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EDUCATIONAL INDIA

A MONTHLY DEVOTED TO INDIAN EDUCATION

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

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EDITORIALS

POST-WAR RECONSTRUCTION OF EDUCATION

THE recommendations recently published by the committee, specially appointed by the Madras University, deal in a comprehensive way with the reform of education in different stages. Suggestions made regarding compulsory primary education, secondary education, technical and technological studies, professional and university education, nursery schools, women's education, education of scheduled castes and backward communities, physical education and medical inspection and adult education deserve close study and careful consideration. The report also deals with the supply of teachers and their proper training, revision of the grant-in-aid code, location of schools, and training centres and colleges, revised methods of recruitment of public services, besides changes in the S. S. L. C. Board and the agency to be employed in the inspectorate of the Education Department. The proposals recommended by them are of a valuable and useful nature to a very large extent. We wish that other universities also should bestir themselves, appoint select committees of experts to examine all

allied problems and make recommendations in view of the peculiar conditions prevailing in their respective jurisdictions.

THE Committee did well in recommending that there should be free and compulsory education for a period of eight years between the ages of 5 to 13 but did not define the nature and scope of the instruction to be imparted therein. It is silent on the Basic Education Scheme centred on a craft which aims at the training of the mind, hand and eye simultaneously. Lack of facilities in the shape of buildings and sufficient teaching material should not be made to stand in the way of the immediate extension of the scheme as a whole throughout the province. Primary schools may with great benefit be located in all villages with a population of 500 and centrally between groups of villages having a population of 1,000 within easy access to them. Children at the expense of the State should be provided with free meal, transport, books and slates, as the management and control of primary education should be taken up by the State in right

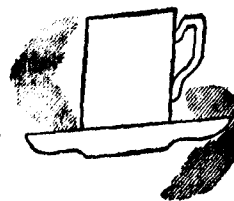


.... but there is one thing which is always available and cheap—TEA.
Whatever the worries of war—food, fuel, clothes,
you can always cheer yourself up with a well-made cup of tea.

When you are tired—when you are depressed or worried,
have a cup of tea. It is stimulating but harmless.

Treat it as a friend, and keep it always with you.

There is no moment of the day, from early morning till
late at night, when you do not feel better for a cup of tea.



earnest as its primary obligation, demanding its first care and full support.

NURSERY schools may with advantage be opened in industrial areas, residential quarters of poorer and working class people in cities. Shift system can only be adopted as a last resort in cases of dire necessity with different sets of well-paid teachers without driving the same band of teachers to death with overwork.

SECONDARY education consists of three stages—middle school stage with uniform courses of study, high school stage embracing preparatory schools and Technical schools preparing candidates for university entrance and polytechnics or technological institutions. It is to be wondered that after all the agitation against bifurcated and diversified courses of study, the Committee has not thought it desirable to frame courses of study common to all Secondary school going pupils with compulsory vocational training. However, the system is worth experimenting as it may be altered or amended in due course in the light of its achievements.

THE Committee is perfectly justified in stating that the State should henceforth shoulder the responsibility for providing such diverse courses in industries, trade and commerce and openings for young men in Government services and armed forces

to avoid the overcrowding of the Universities. But at the same time it should have suggested ways and means for the multiplication of colleges to meet with the growing needs of University students. The encouragement of research and the remodelling of courses in Honours classes with an increase in the staff, lesser hours of actual teaching and grants from the State for studentships and fellowships deserve careful adoption in the immediate future.

AS regards women's education the members have rightly laid stress on co-education in elementary and collegiate courses of study and on the need for instruction in subjects such as hygiene, care of the household, mother-craft and care of the child as compulsory subjects of study. We should welcome the change of subjects in the case of generality of girls in preference to mere arts and sciences. Of course, this does not preclude girls taking up subjects which fit them for jobs in civil, revenue, teaching, medical and engineering services. In relation to adult education, training of teachers and responsibility of the State for the compulsory and technical education, the proposals of the Committee deserve favourable consideration.

WE wish that other University bodies should act accordingly and evolve suitable plans for post-war development.

