the youth virtues like respect for elders, humility, self-control and regard for justice, fair play and truth. All this is the result of the discipline exercised over pupils by their teachers. The conduct of examinees in the examination halls reveals to what a great extent discipline has disappeared from educational institutions and how little is the influence exercised for good by teachers. Something is rotten and we are driven to raise the question whether it is worthwhile to maintain schools if this continues to be the state of affairs and whether we are really 'educating' the youth of the country. The sooner these questions are answered the better for all.

NEW NEEDS OF THE SCHOOLS

By Mr. W. HOWARD PILLSBURY

THE problems I am going to mention are perhaps not new. They have come into clear focus and have received new emphasis because of the depression and the emergency through which we are passing. It is very obvious that democracy is dependent upon the intelligence of its citizens. Let us see what obligation this places on the schools.

(1) Young people need to know the price which has been paid for the freedoms we have and the price which must be continued to be paid

if these freedoms are to be preserved. They must know something about the technique of thinking and have at least a reasonable store of information. And better still they need to know where to find information and what to do with it after they get it, because after all that is the essential of a good professional man. They also need to know something about the ideologies of other countries and the ways in which the countries of Europe have attempted to solve their problems.

(2) They need to develop certain attitudes—the kind of faith which people are willing to live for and fight for and, if necessary, to die for. Ours cannot be merely an emotional state—it must carry with it reason. They need those attitudes essential for the preservation of our freedom. I suppose the one most threatened now is tolerance. That is not a common quality among Americans—I suppose it is not common anywhere. The democratic method is a method which bases its judgment on facts dispassionately presented.

(3) They need to develop habits of acting and thinking democratically. They should become good citizens by habit while living in a miniature democracy. The teacher needs to be very alert to opportunities for instilling habits of democratic procedure.

(4) We need to develop a capacity for change. The world is changing with great rapidity.

The young people we are training must have the capacity to meet these changing conditions. All our progress in this country has been due to our ability to meet changing conditions quickly and successfully. In spite of this flexibility we find on the part of the public tremendous resistance to any kind of change in the schools. Somehow or other we must build this capacity for change in our youngsters because they will live in a very different world from that in which we are living and have lived in.

(5) We need to educate for maturity in a new way. In the olden days, as a boy matured, the chores he did kept pace with him, but today we have nothing to take their place. Today how many youngsters know their fathers' incomes, so that they won't be unreasonable about their demands? We protect our children

too much. The children themselves sometimes rebel. We do not work up to the capacities of our youngsters. Many teachers feel that all children must meet the same standards and they push the low IQ's above the standard they should be expected to meet, whereas the children with high IQ's keep up with the standard but do not work as well as they should.

(6) The sixth consideration rises out of such institutions as the National Youth Administration. We as school people feel that there is a tremendous danger in this system; starting with vocational schools, other types will drop out and we shall have state-controlled schools. We had young people who could not find jobs. So the government stepped into the picture and set up the C. C. C. and the N. Y. A. I think we should recognize that those institutions have done us a service in the public schools in that they have opened our eyes to the educational value of work.

Now either the schools must take over the job and do it more effectively and more economically than it is being done by government agencies or we must make up our minds that the government is going to step in. That means, in the first place, that we must do more about vocational education than we have been doing in the past. Only a few states have really done much. In the early days it was felt somehow that work with ones hand was degrading.

There are many advantages in this; there is a very practical advantage of cost, which can be cut considerably. But I think the most important factor is the psychological consideration. Children should be allowed to go on through the senior high school—if we have the academic

work on a parallel with the vocational work we shall give a better balance between the academic and vocational and employ one of the greatest drives we have in high school—the desire to fit oneself for a job. Furthermore, the vocational student will be in constant contact with academic work. He will have more opportunity for culture and for a civic education. He will be part of a large unit composed of different groups, with the chance to engage in the same school life as the others. Only as we bring together the two and integrate them into one school can we hope for the best.

(7) We must think in terms of what we call the “out-of-school youth”. We must get beyond the feeling that education is a school job only. We must accept the philosophy that education is a continuous process and make it a part of our practical living, following the youngster up in his placement to see that he is making a successful adjustment to life. More than that, we desperately need civic education. The young people we have not been able to find a job and who even after getting a job have not much to look forward to must be given something to tie themselves to as their part in democracy, to do for their country.

There are four principles to keep in mind.

(a) The adolescents feel as though they are adult and should be treated as adults.

(b) We cannot hope to carry over in toto the procedures we have been using in the formal school period—many are out of school because they are sick and tired of the kind of thing going on in school. We must find different methods.

(c) There must be activity.

(d) The program must be their program. We cannot impose a program on them and hope to get dynamic interest—it may be guided and inspired but it cannot be dominated if we are to get the best reaction of the young people.

(8) We desperately need better public relations. During the last two decades there has been a drawing apart of the school and the life outside the school. We have acquired a totally different set of aims of education, new curricula, new methods and ways of doing things, new vocabularies, so that when we talk to the public about what we are trying to do we cannot make them understand what we are talking about.

Then there is the financial problem. We have hoped that when times get better some of our budget cuts will be restored. Perhaps they will come back but never again shall we have the freedom of the twenties. If we are to get the support necessary to do the kind of thing we feel ought to be done we are going to have to give people a much better understanding of why we want to do it.

There is the population factor. The group between the ages of 21 and 45 is remaining constant. The group 21 is not increasing so fast. The group beyond 45 is increasing more rapidly. The group beyond 65 is increasing twice as fast as the population in general. Our nation is growing older and many of these older people are not directly interested in school children. Yet those people are going to sit on school boards. Unless we can bring them into the schools, satisfy them to a much larger extent than we have been able to do yet as to the quality of product we have turned out, we shall not get from them the support we want.

TEACHING OF GEOGRAPHY

By Mr. SAROJANJAN CHAUDHURI, F.R.G.S. (Lond.),

Late of Mayurbhanj State Educational Service.

MODERN Geography is essentially human geography. It is a study of man as conditioned by and as conditioning the natural world. Knowledge of natural world in which men live moulds, as far as possible, the destiny of a people. Thus we study a nation from the position and climate of the country in which they live, and how its distance from the sea, its rivers and hills affect the life of the people. Formerly, from the nature of the soil and climate the pupils were taught the vegetation of a country but it is now accepted by all that unless and until the nature of the people who live there is studied, the phenomenon cannot be properly explained and understood.

CORRELATION

The teacher of History and the teacher of Geography must work in co-operation. Human actions and Physical environment are in constant interaction and History must lean for much of its explanation on Geography. So close and so fundamental is this relation that Geography of a country should, as far as possible, be taught in connection with History so much so that a light may be thrown on those physical conditions that have influenced and still continue to influence national character and welfare that have made for the nation's larger or smaller share in the progress of the world.

Science explains the difference between the nature of man of one region with those of others, and natural phenomenon of one place with that of another.

AIMS AND EFFECTS

If properly taught the aim and the effect will be the same. The aims are:—

- (1) Widening of human sympathy
- (2) Interest in human problems
- (3) Insight into human nature
- (4) Travel in imagination.
- (5) Learning of interdependence of man on man and on nature.
- (6) Training in citizenship.
- (7) It helps in knowing ourselves better in comparison with others.
- (8) It develops a patriotic feeling in man.
- (9) Intrinsic interest of the subject.

METHODS

The whole task may be classified into three branches namely:—

- (1) Fact knowledge
- (2) Exercise of Reasoning
- (3) Exercise of Imagination.