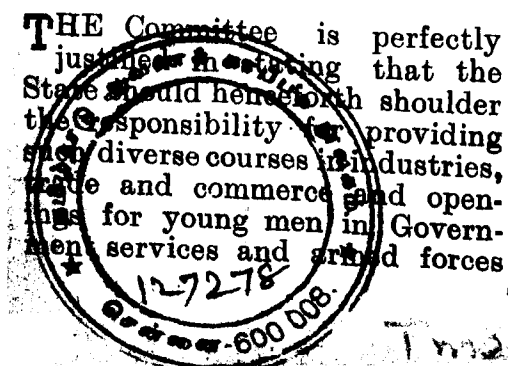
Pressure for Admission to Colleges

IT is gratifying to find that there has been an inordinate rush for seats in colleges in all Indian provinces. India compares unfavourably with other progressive countries of the West in regard to the spread of collegiate education, as the percentage of University graduates is as low as one for every five thousand inhabitants, while in the lands of the Big Three there is one graduate out of every thousand people inhabiting them. Collegiate education has got its own advantages in imparting higher knowledge of History, Economics and Politics and of Mathematics and Sciences. It can no longer be called a luxury or an embellishment, which can be relegated to the background. It is sure to take a leading place in the post-war reconstruction period, as scholars well versed in Humanities and Sciences would be required to shoulder additional responsibilities for the progress and prosperity of the country in every sphere of human activity such as housing, clothing, sanitation, health, education, transport, agriculture and industries.

INDIAN Universities are after all very few in number when compared with the vastness of the size of the country, numerical superiority of its population and the requirements of the people in relation to the times in which we are living. Even the number of colleges affiliated to the Universities is far from en-

couraging. They are unable to absorb all young aspirants for training in collegiate education. Moreover, the Universities have begun to adopt a policy of dissuading all earnest attempt at the establishment of new colleges by insisting on all kinds of conditions, which require an outlay of at least ten lakhs for a single college to spring into existence. The Government has been wisely shirking its responsibility of encouraging collegiate education by proclaiming that its main concern is the spread of free and compulsory elementary education. Mr. Sargeant has been wonderfully silent on the point, as it would take forty years for India, according to his scheme, to receive the benefits of elementary education alone. It is to be regretted that India may have to wait for a century more before it can come up to the level of Britain or U. S. A. in matters of collegiate and technical education.

UNFORTUNATELY, thousands of youths, inspite of their eligibility for collegiate courses, had to meet with a refusal for admission. Does it mean that they should give up their ambition for higher courses subjecting themselves to intellectual stagnation, and content themselves with a moderate living of a clerkship? In this connection, the Syndicate of the Madras University did some work in issuing instructions to the affiliated colleges for increasing their equipment, admitting a few more students,



without detriment to the prospects of the staff and the efficiency of instruction.

NOW the Government would do well to make it obligatory on the part of every corporation or municipality of a city and District Board to open and maintain Colleges of their own, first or second grade, according to their financial status.

MERE encouragement of humanities in words and words of advice that poly-technics should be instituted would not serve any useful purpose. The craze

for sciences should be brought under control by turning away all undesirables and misfits into a study of humanities; and a study of economics and politics should be made compulsory for all students from a nationalistic and utilitarian point of view. The Government of India would be doing a valuable piece of work if it could set up a committee of experts to examine the problem in all its bearings and offer suggestions for dealing with it in a manner best calculated to promote the progress of higher education.

RECONSTRUCTION OF EDUCATION

MADRAS UNIVERSITY COMMITTEE'S REPORT

THE report of the special committee appointed by the University of Madras to examine the problems of post-war educational reconstruction, a summary of which has been released to the Press, deals with several aspects of educational reconstruction from the primary to the highest stages. Problems connected with compulsory education, Secondary education, Technical and Technological studies, Trade schools, Polytechnics, Professional education, University education and research have been dealt with.

The following are some of the principal recommendations contained in the report:

Compulsory Primary Education

The committee recommends that there should be free and compulsory education for a period of eight years between the ages 5/6 to 13/14, but that in view of facilities not being immediately available in the shape of

buildings and sufficient teaching personnel, it recommends immediate introduction of compulsory education in the primary stage and its extension at a very early stage to the middle school. There should be only two types of schools, primary and secondary; and primary schools should be located in all villages with a population of 1,000 and centrally between groups of villages within easy access to the children. The children should be provided with free meal and transport and where necessary books, slates, etc., and clothing for the very poor. Emphasis is laid on the fact that the State should hold itself fully responsible for such provision, that such schools should work in shifts, that there should be part-time and full-time teachers and that the large majority of them should preferably be women. Nursery schools are recommended in industrial areas and in large cities preferably in the poorer, and working class localities.

Secondary Education

This should be for six years, the first three forms should constitute the middle school stage where the courses prescribed should be more or less common to all, subject to slight alterations as local conditions may necessitate. At the high school stage there will be two types of schools—The preparatory schools and the technical schools—the former preparing generally for university entrance and the latter for polytechnics or technological institutions. It is suggested that there should be no public or selection examination to enable a pupil to gain admission from the primary to the secondary school or from the middle school to the high school, but that promotion or selection should be based on the reports of the headmasters concerned and should be left to the discretion of the headmaster of the admitting school.

Recruitment to Govt. Service

It is suggested that the present system of recruitment to Government service should be suitably modified, that recruitment to junior clerkships and similar posts should be from those who have finished their school education and that the age-limit should be lowered to 16 for this purpose and that persons so selected should be trained for a further period of two or more years for the particular posts which they are expected to occupy, in institutions owned or aided by Government.

Trade Schools

It is recommended that Trade Schools be set up by Government where boys who have studied up to the middle school should receive suitable training for two or three years to fit them for some trade or profession.

Higher Studies

So far as Higher Education is concerned, it is recommended that it should be available to all those who finish the school education and desire to continue further studies. Such education should be available either through Technical or Technological Institutions or Polytechnics or through the University. In the opinion of the Committee the over-crowding of the Universities was due to lack of provision for other forms of education at the High School stage and later; that the system of recruitment to Government service was also responsible; that the lack of opportunity for young men of promise in Industries, Trade and Commerce and in the armed forces of the country hitherto and in such subsidiary avocations connected therewith left no alternative to the young student, and that the State should henceforth shoulder the responsibility for providing such diverse courses and opening for young men.

The committee is not in favour of reducing the period of study for the degree course and would prefer to continue the present S. S. L. C. system for a further period of five years in view of the suggested changes at the High School stage. The Committee, however, recommends the reconstitution of the S. S. L. C. Board so that there will be three bodies responsible for Secondary education, namely (a) an Executive Committee, (b) an academic committee, and (c) an Examining Body, with clearly defined functions.

It is suggested that diversified courses of study should be introduced in the University from time to time, taking note of the growing needs of industry, agriculture, trade and commerce and that modern trends in higher education in other countries

should be studied and taken note of. It is emphasised that the study of the fundamental sciences and humanities should always be kept in view and encouraged.

Women's Education

In the sphere of women's education, co-education should be permitted in the Primary Stage and possibly in the Degree and professional courses, but not in the High School and Intermediate classes. Separate Girls' Schools and Colleges should be established which should provide adequate scope for free physical and social activities and for the development of aesthetic sense. In co-educational institutions, teaching for Degree courses, it is suggested that a certain proportion of senior members of the staff should be women. Diversified courses of study for women are suggested; and it is recommended that instruction in subjects such as Hygiene, care of the household, mother-craft and care of the child should be part of the compulsory courses of study.

Education of Backward Classes

Special facilities are recommended for the education of depressed classes, backward communities and for people of backward areas. It is emphasised that it is the duty of the State to provide for and encourage secondary and higher education of these classes and that special steps should be taken very early, if only to make good the neglect by the State of this duty in the past.

Adult Education

This should include a literacy campaign for the illiterates and further education of adult literates, and for the former purpose teachers should be trained and suitable literature made available. The Committee is not in favour of the use of the Roman Script and emphasises

the place of libraries and the role of Universities in this connection.

One of the most important of the recommendations is that pertaining to the training of teachers. Only two types of training centres are suggested, the graduate and under-graduate, and radical changes are recommended in the staff of these centres, in the methods of training, in the supervision and guidance of such schools, in the location of the centres and in the facilities that should be available to the students for practical training. Considerable emphasis is laid on the status of the teachers, the scales of pay suggested by the Central Advisory Board are recommended and facilities such as study leave, foreign study, cheap holiday resort etc., are recommended.

Financial Problems

As regards finance, it is suggested that the State should be responsible for compulsory education and should shoulder the responsibility to a large extent for technical and technological education and to support adequately the universities. It is recommended that instead of the present practice of a permissive legislation enabling local bodies to levy an educational cess, the State should levy any such cess and collect it for an educational fund. The grant-in-aid Code should be revised and for this purpose a special expert Committee should be constituted with representatives of Aided Institutions. The constitution of a Provincial Grants Committee is suggested to recommend grants to University Colleges, such grants being distributed through the Universities, while the resolution of the Inter-University Board regarding the constitution and functions of the Central Government's University Grants Committee is endorsed.