A. Fact Knowledge

Teaching of Geography is not only concerned with facts but facts are the foundation on which the whole structure of Geography may be based. Facts consist of:— (a) Place Names, (b) Geographical Terms, (c) Memory Mapdrawing. In all these cases the method is memorising. (a) Place names—It should be studied to enable the pupils to know about places without visiting them. The process is memorising. The names of places should be associated with (i) Standard lines of Latitude and Longitude making learning easier, (ii) Geographical Puzzles—these are very helpful and are used in America. For this reason an extra study is

needed by the teacher. (iii) Exercises with Time-Table (Railways and Steamers) e. g. to find the shortest distance between Calcutta and Bombay, (iv) Catechism — learning by the question and answer method, (v) Descriptions:— The teacher describes the points of the importance of a city or town one by one and the students tell the names of the city or town. When the name is found out, subsidiary may be asked and answered. (b) Geographical terms— The teacher should see that the pupils learn carefully the geographical terms. (c) Map drawing:— First the students copy or trace from the atlas, and then gradually draw by looking at the atlas or rather seeing the atlas. Finally, the pupils draw from memory. The ultimate aim is to draw maps from memory. The help of the Latitude and the Longitude lines should be taken in drawing maps.

B. Exercise of Reasoning

After having some knowledge in facts, next step should be to have exercise of reasoning which should begin with (a) the study of climate where there is ample scope of utilising reasoning. Next comes (b) Vegetation:— From the climate the students should easily understand where grows which kind of crops. Then comes (c) the study of Minerals. Nothing can be gained by arguing. Lastly, (d) the study of Man and Animals comes:— From the knowledge of the above the pupils will be able to understand the nature of man and animals at different parts of the world.

C. Geographical Imagination

Mere fact knowledge or mere imagination is not sufficient for learning Geography. Aids to imagination are sufficiently given by:

- (a) Pictures—The teachers should have a large stock of pictures.
- (b) Lanterns.
- (c) Epidioscope or Episcopes
- (d) Cinematography
- (e) Radio
- (f) Newspapers
- (g) Tours
- (h) Descriptive books
- (i) Official papers (statistics)
- (j) Geographical museum.

Foot Note:— Problems and natural phenomena of different parts of the world are not the same. So their study will arouse interest in the problems of the people of the different regions of the world.

Teaching Aids

- (i) The Black Board
- (ii) The Atlas
- (iii) The Text Book—The teacher should make the text book the nucleus and develop the subject on that. Most recent informations are not found in text books. In revision the book is very helpful.
- (iv) The Wall-Map
- (v) The Geography room. It should contain:—
 - (i) Globes
 - (ii) Hanging globe—which gives the idea that the earth is in a suspended condition.
 - (iii) Graph Board
 - (iv) Epidioscope
 - (v) Place for Wall-Maps
 - (vi) One slate globe
 - (vii) One Celestial Globe.

Though the Geography teacher is not an aid, he aids. He should know History and Science and should also know drawing and sketching.

Subject matter of the study of Geography

Geography has been described as the study of man in relation to the earth. The Earth as the home of

man is the subject matter. It is impossible to stop at the purely physical aspect as did Physiography. Our main interest must always be to show how the physical conditions affect the man; how man's actions have been influenced by environment, and how in turn he has reacted on that environment and modified the physical control.

While the influence of the hydrosphere and all that implies man's activities, are helpful presentments to the teacher, who has a special interest in and specialised knowledge of Geography, it is the human aspect that he must keep well to the forefront in his teaching method.

Plan for the Study of Geography according to the Regional Method

1. *Region to be studied*:— This is defined as clearly as possible and the actual boundaries are given.

2. *Geographical position*:— Reference is made to the world position or relationship of the area with some major region is given.

3. *Mathematical*:— Some typical, lines of Latitude and Longitude are given between which the area lies. If relevant, the distance of the region from the equator can be calculated. In relation to the Longitude, the time of some important towns relative to Greenwich noon is to be ascertained.

4. *Area*:— This may be found by means of squared paper.

5. *Relief*:— A general account of the distribution of high land and lowland is given but it should be described as accurately as possible with reference to colours shown on the Orographical maps. The situa-

tions of the outstanding peaks are noted.

6. *Hydrography*:— The relation of river systems to relief is described. A map of the general drainage system of the area is prepared and supplemented by special maps of the Basins of the more important streams.

7. *Temperature*:— Isotherm maps will give the mean temperature for January and July over the region and from these, information may be gathered as to the annual range.

8. *Winds and Pressure*:— Here reference will be made to Isobaric maps in order to ascertain the difference of high or low-pressure areas.

9. *Rainfall*:— This is related with climatic facts which have already been elicited.

10. *Vegetation*:— Distribution of natural vegetation is found from the special vegetation-map in the Atlas. The location of cultivated plants of economic value is taken from a map which illustrates the products of the region. Here all possible co-relations are made between climate and relief on the one hand and vegetation on the other.

11. *Human and Economic Geography*:— Under this heading comes the distribution of industries and population. The density of the population can be obtained by dividing its total number by the number of Sq. miles in the area. The investigation of the position and the importance of town sites imply an account of communication.

Final stage will be study of our own country in relation to the other places of the world.

LANGUAGE AND EDUCATION-II

The Teaching of the Mother Tongue

By Prof. B. KUPPUSWAMY, M. A., D. Litt.

AS we have seen in the last section Educational authorities have been bemoaning for the last century and a quarter that the 'vernacular' has been sadly neglected in our educational system. In the recent years some headway has been made. Still we find that the teaching of the Indian languages in the various provinces has been anything but satisfactory.

In his book 'Suggestions for the teaching of mother-tongue in India' Ryburn writes, "No child can grow up to be a good and useful citizen unless he has been properly educated in the use of his mother-tongue, and in the appreciation of all that he can gain through a knowledge of his mother tongue. All the virtues that are necessary in a good citizen—clear thinking; clear expression, sincerity of thought and feeling, and action, fullness of emotional and creative life—all these things can be properly cultivated and developed only if sufficient attention is paid to the foundation of emotional and intellectual life, the mother tongue."

But unfortunately there are two serious defects which hinder the progress of education on this side; suitable teachers are not employed and suitable text-books have not been prepared.

It is a well-known fact that the teacher of the Indian language is the least educated and the lowest paid man in the school and college. The teacher of the Indian language at present suffers from serious inadequacy both with respect to his general education and with regard to

his technical knowledge of the methods of teaching the language. Worse than both of these is the appointment of the man trained in the traditional style in the classical languages like Sanskrit, Persian or Arabic to teach the living modern Indian languages. This gives entirely a wrong approach to language learning. Unfortunately we are strongly possessed of the confusion that the aim of language teaching is introduction to literature. In spite of the valuable attempts of language experts like Palmer, Ryburn and others our education system is not yet having clear notions about this problem. Thomson and Wyatt while insisting that the approach to literature must be through the mother tongue of the pupil assert passionately that "To aim at literature is to miss the way to language. To aim at language is to pave the way to literature." The aim of the language teacher in the basic school should be to secure for the pupil a mastery over the ordinary language in daily use. He must be capable of expressing his ideas and reflections in clear and appropriate terms whether in speech or in writing. This purpose can be achieved only when teachers are employed who are taught the technique of teaching the modern Indian languages. It is a sad sight to see that while the honours graduates in the modern Indian languages are allowed to remain unemployed, the posts of language teachers in the middle and high schools are filled up with 'pandits' and 'moulvis' who are unsuited for the purpose.

To turn to the text-books: Recent work in Europe and America has shown that the text-books in the first few years of schooling should be very carefully planned. Unfortunately in our country in the various provincial languages we find that people of very ordinary education, with no training in the modern techniques are preparing the text-books. It is to be hoped that the educational authorities in the various provinces will request the text-book committees to scrutinize the books in the light of the modern developments.