GODDESS OR MARTYR?

By Miss WAHIDA AZIZ

FOR a nation to be great there must be concord and happiness in its homes. Robert Burns in his famous lines touches a note that finds ready response:

"To make a happy fireside clime
For weans and wife
That's the true pathos and sublime
Of human life."

It may sound old-fashioned to say that the social unit is the family, but nevertheless, it is true, as history proves it. In the West, we are told, the family as a unit is fast disappearing yielding place to individuals whose motto is 'each for himself.' Divorce is on the increase and parental control has relaxed, and the entire social structure and integrity of civilization are tottering on their last legs.

Perhaps the greatest need of today is the conservation of family life, and family life means the complete responsibility and autonomy of woman in her own real sphere. It is she who conserves the grains of race and hands them on to the next age.

But unfortunately more often than not men speak of the place of women with a corroding tone of insincerity. Or there is a soft sentimentality which nobody takes at its face value. Some weakness in our nature or some fault in our education seems to falsify the relations. But we are not falling into slushy sentiment when we say in all seriousness that the moral soundness of the world depends on women.

They set up the quality of our whole social life. They sink men to the nethermost or shoot them up to the stars. Woman is spiritually, as she is physically, the guardian of the race, the keeper of the standard.

Like faith and the other great words of human speech, love has half a hundred gradations of meaning from physical attraction to utter selfabnegation. They all have their place and their worth. The physical side of life is needed if only to provide a stage for life itself, and only a fool will despise or neglect it. But also only a fool will mistake the means of living for life itself. Sense attraction fades and romantic love wanes, and if the stability of the home depends on these, it is on a foundation of sand.

Home in Ancient India

The home, in ancient India, was a perfectly human institution. It was a living organism every part of which was vital and fully conscious of the other part. Its unity and solidarity was unique—no incidental wave of disintegration or disruption could ever disturb it. In this pattern of vitality and unity, woman filled by no means a place of insignificance. She enjoyed an abundance of honour, affection and sympathy.

In the Rig Vedic time we find the home well-established, with the father as the patriarch, possessing complete control over the household where the centre was primarily the woman—the very embodiment of that great moral and spiritual force that ultimately worked itself out in the creation and development of modern civilised society.

Thus the wife was regarded an indispensable member of the family without whom this consummation of human life was not possible. According to ancient ideals, the wife is the half of man and hence as long as he

does not obtain her, so long is he not regenerated, for so long is he incomplete. This idea has been maintained even so late as in the epic literature which clearly lays down that a man's half is his wife, therefore she is called his 'ardhangini.'

A woman during all these periods was regarded as an excellent housewife who rose early with the dawn and roused all from sleep and sent the servants about their respective business. She at once applied herself to the performance of her household duties—dusting, sweeping, and washing the floor that admitted of washing and cleansing the cooking pots and utensils. Her first and foremost duty was to keep the sacred flames burning.

After the midday meal she attended to her toilet, dressed herself and the children neatly. Sankaracharya, a post-epic authority on the subject, records the real conditions and describes the duties that a woman in the household was to perform. In addition to these duties, she was further required to follow her husband like the shadow of a tree and always be at his command like a slave. She was to spend the whole day in considering matters entirely related to the house and happiness of her lord.

It is interesting in this connection to observe that woman equally took part in sacrifices with men. There were no conflicts, no clashes, no occasions for bitter feelings in any matter concerning religion. Certainly all were living in an ideal state of perfect peace and harmony. Men and women, being one in body and soul, could not move but together. No religious deed was complete unless and until both of them jointly acted to perform it.

Cult of Mother Goddess

There is no denying the fact that the cult of mother goddess was widely practised in the civilizations of Egypt, Babylon, Assyria and the Indus Valley which reflects a deification of the motherhood ideal. Is it possible that this cult led to the average Indian's conception of the woman's attribute? Whether this idea of deification is discernible in the pre-historic times or not, we do find that at a later age, the scriptures, folklore and literature continuously indulged in the glorification of the divine concept of motherhood.

This divine concept became more and more removed from the hard facts of ordinary mundane life—the conflicts of human passions and the wide variety of intimacies of private lives—as the woman's social degradation became as complete as anywhere to be found in the whole history of womanhood. While this divine concept turned into a matter of pure sentiment, the outward manifestations of respect for it became conspicuous by their absence.