I shall indicate here in passing, a few of the essential principles involved in the preparation of the text-books on the language side.

The first principle I should like to stress on is what Dewey called 'the principle of continuity of experience.' As I wrote elsewhere, "Education will be a futility if the experiences engendered in the school are out of relation with the individual's experiences in the home and in society." The writers of text-books for children forget this very fundamental fact that the child who reads their book is one who has already a vast stock of words and a command over their appropriate use. They start with the presumption that the child is starting to learn the language now. Another presumption is that they are introducing him to the literary language. Consequently they introduce a number of words which are not in daily usage and thus increase the difficulties of the child.

This leads us on to the second principle, the principle of economy or as it is also called the principle of limited difficulty. There is a vast gap between the literacy said and the spoken side of the modern Indian languages. The text-books attempt

to introduce the child to the literary language. This is absolutely unnecessary. "We must distinguish between reading matter that claims to be literature and the common and commonplace writing of daily life, such as ordinary correspondence, the newspaper and the books the plain man reads." The literary language is almost a new language, a 'foreign' language. This problem has been attacked in America and Europe by the preparation of 'word-lists', Thorndike gave a lead by preparing word frequency lists on the basis of laborious word counts. Koenig of Jubbulpore has compiled a list of four thousand Hindi words which gave a frequency of ten and more after checking a million running words. This aspect of the language problem has not yet received sufficient attention from educationists and publishers in India. Of course as far as books in English language are concerned a great headway has been made and the problem of writing books on the basis of a 'controlled vocabulary' has received considerable attention. Teachers, writers and publishers ought to realise that similarly mere armchair methods of book preparation in Indian language will not do.

I have written elsewhere, "an urgent problem of Indian Education is the preparation of books for children in the language of the daily use of the child. When such books are provided the child will master the art of reading soon. The first few books should not contain unfamiliar words."

"The spoken language is vast enough to permit the preparation of good reading material. A plea is here made that the matter as well as the language of the books should be familiar to the child.

"This problem can be satisfactorily attacked only by preparing

word-lists in each linguistic zone in India. Committees consisting of people with sound training in experimental education and educational psychology should be appointed in each linguistic zone to make a survey of the language in daily use."

I am very happy to state that the Adult Literacy Council of the Mysore State has accepted this suggestion and has appointed a Committee to compile a word-list in Kannada. I fervently hope that soon in each linguistic zone committees will be set up either by the Education Departments or by enlightened private organisations for the purpose of preparing word-lists on the lines of Thorndike and Koenig.

Another important principle which must be borne in mind in the preparation of text-books for children is the principle of frequency. In the primers known to the writer, at any rate, words are introduced in the legion merely with regard to the type of letters involved in the words. The aim of the writer as well as the teacher in the primer is to make the child learn all the letters of the alphabet. In spite of all the criticisms of the educational experts this method is yet persisting. A word analysis of a primer in Kannada revealed that the average frequency of a word was 1.5. The bulk of the words occurred only once. How can the child be expected to master the meaning, use and shape of a word which occurs just once in a reading course of probably six months? If fresh words are used in such legion, is it any wonder that particularly among the rural areas and backward classes educational progress is slow? This can be overcome only if books are prepared, like the Moga series of Hindustani books, or the primer of the Dakshina Bharat Hindi Prachar

Sabha which, following the English texts, uses a very limited number of words which are repeated at least ten to fifteen times. Unless this principle of frequency is attended to any amount of propaganda for the spread of education and the mere opening of primary schools will not lead to progress in education. The child, particularly the child from the rural home, ought to be given a proper chance to learn the language of the province by applying all the known principles of book preparation.

The Problem of Bilingualism In India

I shall finally deal with the problem of bilingualism in our country. The problem of lingua-franca in this land with innumerable languages has been a problem which has baffled the politician and educationist alike. I shall endeavour to briefly indicate how this problem can be viewed from the point of view of modern psychology.

Learning a language depends upon the need of the language to the learner. A man learns that language or those languages which are necessary for him. There is another aspect of the problem. Ordinarily if a person wants to learn a language and if he goes to a teacher he is straight away put on a course to learn to read and write the language. But after all his desire may be merely to speak the language. Take, for example, a man living in the border between two linguistic provinces in India or a man whose mother tongue is Maharashtra and is living in the Gujerat area. His desire will be simply to speak the other language, to express his ideas and needs in that language and be able to carry on the ordinary conversation. From this point of view we will find that quite a large number of people in India know more than

one language, know in the sense of being able to read and write. Similarly, a person might merely like to read and understand a language. He may have no desire either to speak or to write in it. Thus a number of people know how to read and understand Sanskrit though they may be unable to speak in that language and much less to write in it. My desire in speaking about this aspect of the problem is to make it clear that learning a language need not be identical with learning how to read and write it.

Let us now see how the principle of what I might call the "Function of Language" can be applied to the language problem of our country. In the first place we require a sound grip over the mother-tongue, or I should rather say the language of the area. When a Telugu man or a Tamil man goes and settles down in a Kannada area I see no point in speaking of Telugu or Tamil as his mother tongue and stressing that it is his birth-right to learn to read and write and have all his education in his "mother tongue". This problem of sentiment is unnecessarily introducing complication in an already confusing situation in our country. The whole problem will become simpler if we study the actual life of the child. The Tamil child living in the Kannada area will be a bilingualist. He can speak his 'mother tongue' the language of the house, he can speak with equal facility if not better the language of the area since outside the home that is the only language he encounters. If the child is put to school he can pick up the art of reading and writing the language of the zone with the same facility as the child whose mother tongue is that language. It is no handicap whatever to speak one language at home and to have his edu-

cation in the language of his zone. I am sure you will be able to recall the names of many poets and novelists who have contributed greatly to the literature of the language, not of his home, but of the zone in which he is living.

Politicians as well as educationists have been stressing that knowing one language is not enough in our country. They assert that a man must know at least two languages, know in the sense of knowing how to read and write. The authors of the Wardha Scheme of Education, for instance, assert that a common language for India is desirable and consequently every pupil should be taught Hindustani. The Central Advisory Board of Education in their report on Post-war educational development in India write, "Careful consideration has been given to the question whether English should be introduced as a subject in the Basic School. The Board are of opinion that under no circumstances should it find a place in the curriculum of the Junior Basic School. Nor are they satisfied as to the desirability of introducing it at the Senior Basic stage but they recognise that there may be a strong public demand for it in certain areas and they feel that the final decision in this case must be left in the hands of the Provincial Education Departments."

Let us consider the need for the learning of a second or third language by a pupil in the Basic School. If the country is divided into linguistic provinces then there will be only one language as the medium of instruction, the language of the province, in the Basic Schools. The bulk of the people of the province will not go outside their province, much less outside their country. So the need

making a modern Indian language a compulsory item in the school syllabus, the superiority of English continues as is evident from the Madras S. S. L. C. and the Patna Matriculation schemes. It has been stated by the Patna University that "the matriculation examination shall be a general test of fitness for a course of university studies and shall in particular be of (a) ability to write clear, simple and correct English and (b) intelligent comprehension of plain modern English on familiar subjects."¹ And quite in keeping with this aim it has been laid down that "in order to pass the Matriculation examination a candidate must obtain 75 marks in English, 60 marks in Modern Indian language and etc." The superiority of English in the Matriculation stage is quite evident. That it is still worse in the Madras S. S. L. C. scheme requires no proof. A comparison of the books read for the two examinations and the standards expected makes it quite clear that Patna is certainly far better than Madras as far as the question of the study of the Indian languages is taken into consideration.