At least our Aryan ancestors had some justification for emphasizing the divine concept of motherhood, possibly because they believed in the strength of numbers and the theory of marriage as the divinely appointed process of the creation of progeny for the purpose of family and race continuity. There was an element of naivete in this attitude which, however, disappeared completely when social ethics was codified entirely to the disadvantage of woman and the sense of possession in man became so indecently strong that he could only defend it by creating the illusion of the virtuous wife.

The same may be said of the harem ideal of womanhood of the

Muslims which had many points of affinity with the divine concept of womanhood of the Hindus in daily practice. The only difference was that as a woman was an object of the pleasure of man, her accomplishments had to be learned and cultivated to please her lord and master, and that was also a decorative adjunct to the inner sanctity of the home.

Man-made Ideals

The seclusion of Indian women from men is rather characteristic of the attitude that had set in—it only became more rigid. They could be disposed of by the family head; but to prevent the possibilities of domestic disturbance man created a new ideal for the woman, namely, the ideal of martyrdom, the noble woman who must not crave anything for herself but sacrifice herself completely for the good of others. This was a re-adaptation of the cult of deification of motherhood.

In India we see that womanhood in its four principal manifestations as mother, wife, sister and daughter has passed through only those phases of change in which manhood has found it convenient and easy to adapt itself. In other civilized countries, on the other hand, womanhood has succeeded to some extent in creating an ideal for itself—an ideal it can follow and an ideal which promises to

give it scope for a wider mode of self-expression.

There can be no dispute as to the biological responsibilities of womanhood; but the infliction of the divine ideal on the domestic drudge and the martyrdom ideal on the long-suffering, self-effacing, never complaining creature must be divested of their ancient justifications. If the man-ideal and the woman-ideal cannot work together even in its progressive age of ours without one thwarting the other or one constantly smarting under a sense of wrong from the other, we might well give up the striving to reorganise human society on a reasonable basis of equality and comradeship and mutual assistance.

The fundamental ideal of womanhood is yet to be comprehended by man from the rational and non-possessive standpoint; it has yet to be realised by woman without any exaggerated sense of importance of the mother instinct without the self-destructive notion of complete self-effacement. There is a touch of false sentimentality in the attitude of both inhibited from the past and influenced by a defective sense of values of the present. We can only cherish the hope that reason will prevail to enable us to realise in the near future the basic ideal for which she was created—to take care of man and also to take care of herself.

"We need well trained men and women who have the courage of their convictions to stand up for what they know is right; who are filled with enthusiasm for their work; who are proud they are teachers; who are so guided by innate spirituality, graciousness, and charm that they can differ with people, if occasions arise, and not offend."

—Lorine Barnes.

SCHOOL INSPECTION

Some Thoughts and Suggestions

By Mr. K. N. PASUPATHI, B.A., L.T.

DEALING with the subject of school inspection, Prof. A. R. Wadia, with his varied experience of schools of all types and intimate connection with teachers' organisations and educational conferences in India, wrote the other day, "I have noted with some surprise a sense of ill-conceived hostility between teachers and inspectors. If there is a proposition in a conference



which aims at reducing the importance of inspection and inspectors, one may safely expect it to be carried with great gusto. In an all-India gathering, it once appeared as if the inspectors would be voted out of existence!"

Should teachers resent or dislike inspection of their work? There was a time when this sort of feeling was given vent to in teachers' conferences. The fact that such a feeling is not evident today shows that there has been a change for the better in the methods and manners of inspecting officers. Until very recently, the duties of an inspecting officer have been, unfortunately particularly in our country, misconceived. It was thought for a long time that his job was one of critical examination of schools and the work of teachers and little more. It was this obviously wrong conception that tended to produce wrong attitudes in the teacher as well as the inspector. This attitude of inspectors had its

natural reaction on teachers who got sometimes annoyed and out of gear while teaching classes in the presence of the officer. Pupils also inevitably reacted to the teachers' behaviour and actions and got unnerved in the unnatural atmosphere prevailing in the class-room during school inspection.