In contrast with the higher position and greater importance that is still given to English in preference to the Indian language the opinions of educational committees that reported after the introduction of provincial autonomy in the Indian constitution are worth our careful attention. It is however a pity that such valuable expert opinion expressed by such learned authorities at so much cost to the tax payer should have been shelved without any action. Para 28 of the Report of the Bihar Reorganisation Committee on Secondary education says:

1. This has been omitted by the Utkal University in its Regulation for Matriculation Examination.

"The excessive emphasis laid on the English language as medium of instruction and intercourse in secondary stage may also be regarded as responsible for the development of this attitude (i.e., education as a process of denationalisation). A desire to imitate the alien ruling class in its habits and customs and outlook of life which insensibly arose in the wake of this practice, led to a somewhat artificial life tinged with a contempt for indigenous customs and habits, and the consequent alienation between the mass of the people and the educated class at the top."

Apart from denationalisation which is the result of undue importance given to a foreign tongue there is the question of mental exhaustion, intellectual deterioration and the absence of natural and hearty enjoyment of education. Mr. Abbot, for example, says in his report:

"An examination of the time-tables for boys, between say 10 and 14, who are learning English in the provinces which we visited reveals the fact that in many schools more than half the total number of teaching periods of the week are devoted to linguistic studies. In our view no social or economic consideration can justify such a misuse of educational opportunity."

Of course Mr. Abbot refers here to the excessive language course which has grown in bulk on account of the addition of a different foreign language like English. While speaking about rural middle schools Mr. Abbot says:

"Some of the best schools we have seen in India are those which eschewing the teaching of English, base their instruction and their activities on the environment of the children and on the natural and social phenomena with which they are familiar."

There is a tendency in Orissa of converting rural vernacular schools. This is because of the superiority and preference given to one who

knows a smattering of English, however broken it may be, in preference to the other who has derived complete elementary education in his mother-tongue. I like to quote at length a paragraph from Mr. Abbot's report to show the undesirability of such a move by the Department of Education in Orissa. He says:

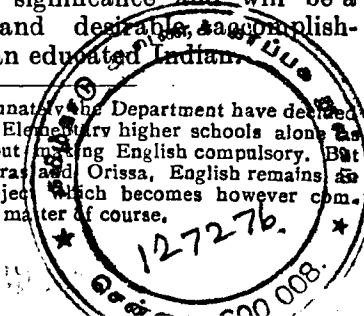
"We should not express so firm a conviction about the potentialities of the rural schools if we had not seen some particularly in the Punjab, which are promising enough to justify it. If we are told middle vernacular rural schools are dying out to give place to anglo-vernacular schools it is a sign of something very wrong with educational policy. For we had been told on several occasions and our limited experience of the schools confirms the statement that, in general, the village boys whose school days have not been hampered by the grind of learning English are more alive at the end of the middle stage, that is to say, they are better than their fellows of the same age in the anglo-vernacular schools."

Dr. John Sargent, the present Educational Commissioner with the Government of India, is of the opinion that, "the vernacular middle stage plays an important part in the education of the rural part of India. In his opinion he has the corroboration of the Bihar Education Department which reports that, "there can be no doubt that of the two systems of secondary education, the Anglo-Vernacular and the vernacular, the latter system is more efficient and better adopted to the practical needs of the pupils. The Bengal Report expresses the opinion that, "only through a properly organised system of vernacular middle schools can any real progress be made in the education of the masses". But let us see the position of Orissa. Dr. John Sargent remarks with regret "The most disturbing news comes from North

Orissa where it is stated the vernacular middle school has become almost extinct and has been replaced by the English school." This shows which way the wind of popular education blows in our province.

In the new scheme, I mean the N. Orissa scheme, which has been introduced in Ganjam and Koraput, the Elementary Higher Schools have no place. They must be replaced by Minor English schools or go out of existence.² Popularity, cheapness, expense and efficiency of education are thus sacrificed for the sake of the English language. This is a serious problem to be solved by the thinking section of the province. Now that we are sailing in the same boat, let us pool all our resources together to frame a scheme of secondary education for the whole province by eschewing all the defects of the old systems which we had been adopting so long. In such a scheme of higher education English need not be taught as *lingua franca* of the educated Indian and nor as a language for higher studies in the university, nor again as a language for purposes of administration. I don't see the reason why the Utkal University should not start with the Oriya medium and why in different departments of the Govt. the provincial language should not be the vehicle of correspondence. Difficulties there will be no doubt but they will not be insuperable. It is only then that English will get its true position of a foreign modern language with all its cultural and linguistic significance and will be a suitable and desirable accomplishment of an educated Indian.

2. Fortunately the Department have decided to leave the Elementary higher schools alone before without making English compulsory. But both in Madras and Orissa, English remains an optional subject which becomes however compulsory as a matter of course.



We find in the High school and middle schools, the English language occupies the first position in the list of studies and consumes the highest number of periods of instruction. Unless the standard of English is reduced and the rigour of examination minimised, the language will remain a stumbling block on the progress of true education. Even if English remains the official language for correspondence and record (there is no ground at all why this should be so at least in a provincial office) years of rigorous instruction in English poetry and drama are simply a huge waste and a huge burden on the tender life of a boy of 15. Mr. Abbot, who is quite keen to the necessity of learning English for the sake of administration, higher service and business, says that a working knowledge in English is quite sufficient and the teaching of Shakespeare and Shelly, who are not properly understood even by boys of England, should not find a place in the curriculum. In his opinion, "The compulsory examination in English should mainly consist, apart from any oral test, of an essay and an exercise in precis writing. These would test the boy's power to express his own thoughts in English and his ability to understand and put into his own words what other people have said or written. These are the tests of familiarity with a language and moreover they lend themselves much less to cramming than do set books, which is no small advantage. English therefore should be taught only as a second language with the aim of giving to the pupil a practical knowledge of the use of that language for purposes of ordinary personnel and business communications, of understanding simple spoken and written English, of consulting simple English books and journals for information.

English language, not English literature, should be the subject of instruction." If we agree with these views of educational experts we will have to see that these are put into action in any reform of the secondary school curriculum in our province.

A good grounding of primary education with the mother-tongue as medium and workable mastery of the language cannot be expected of a boy before he reaches his eleventh year. It is not advisable therefore that the teaching of a difficult foreign language as English, which has no connection at all with any Indian language in structure or form, should be begun in his earlier stage of education. The North Orissa scheme is slightly better than the Madras scheme in the fact that in the former, English is taught in IV class, i. e., after four years of the primary education. Even this seems to be too early. There seems to be no necessity of commencing English so early and to continue for so long a period. In a high school a boy is made now to learn the language for eight years. This period can safely be reduced to six and the teaching of the language may be begun six years prior to the matriculation class. I wish to point out here that according to the present Orissa scheme the duration of education from the infant class to the IX class is 12 years and not eleven as in the Madras scheme. This cannot be said to be an improvement and it will be observed that in most of the provinces of India this duration is not more than eleven. Whatever that may be, it is desirable that the beginning of English teaching as a foreign and second language should be made only at the commencement of the post primary stage of the boy's career at school. Then there will be no difficulty for the boys of the rural

areas to come and join any secondary school without any handicap of knowledge.

That is how a foreign language is taught in England where not more than six lessons a week are devoted for the purpose. There need be no fear that the time will be too short and the commencement will be too late for learning the new language. For, when the child will begin his English at 11, he will no longer be the same impulsive little animal he was when he was learning his mother-tongue. He will have begun to exercise his various powers deliberately and consciously, he will have imagination and above all curiosity.