Now, it is a healthy sign of the times that one hears so little on this theme in teachers' conferences. Possibly teachers and inspectors have learned to appreciate one another's functions and importance and are getting to know one another better. Still, that there is room for improvement in the methods of inspection, few can gainsay. Even now, there are educationists who hold that the short annual visits of inspectors to schools are productive of little good save to throw school time-tables out of order and 'play havoc' with the even tenor of school life during the period of visit. Most inspectors, they say, do not go beyond attempting to detect the faults of teachers and writing adverse reports. But this view is only an extreme opinion stating, at best, a half-truth.

Inspection—Its Obvious Need

Today it is accepted almost on all hands that school inspection has its proper place and purpose in the educational scheme, and that inspecting officers help to contribute to the efficiency and progress of schools. Teachers too generally realise that they have no right to complain against inspection, as certainly they are not infallible. They realise too that all are not born teachers, and

they have much to learn from others. Moreover, it is well known that inspectors who know their job are seldom carping critics. They are not paid to criticise schools adversely but to help them by showing ways and means of improvement. They are expected to guide the teachers, to inspire faith and enthusiasm in them and not simply to make unpleasant reports on the defects and shortcomings of schools.

Duties of Inspectors

Now what is the work of inspectors? To them are entrusted responsible duties which, if rightly discharged, help to promote the usefulness and welfare of teachers and schools. These officers have to see that public grants are properly spent in schools; that teachers are well qualified and equipped for their work, and that their methods of teaching are fairly right and up-to-date. They are expected to encourage (and stimulate) the efforts of headmasters, teachers and pupils of schools. Their duty is to advise teachers and assist them in solving problems of school and classroom organisation, curriculum, or syllabus. They have to set the ideal before teachers by precept and example. To do so, they have, once in a way, to handle classes and deliver, during inspection, lessons to pupils which might be deemed more or less model for teachers to follow. They have, in short, to guide, encourage and inspire teachers to achieve better things and produce better results.

Another important aspect of the inspector's work is to bear good examples. He is a kind of connecting link between Government and schools, between one school and another, between one headmaster and another, and between one teacher or set of

teachers and another. As such, he can bring about correlations and contacts between the different schools in his district or circle. Whenever he finds a good feature in a school he carries it to others and acts as an ambassador. He also holds conferences with the teachers, headmasters and managers of schools for the pooling of plans and adoption of worthwhile schemes. He might also help every school in the cultivation of its characteristic tradition and its special interests.

To do all this successfully, inspectors have to know the background of each school and its teachers thoroughly and survey its needs and problems after careful study. They have to be thoroughly conversant with many subjects taught in schools and keep abreast of the times by an intimate knowledge of the new trends and tendencies in educational theory and practice. What is most important, they must look upon themselves as teachers and conceive their job in terms of friendly service to schools and members of the teaching profession.

Methods of Inspection

At present, there is a very wide divergence in the methods of inspection which seem to vary from inspector to inspector. One places emphasis only on class-teaching; another, on mere extra-curricular activities; a third has faith but in his own talks and suggestions, and so on. It will be really useful to schools if certain common, guiding principles are followed by all officers. Moreover, they spend too much time on the scrutiny of records, certificates, accounts and such routine matters during the very short time they take up for inspecting a High School, and hence they are unable to devote more time at present to discussions

of school problems with teachers or to give model lessons to classes.

It may not be necessary for every class and every subject to be inspected by educational officers. In every well-conducted institution, the headmaster is expected to make a detailed supervision of the work of all his assistants. Hence is there need for educational officers to inspect, in a haphazard manner, as is done now, the work of twenty, thirty or more teachers devoting a very short time to each? This sort of inspection of classes within three days or so may not leave any beneficial results. The work of scrutinizing school records may well be left to the Dy. Inspectors, or even clerks so that the Educational Officers may find more time for handling classes in those subjects with which they are conversant and giving useful talks and suggestions to teachers.

Inspectors today in England, Russia and America, in particular, are conceived as friends and leaders of teachers whose chief work is to distribute and make universal the best efforts made by teachers, and bring to bear on educational problems the foremost philosophy of method and practice. They have to feel interested as well as to participate in the creative function of teaching and curriculum-making. While inspecting schools they should appreciate the actual difficulties under which the teachers work and set themselves to the task of removing them, as far as it lies in their power to do so. While holding conferences with teachers, they may encourage the latter to raise practical points of difficulty and look to them for guidance and solution. Inspectors may discourse on teaching topics in general, as well as the problems pertaining to the particular schools they inspect. They may usefully demonstrate before teachers

new methods of work and thus expand the educational activity of teachers in a purposeful manner.