"If, therefore, we can somehow

inspire him with a strong desire to speak English, we have got material of such a quality to work on as will enable us to save a great deal of time. By calling into play the pupil's will and reason and by the systematization of nature's haphazard method into a graduated and organic whole, we shall find it possible to compress into a relatively short space of 'time an amount of work—the translation of experience' into speech—which the same brain in babyhood takes months to perform."³ Herein lies the importance and usefulness of the direct method of teaching English and oral work.

3. Adam's New Teaching. Teaching a foreign language.

AN ORGANISATION FOR TEACHERS

By SAHIBZADAH Mohd. SHAKURULLAHKHAN, B.A., B.T.

It is really fortunate for the teachers and educators of India to get an able and sympathetic educationist like Dr. John Sargent who has been appointed to amend the poor lot of the afflicted class of teachers and the deteriorated educational system of India. I have occasionally gone through his expressions in the Press and in the meetings. Frank as he is in his ways, he is always stressing that unless there is a real improvement in the status of teachers, there can be no educational reconstruction worth the name. He is also reported to have said in his presidential address in a meeting at New Delhi that the question of improving their (teachers') status lay in their own hands and they must not wait for Government to look after them. An elaborate and healthy Editorial was

given by *Educational India* which threw enough light on the same.

The suggestion is too good in its place. But we should not neglect the existing conditions of India. The class of teachers has since long been marshalled and paid meagerly. This traditional suffering and the centralised control has rendered him timid and poor. The talented few who perchance happen to entangle themselves in this profession do not find the condition of work conducive to useful and congenial undertaking. They either leave this profession or in no time become selfish and worthless.

The total disregard of the employers to the freedom of teachers and the low salary are two heavy chains on their body which even do

not allow him to stop on the road to his ruin. When the matters stand to such a sorry pass, it is very difficult for some teachers who are really somewhat progressive, to stir them from their dream by their own example and sacrifice. The teacher since long is without wealth or power and is not respected by the society. I have the occasion to work in various institutions, and having a deep interest in such problems, got the opportunities to visit various good looking institutions and their staff of the various provinces of India. I was really perplexed to note the window dressing. They were like a good looking apple, rotten in the heart. Mere statistics cannot give you a real peep into the matter. If one wishes to do really something good to the teachers and the education of India he should go there as a teacher—as an employee—and then he will feel the real pressure himself. I am sure in no time he will try to utter a cry of pain, will seek some help, but the existing poison of his atmosphere will choke his throat and he will be disabled by his own friends who will try to reap some reward on his cost. I cannot pen the so many real dangers for a teacher who even ventures to question the dictates of his authorities. Kind reader, it is just like to swim, one cannot say what it is unless he is somewhat out of his depth.

To be brief when the existing order stands to such a sorry pass, when we have left the rotten and crippled souls, the appeal to bell the cat seems ineffective. The wound is much enlarged and has lost the power of self-healing—unless some external remedy is applied to it. To the realist the scheme of self-help requires one century to bear fruit and who knows how it may result at

all. The only possible and quick remedy in this connection is the sympathy and help given by the Government. If the Government takes to improve the matters—if the teacher is freed from the monitory cares and is encouraged to exercise his art under conditions of the greatest possible freedom and provided with the reasonable chances of advancement—the teachers will be able to work with a new spirit. Then there will be teachers who will be endowed with a sense of vocation and high calling.

The only possibility remains to form an organisation consisting of at least one member from every institution of India and represent the case of teachers to the Government of India. Dr. John Sargent may be requested to lead the teachers and I am sure if at all something practical is to be done will be only possible by even the slight sympathy of the Government. Otherwise all other efforts will be a matter of form with no real substance and will not therefore give us value.

I have studied and observed the life of a normal teacher while being one of them and fully comprehending their difficulty have come to the conclusion that unless they receive a financial support they cannot even think of doing anything which may bring their families to starvation. They, by necessity, have adopted this profession and in most cases it is bread and butter which, though keep them starving, is enough to keep them alive. No organisation can be effective unless it has sufficient capital to support the members or their families when there is a dire need for it. There are still some intelligent and brave souls in this profession who may begin to collect the funds and turn the members for such organisations by taking an oath of

USE OF ENVIRONMENT

THE use of environment as a method of treating delinquency is an old idea. It is implicit in the term "reformatory". However, the methods employed in more modern institutions are so different as to be opposed to the old school of thought which was based on the theory that if you make a person by force toe the line long enough, he would continue to toe it through sheer habit when the force was removed. This is recognised as largely true and in those cases where it is not, it is usually because the treatment has not been continued long enough. It is also recognised that these successful "toers of the line" are in fact institutionalised. If this is not to be the purpose of "curative hostels", the old methods must be discarded and new found way. To do this effectively there should be experimental hostels run by people with knowledge and experience, each working according to a definite policy or method and acting as a research unit in close co-operation with psychiatrists and child guidance or similar clinics. They should have sufficient funds at their disposal to create the conditions desired. The majority of hostels would

Continued from preceding page

have to continue to accept existing honest dealings with the aims of the organisation. The thing requires steady, silent and honest effort. The leaders are in the standing danger of being crossed by the employers and therefore should be thoroughly assured of protection and support by the leading outstanding body—either official or private. In other words I wish to know as to how much practical help a man can get by such bodies if he is to be maltreated by his employers for his honest work in this connection.

have to continue to accept existing circumstances and what they will be able to do will largely depend on the heads.

A SOCIAL SENSE

In the first place, environment treatment of the maladjusted child requires the building-up within the hostel of a socially conscious community. This takes at least a year; hence the value of using existing hostels where this has been achieved. This social sense is best established by allowing the children some voice in the internal management, especially of social activities.

Secondly, it is necessary to make each child feel that it is of use and wanted. Being "wanted" means being liked. It is not always possible to like every child, but it is relatively easy to see that each child has an adult adviser and if possible confident. To ensure this, it is wise to have as wide a range of character types as possible among the staff. Being of use, as the young are quick to recognise, means having a job to do and not being a slave. The domestic work should therefore be done by all members of the staff as well as the children.

Thirdly, it will be necessary to have a fairly complete case history, including a psychiatrist's report, on each child (at present almost unknown at hostels) and to keep regular notes on each child's development, recording objective details of possible significance. From these two sources the needs of each child should become reasonably clear, and steps should be taken to supply them. The results should then be reviewed from time to time, and it would be immeasurable help to the residents, if there were an experienced outsider present at these reviews to help them achieve objectivity.

—Times Educational Supplement.

THROUGH different PROVINCES

DELHI

TECHNICAL TRAINING ABROAD

The Government of India have appointed the following Selection Board to make the final selection of students to be sent abroad for advanced courses in technical and agricultural subjects directly related to the various plans for post-war development, says a Press Note.

Sir Maurice Gwyer (Chairman); Dr. John Sargent, Education Adviser to the Government of India; Sir S. S. Bhatnagar; Sir Shafaat Ahmed Khan; and Captain Sardar Nau Nihal Singh; an expert in each technical subject for which students are to be selected will be co-opted on the Board.

The selection of students to be sent abroad, including those nominated by Provincial Government, is expected to be completed shortly.

HIGHER TRAINING IN AGRICULTURE

The Government of India have decided to expand the facilities for post-graduate training, and to admit fifty students a year from April, 1945, onward at Imperial Agricultural Research Institute, with a view to meeting the growing demand for the training of higher agricultural staff at the Centre and in the Provinces and States.

So far, the Institute has admitted on the average 16 students per year for training in five sections. There will be now two more sections, i.e., agricultural engineering and agricultural economics and statistics added to the Institute.

The total cost of the scheme for the first year would amount to Rs. 10,75,100 and will fit into the full five-year plan of the expansion of the Institute as a post-war measure.