In actual practice, owing to limitations and various detracting circumstances, the work of inspecting officers, with of course some noble exceptions, is more often destructive, and seldom constructive. Few think of giving model lessons. The reason is that some officers are entirely out of touch with or quite new to teaching practice, apart from want of time to devote to this work. It is a pity that there are inspectors in our country who have never been teachers even for a few years. Surely this is a state of things that can easily be remedied. In our recent Provincial Educational Conferences including the last conference at Annamalai-nagar, we have been rightly urging upon the authorities the claims of experienced and well-qualified headmasters and teachers to be appointed as inspecting officers.

A Suggestion

It seems to be that, so far as High Schools are concerned, besides the present system of annual inspection by D. E. Os, a committee of experts—say four or five people—each representing one or more school subjects, may be appointed to visit schools, once in two or three years, and give discourses to teachers in each area as well as deliver good model lessons. Such expert teachers or professors are sure to be of invaluable guidance to schools, and teachers will surely learn from them much that may be useful for improving the quality of their teaching.

Elementary Schools

For Elementary schools, which are about forty thousand in our province today, there are about four to five hundred inspecting officers in all

—seniors and juniors. It is of great importance that the inspecting staff of these schools should be strong in quality as well as quantity. The staff is not adequate considering the large number of schools to be inspected. At present, each Dy. Inspector seems to be in charge of about a hundred schools which he is expected to cover every year. His work is, in the main, apparently a policing one, and he has not enough time for organizing and teaching work which is indeed more important. Until service in Elementary Schools is made worthwhile and secure, and until the right sort of people are attracted to take up the service, the need for policing may not disappear and a large number of officers may have to be employed to do the work efficiently. Officers in charge of these schools have to bring to bear on their task the utmost sympathy for the teachers an up-to-date knowledge of the subjects in the curriculum and the most practical methods of teaching them to the young. They could influence wholesomely the work and conduct of teachers only by their broad and understanding sympathy, expert

knowledge, and splendid personal example.

Inspection, I believe, is absolutely necessary for the well-being of schools. Teachers need never be hostile to it. The supervision and guidance of inspectors with the right ideal, under proper conditions, might prove a real source of inspiration to teachers. If the inspecting officers are cultured men, capable of inspiration, understanding and vision, and are specially fitted for the job, as in countries like America, we teachers cannot fail to be influenced and inspired by them wholesomely. Then surely, there would be ample justification for the employment of hundreds of inspectors. If they place before us, teachers good, workable suggestions which lead us to better ways of doing our work with pupils, and if they deal with us teachers fairly, there is no reason why we should not welcome them in schools as our friends, guides and philosophers.

[A paper read at the Calicut Provincial Educational Conference on 11-5-1945.]

Education for Patriotism and Peace

By Mr. M. RAMA RAO, M. A., B. Ed.

THERE is much truth in the declaration: "To call war the soil of virtue is to call debauchery the soil of love." So, war is not definitely the instrument to confer real benefit. Even to achieve good ends wars are bad means. But war is, in a way, conducive to good. It is perhaps as necessary for progress as Evil is for Good. War always brings a strong desire, a passionate yearning for peace and increased interest in

international amity and co-operation.

Well, then, what kind of peace and patriotism are we in need of? The patriotism of the future should transcend narrow national boundaries and racial barriers. The true patriotism of the world of tomorrow should be one that will enable us to treat the world as one and to hold all humanity in brotherhood. And then the peace we thirst for should be an

enduring, an abiding and an all-pervasive one. These are at least the ideals, the beacon lights which draw us, slowly but perhaps surely, towards them. Without such high ideals we cannot find aspiration enough to achieve anything very great. Lofty aims produce lofty efforts.

To secure, preserve and promote freedom, peace and happiness there is no other sure foundation than the diffusion of knowledge among the people. As Dr. L. P. Jacks says: "Education is the long soughtout moral equivalent of war." Education must train men to turn their combative instincts against racial arrogance and national selfishness. Education, which has such a sacred duty to perform, is at present diverted towards selfish ends and to create narrow nationalistic citizenship. Huge masses of people are kept in utter ignorance. Ere we can hope for peace and prosperity we must bring the right sort of education to brighten the lives of all citizens in all lands.