AID TO SCHEDULED CASTE STUDENTS

With a view to improving the educational and economic condition of the Scheduled Castes, the Government of India, it is announced, have decided to give scholarships for the year 1945-46 to students belonging to these classes in British India who wish to pursue their studies in Scientific and Technological subjects beyond the Matriculation stage. Some of these scholarships are tenable in India and some in foreign countries. In the case of foreign scholarships, preference will be given to applications who have completed a degree course at an Indian university.

The amounts awarded will cover the entire cost of education, including the tuition fee and maintenance charge, admissible under the rules, and in the case of foreign scholarships, reasonable travelling expenses as well. The courses for which awards will be available are: (1) Intermediate with Science, (2) B. Sc. (pass or honours), (3) M. Sc., (4) Engineering, (5) Technology, (6) Medical, (7) Agriculture and (8) Teachers' training.

Women students offering Arts subjects in the Intermediate and Graduate courses will be eligible for the awards of scholarship, provided they give an undertaking that they will pursue the teachers' training course at the end of their approved courses of study. If they do not fulfil this condition, they will refund the amount of their scholarships. Applications for the scholarships should be submitted in the prescribed form through the head of the institution attended or last attended by the candidate; in the case of candidates already enrolled in colleges or universities, through the Vice-Chancellor; and in all other cases, through the Director of Public Instruction of the province or the Superintendent of Education, and must reach the Secretary, Scheduled Caste Scholarship Board c/o

Department of Education, Health and Lands, Simla, not later than 15th June.

MADRAS

PROGRESS OF EDUCATION

An increase in the number of students under instruction in colleges and secondary schools in the Province from 2,96,663 in 1942-43 to 3,34,619 in 1943-44, is recorded in the report of the Director of Public Instruction, the Government's review on which has just been published.

There was a reduction, states the G. O., both in the number of elementary schools and in their strength. The reduction was due to the closing down of a large number of uneconomic and ill-working schools. The Educational Department has for some time past been working on the plan that only children who reach at least the V standard of an elementary school are likely to remain permanently literate and one of the objectives kept in view is that the number in the V standard should not be lower than 25 per cent of the number of pupils in Standard I.

Another objective is that the education of girls should keep pace with the education of boys and the department has generally enforced the condition that in cases in which a single school serves the needs of both the boys and girls of a local area, at least 25 or 30 per cent of the girls of school age of that area should be brought under instruction in the school according as the school is styled a boys' school or girls' school. Partly as a result of the enforcement of this condition, the percentage of girls to boys receiving instruction in elementary schools is now about 50.

The report states that there is a steady increase in the number of Muhammadan and Scheduled Caste pupils attending the schools in the various stages.

The Government have from time to time passed orders designed to secure for teachers employed in non-Government institutions a dearness allowance on a reasonable scale. In the case of aided elementary schools the allowance has been provided wholly at the cost of Provincial funds and the allowance which was Rs. 2

per mensem per teacher in the year under review was thereafter raised to Rs. 4 and subsequently to Rs. 8. Local bodies are granted subsidies from Provincial funds to the extent to which they are unable to meet from their own resources the cost of the allowance provided for their teachers.

SPREAD OF BASIC EDUCATION

To chalk out a programme for the spread of basic education in Tamil Nad, a meeting was held in Madras in April last, when Mr. G. Ramachandran, Secretary of the Hindustani Talimi Sangh, explained the scheme. A committee was formed to carry out the programme.

Mr. Ramachandran explained the Basic Education scheme and pointed out how this education centered on a village craft, instead of on books, how the schools would be self-supporting and how it would remove the vast illiteracy in the land within a very short time.

It was decided to have a Tamil Nad Branch of the Talimi Sangh to spread Basic Education. A committee was constituted with Mr. N. M. R. Subbaraman as President and Messrs. G. Venkatachalapathi and Vinayakam Pillai as Secretaries.

After the meeting was over, the Committee met, and after some discussion, decided to open a Training Camp for Basic Education teachers at the Tiruchengode Gandhi Asramam, and to arrange immediately for the collection of Rs. 2,000 for the purpose. It was also decided that spinning, weaving and agriculture should be the basic crafts for education in the schools to be opened in Tamil Nad, and that 30 teachers should be selected for training for a period of six months.

It was provisionally decided to commence the training on June 15.

SUPPLY OF NOTE-BOOKS

A scheme for the manufacture and supply of note-books to educational institutions, submitted by the Provincial Paper Controller, has been sanctioned by the Government.

The paper required for the manufacture of exercise books will be purchased

on Government account and transferred to the Government Press, Madras, which will manufacture the note-books and distribute them under instructions from the Paper Controller, directly to the schools in Madras City and through the Paper Control Inspectors to other schools.

The price of the note-books will be based on the cost of paper and manufacturing charges with a five per cent margin for incidental expenses. The expenditure on the scheme will amount to Rs. 25,000 in the current year and Rs. 1 lakh in 1945-46.

ANDHRA LAW COLLEGE

The Registrar of the Andhra University notifies that the Syndicate has resolved to locate the Andhra University College of Law temporarily at Masulipatam and that graduates of the Andhra and other recognised Universities will be admitted to the F. L. classes which will be opened from 25th of this month in that College. The Law Preliminary Courses to which candidates who have passed the Intermediate Examination of the Andhra University or any other recognised Universities are eligible for admission, will be held in the University College of Arts and Commerce at Guntur.

PREPARATION OF A TELUGU ENCYCLOPAEDIA

The editorial committee of the Telugu Encyclopaedia convened by the Hyderabad Telugu Academy met at Guntur under the presidentship of Sir C. R. Reddi. Prominent Telugu poets and Andhra educationists attended the meeting. The methods of compiling, and the organisational side were discussed, and the entire work was estimated to be in 16 volumes of 900 pages each.

BENGAL

TRAINING OF LABOUR WELFARE OFFICERS

The Senate of the Calcutta University has decided to institute a Diploma Course in Social Work (Labour Welfare).

The Government of India had made the Calcutta University the only centre in India for the training of Labour Welfare

officers and the University had also been approached by various industrial organisations outside Calcutta industrial area for the training of their labour welfare officers.

At the instance of the Indian Jute Mills Association the University instituted a specialised training course for labour welfare officers in 1942, this being the first such course undertaken by an Indian university.

DIPLOMA IN JOURNALISM

The scheme for a diploma course in journalism has been finished by the Committee appointed by the Calcutta University. It is hoped that after being formally approved by the Syndicate, the scheme will be put into operation from the next session, i.e., June 1945. The scheme which was formulated by the Indian Journalists' Association in collaboration with the Appointments Board of the Calcutta University provides for two years' course. The University will arrange to provide for instruction in the theoretical portion of the course and arrange to call the trainees one day every week in any office or a newspaper or news-agency where they will receive instruction from experts regarding all practical subjects.

INDIAN STATISTICAL INSTITUTE

The thirteenth annual general meeting of the Indian Statistical Institute was held at Calcutta recently with Sir C. V. Raman, a Vice-President of the Institute, in the chair.

Sir C. D. Deshmukh, Governor, Reserve Bank of India, was elected President of the Institute for 1945-46.

The activities of the Institute last year were even more varied than in the past, thus effecting the rapid growth of the application of statistical methods to problems of human work in India, states the thirteenth annual report of the Institute.

The Institute carried out a survey, at the instance of the Government of Bengal, of the extent of damage to rural economy by famine conditions in the Province in 1943, and conducted an inquiry into the economics and statistics of road development, at the suggestion of the War Trans-

port Department, Government of India.

Besides carrying out crop survey work in Bengal and Bihar, the Institute also prepared notes on per capita consumption of rice and other selected food items.

BOMBAY

RESEARCH STUDENTS GOING ABROAD

The first batch of five research students from the Province of Bombay will, it is understood, shortly leave for the United Kingdom and the United States to be trained in subjects such as dairying, intensive growing of crops and land improvement. On their return the candidates will work as agricultural officers on the "Victory Orchards" which are to be cultivated under the post-war scheme of agricultural development in the Province.

C. P.

BUDGET PROVISION FOR VIDYAMANDIR SCHEME

Mr. J. J. Hill, Financial Secretary to the C. P. Government, at a Press conference explained the Government's budget for 1945-46.

Answering questions, he said that the Vidyamandir basic education scheme still continued to operate and there was a provision in budget for it. He admitted that the post of the Vidyamandir Officer had been abolished but added that the Education Department was looking after the scheme.

BIHAR

JOURNALISM COURSE IN PATNA

The Patna University also will shortly institute a chair in Journalism, associated with the name of Dr. Sachchidananda Sinha, to perpetuate his services to the University as its Vice-Chancellor for nine consecutive years. A move to this effect was initiated by the new Vice-Chancellor, Mr. C. P. N. Sinha, at the last meeting of the Senate in March. A Committee consisting, among others, of the Vice-Chancellor, the Chief Justice Sir Syed Fazl Ali, and the Maharajadhiraja of Darbhanga, is being constituted to raise an endowment and to work out details.

PUNJAB

ACADEMY FOR ISLAMIC RESEARCH

The creation of an Academy of Islamic Research at Aligarh on an All-India basis with the object of promoting advanced studies and researches in Islamic history and culture with special reference to India is contemplated in a scheme drawn up by the sub-committee appointed by the Standing Committee of the All-India Muslim Educational Conference. It is proposed to have branches of the Academy in Bombay, Calcutta, Delhi, Hyderabad, Lahore and Ajmere.

The management of the proposed Academy is to be vested in a Central Board consisting of representatives of Indian States, prominent Muslims in commerce and industry, and representatives of the All-India Muslim Educational Conference.

The Standing Committee of the All-India Muslim Education Conference has been authorised to take steps for the formation of the Central Board.

HYDERABAD

A SCHOOL FOR EACH VILLAGE

H. E. H. the Nizam's Government has sanctioned an education scheme costing Rs. 12 lakhs under which every village in the Dominions will have a school. This was revealed by Nawab Sir Mehdi Yar Jung Bahadur, retiring Education Member, replying to an address at a farewell function arranged by the staff of the Education Department.

The Education Member stressed the need for students pursuing technical and vocational education, thereby increasing the national wealth in addition to bettering their position.

The Nawab of Chhatari, the President of the Nizam's Executive Council, who presided over the function, said that the Education Department came under the nation-building departments. The Nizam, he added, took the greatest interest in education and any funds for the advancement of education would always be forthcoming.

PUBLIC OPINION

SIR T. B. SAPRU'S PLEA FOR A CHANGE IN EDUCATIONAL SYSTEM

Presiding over the inaugural meeting of the Hindustani Culture Society, Allahabad, a society formed to bring about conciliation and harmony among the different communities in India, Sir Tej Bahadur Sapru emphasised that Hindus and Muslims belonged to the same nation and their culture was a common heritage of at least five centuries. "It is the education of the last half a century," he said, "which has driven a wedge into our good relations and comradeship. To change this type of education is our primary duty."

According to Sir Tej Bahadur, the greatest injustice which had been done during the last two centuries was the infliction through our education of the wrong version of history which was the main cause of the differences existing to-day between the Hindus and the Muslims. "It is due to this fact alone that to-day the average Mussalman thinks that the Hindu is a *Kafir* and an idol-worshipper and the Hindu thinks that the Mussalman is bigoted and tyrannical. But if you study history through the Hindi and Persian sources from the 15th to the 19th century you will find that the present rendering of history is not only a garbled version of true facts but a complete distortion thereof."

DR. ZAKIR HUSSAIN ON POST-WAR EDUCATION

Speaking on "Post-War Education in India" at Bombay Dr. Zakir Hussain, the well-known educationist,

expressed the view that the guiding principle of post-war education in India would be 'democratisation'.

By 'democratisation,' Dr. Zakir Hussain meant that India's educational effort would no longer confine itself to the few, as it had been done so far.

Dr. Hussain said that the first and foremost task to which India would have to apply herself after the war would be to "broaden the common highway of a sound system of Basic Education for all the boys and girls of the country." This should aim not merely at spreading literacy, but also at the formation of character.

Referring to the problem of Adult Education, Dr. Hussain said that for this a comprehensive plan should be evolved. This plan should not confine itself to mere literacy as it was meant ordinarily, but it must aim at what has been termed 'the literacy of the whole personality.'

Dr. Hussain said that the chief emphasis in post-war education would be on the education of girls, for, added Dr. Hussain, "a free and democratic people cannot entrust this future to ignorant mothers."

MR. KRISHNASWAMI IYENGAR ON THE FUTURE OF WOMEN'S EDUCATION

Presiding over the eighteenth annual meeting of the Young Women's Christian Association, Ernakulam, Mr. K. S. Krishnaswami Iyengar, Chief Justice of the Cochin High Court, observed that man was alone suited for hard life and as such women should not compete with him

in such avocations of life as engineering, etc. While conceding that women might become learned, the speaker viewed that their education should be such that they should glorify the home, where they had an important part to play.

He said he was not in favour of more imitation of habits and manners of foreign countries and remarked that leaders of thought in the country should see that women of the land followed the precepts of wise men of old. He advised them to look round and find out men in the country who represented the highest culture in the land and follow their footsteps, instead of adopting the habits and manners of foreign countries and experimenting on them. India was not lacking in men and women of talents in every walk of life whose example the present and future generations should emulate. Indian culture was in no way inferior to the culture of any other country of the world and India had nothing to borrow from others in the realms of spirit or religion or rules of moral code.

Referring to what he viewed as another side of the picture, Mr. Krishnaswami Iyengar observed that the question of women's education should be carefully and cautiously examined and decision taken. Earnest attention and thought must be bestowed on this matter. He hoped a scheme would be worked out, taking into account past experiences and the future of the world.

FR. SEQUEIRA ON TEACHERS' ROLE IN SOCIETY

Rev. Fr. T. N. Sequeira, of Palamcottah, presiding over the annual Educational Conference of the Madras Teachers' Guild emphasised that educational conditions in India

were bound to improve if the economic and political conditions improved and that it was the duty of teachers to educate the popular mind on the need to remedy the depressing state of the teaching profession.

Proceeding, the President observed that it had been stated in some quarters that teachers at present did not realise their high position and that those who entered this profession were ready to accept service under any conditions. He did not think that it was a true statement of the position. There might be individual cases. But on the whole, teachers did respect their profession and the service conditions under which they were placed did not depend upon them at all. The remedy lay with the society. Their conditions could not be improved by mere legislation alone. There was hardly any private educational institution which was able to meet its running expenses and pay the salaries of its teachers from fee collection which was the main source of income to the institution. Unless outside agencies, like the Government come forward to make up the deficiency, the service conditions of teachers in such institutions could not be improved.

In his view, the problem of educational reform was related with other problems facing the economic and political life of the country. As long as the war lasted, they would have to wait patiently. At the same time, they could educate the popular mind on the need to remedy the depressing state of affairs of the teachers. If the profession had not attracted the best and enterprising minds, it was up to the society to see that such people took up this profession and let the teachers at this conference resolve to spread these ideas among the public, so that in the post-war period children might get the best education.

FOREIGN CURRENTS

The Bailie Boys of China's Indusco

By OWEN LATTIMORE

[Indusco's Bailie Schools are named after Joseph Bailie, an American who had visions of an industrialized China. Bailie died before his plans materialized, but a group of young men he had helped to train offered their services to Indusco on its inception in 1938.]

IN THE YEARS THAT I HAVE spent in China I have never seen anything quite like the Bailie School, anything that filled me with so much hope. There, in a little mud-walled courtyard right outside of Lanchow city, were a few simple buildings. In those buildings were a group of Chinese boys all in their early teens. Every one of them has been through war, flight, hunger, destitution, sometimes complete loss of their families.

The revelation of the work done in a place like the Bailie School shows that actually even those who have been deprived of parents and family in their boyhood can become citizens of the twentieth century world in an extraordinarily short time and can still remain heirs of the culture of their own country and their own people.

These boys in the space of a year or two have learned to read and write and keep accounts in their own language. In the first place, they become leaders. In the second place they master the key to the modern civilization. They master a prime mover, the mechanical engine without which the whole of our civilization could not stand. They had a truck motor. The boys not only learned how to work it but how to disassemble it, how to make a blueprint of it,

how to maintain it. They made the looms on which they did their weaving. There was a little chemistry building in which with raw materials, vegetable and mineral they learned how to compound the dyes with which they dyed the wool they themselves spun and then wove on their own looms. They did their own cooking and housekeeping. They maintained the entire series of buildings and managed their own affairs.

FROM ALL OVER CHINA

They were boys from all parts of China. Some were refugees from Hopeh, Honan and other invaded provinces, some from the province of Kansu where the school is situated. They had all been carefully chosen because there is a limit to the amount which can be budgeted for these schools—only boys who had a village, peasant background were being taken in. They learned to speak and read and write in standard modern Chinese but each retained his own provincial or even village dialect. Each was a boy who, whatever might happen in the future, could go right to the home folks in the home village and talk to them in exactly the terms and dialect they understand and introduce to them the skills, the techniques, the mastery of power, which he had learned. And all this is being done in the midst of a war in an amazingly short time with an unbelievably small expenditure of funds.

In his charming and fascinating book George Hogg says some very sensible words. He points out that the co-operatives are a great thing but are not an automatic solution for all problems. He also points out that they cannot be run as a charity or as

a social welfare activity directed from outside. They must be run by the people themselves under conditions which enable the people engaged in them to make something for themselves. When people have been at the edge of disaster, or well over the edge of disaster, they become realistic in an extremely genuine way. The man who has not known where his next meal is, coming from will examine his opportunities of work in terms of the succession of meals with which it will provide him. It is only when the people feel that something is permanent and worthwhile that they will carry through with it. It is when they learn that by working with others they can help themselves most that the co-operatives have proved themselves a soul of democracy, a government by the method of adjusting majority and minority needs under Chinese conditions.

TO MAINTAIN THE MACHINE

Another point about the Bailie Schools must be stressed. In the industrialization of a whole people, a whole country, the greatest problem is not the purchase of machines or the installation of machines or teaching the people to run them. These are all simple problems. The great problem of the machine is maintenance.

China has the great opportunity not of replacing entirely the old with the new, but of integrating them as is shown in the Bailie Schools, where the boys are not becoming detached from the old Chinese life but are retaining it with perhaps an increased respect learned from all kinds of associations. In their activities together they taught one another their legends and folklore from the different parts of China. The style of each one's singing was entirely different. One evening I heard them sing some

Letters to Editor

Nationalisation of Education

SIR,

The Provincial Educational Conference at its Calicut sessions is reported to have resolved that the present State-aided policy of education under which the aided schools under private managements are the products, is out of date, that no progress in education can be expected in post-war India so long as the responsibilities for the maintenance, administration and control happens to be divided, and that the Government should take the responsibility from the beginning, permission being granted to private managements only for special reasons and when there is demand for them.

of their songs. Each boy had learned the exact way the songs were sung in their parts of China. This gave them a sense both of the diversity of what is held in common in their diverse groups.

When the war is over, the rate of transformation of China is likely to be extremely rapid. That transformation will take place on a number of fronts. There will be enterprises on the largest scale such as only the government can undertake. There will be large investments, I am sure, of private foreign funds. There will be, there must be, a great deal of small-scale enterprise, and there is a place after the war as important as the place during the war for the industrial co-operative movement.

—usowi.

It is recognised everywhere that it is the fundamental duty of the State to provide for universal free compulsory elementary education; and the Sapru Committee emphasises that it shall be the duty of the State to impart education up to the elementary stage to the children of a minority, too, of sufficient numerical strength in their mother-tongue. In the interests of a uniform State policy, the missionary agencies and other educational agencies should withdraw from the field of elementary education and leave the line open to the State organisation. So long as the Government does not shoulder the entire responsibility for free elementary education and leaves it to "other agencies", as the Madras Government proposes to do, the problem should be considered to be simply shelved. The latest administration report reveals decline in the number of elementary schools and their scholars. The decision of the South India Teachers' Union to urge the revision of policy in regard to elementary education sound, and necessary in the interests of educational progress in the field of elementary education.

But there is room for two opinions with regard to the adoption of the same policy in regard to secondary and collegiate education. Voluntary educational effort functions in this sphere in most countries of the world. It is aided agencies that have taken the initiative to try educational experiments. The aided institutions, Adyar and Papanasam, were the first in this Province to present pupils for the S. I. C. C. examination for answering the non-language subjects in the mother-tongue. Does the S. I. C. C. U. expect in the near future the vast number of aided schools and colleges to disappear from the field of

education? Is it fair? Is it practicable? It is true that the Government has been indifferent to the deplorable condition of teachers in aided agencies, and to appeals for their betterment; and the teaching profession feels that their agitation has been futile. It is a pity that the Government does not realise that teachers in aided institutions are doing work on behalf of the State, and are entitled to State-protection. The State exercises enormous control over aided institutions in almost every matter except the one pertaining to teachers' salaries. The Government, if only it has the will, can enforce in aided institutions also uniform scales of salary all over the Province. The bitter anguish behind this resolution should be understood by the Government and the aided managements. I wish that the resolution had restricted itself to the State shouldering entire responsibility for elementary education, and demanded the Government to provincialise the teaching profession with regard to their salaries and conditions of service, in whatever agency they may happen to serve, without leaving this vital matter to the whims of the several agencies. But it is unfair and impracticable to demand the closure of all aided institutions. Nationalisation of education will have to be tackled along with nationalisation of industries, transport, communications, and nationalisation of elementary education is a vital urgent necessity, and should not be postponed. But nationalisation of secondary and collegiate education is neither necessary nor desirable, neither feasible nor warranted in the present condition of our country.

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Peelamedu.

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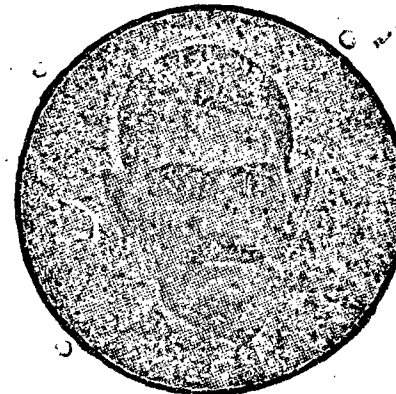
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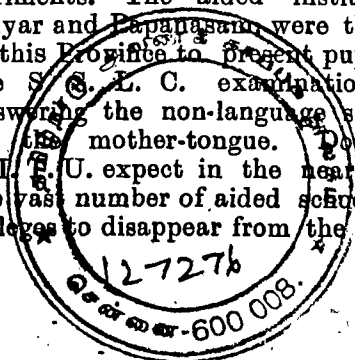
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