Whether in economic, political or social relations it is becoming increasingly patent that all nations are interdependent. There cannot and will not exist a narrow citizenship. There must be an immediate and extensive diffusion of education all the world over to show to the people their international obligations and responsibility. Education should prepare people for a certain amount of willing surrender and sacrifice of purely national interests for the cause of that greater patriotism and abiding peace. Nothing that runs counter to the well-being of humanity, of the family of nations, is to be encouraged. This can be done through an effective international educational organisation willing to make an all-out effort. Before an international organization

could function, every nation must begin in right earnest. The educational curriculum is to be devised with a view to develop larger loyalties. All material which fosters intolerance and prejudice is to be eschewed. People must be helped to study the development of civilization to show the growing unity of the world and man's ceaseless struggle for freedom and peace. History must be made to reveal these aspects. We must teach history in such a way as to develop international understanding. There must be facilities to study world cultures and world faiths since they alone can show man's common aspirations and spiritual ideals. Every country must make a wider use of libraries, museums, radio and cinema to familiarise one nation to another. Exchange of international students and teachers has to take place on a larger scale so that those few might understand the foreign cultures and aspirations and bring them to the knowledge of their own countrymen.

In American schools and colleges a new emphasis is laid on citizenship instruction and on international relations. They have realised that education should have a living contact with community life. To inculcate the spirit of social service they have organised Youth Leagues. An understanding of and practice in democratic principles is encouraged in schools and colleges. Universities in America have begun to open departments specialising in the study of Oriental Culture and History. Harvard is a centre of study in Chinese and Russian civilization. California, Michigan and Colorado universities take up Far Eastern Studies. There is an International House in New York in which students from fifty six countries work and live together and hence it is aptly called "a miniature replica of the world of nations." The

motto of this House is "That Brotherhood May Prevail" and it is dedicated to the promotion of fellowship among all peoples. It trains its members to live together.

Soviet Russia also makes efforts to understand other cultures. It has already engaged its thinkers to translate outstanding books on Indian history and culture. The recent Jubilee of the Academy of Sciences, the U. S. S. R., provided a great opportunity for the scientists of the world to get together and learn of each other's country and cultures.

Such social and cultural contacts

must be conducted on a worldwide scale. Further, they must not be sporadic. Of course, all such attempts must be sincerely made. Where there is no will to do in the right spirit, all these will be an empty show. Education has admirable and miraculous potentialities but much depends on the enthusiasm, sincerity and sacrifice of man. So, what is required more than all is the solemn pledge and burning conviction to put into practice every available means to achieve international understanding. It is only then that education can function effectively to achieve patriotism, peace and happiness.

SECONDARY EDUCATION IN ORISSA

THE REORGANISATION SCHEME EXAMINED—I

By Mr. ANANTH RATHO, B.A., B.Ed.

Reorganisation in Orissa

THE world is in the throes of a new life. India also shares with her joys and sorrows of a new birth. Her children and youth are full of life and vigour. Their energies must be controlled, conserved and guided into constructive and creative channels, through properly balanced education and well-disciplined training. India should develop her commerce, trade, industry and agriculture on modern and scientific lines and with this end in view she must prepare thoroughly practical scientists and expert engineers and artisans in large and ever-increasing numbers. The authorities should decide to train boys and youths by giving them proper scope for the full development of their innate potentialities and intellect, thereby to make them useful members of the family and the society. Now, let us examine how far our attempts for reorganising the system in Orissa have gone.

It is regrettable that the hackneyed system of Secondary education, borrowed from another province, has been just introduced throughout the province, knowing as we do, its defects and disadvantages. It is said, no doubt, that this system has been dumped for unification of syllabuses, and this unification was long overdue since the formation of the province in the year 1936. But we could have waited a year or two by which time we would be able to introduce a scheme of our own with the inauguration of the University. The Patna Scheme will not be felt new by the pupils who were under Bihar administration. But it is quite strange to the pupils who were under Madras administration, and to what purpose? The change is rather for the worse. We in the South had been feeling, that the S. S. L. C. syllabus, which was a

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vast improvement upon the Matriculation scheme that was in vogue 34 years ago in these parts, was not catering to the needs of our people. At a time when we were looking forward for a better system we are sorry to have imposed upon us the long rejected system again. We feel that we have been thrown 34 years back in the path of progress, although we have had every scope to push ourselves forward in the light of the present rapid developments.

The Madras Scheme

Let us consider what Madras has done in this respect. Madras has decided to adopt a system of secondary education more or less on the lines of the Wardha Basic Scheme. It is a system which will satisfy the present needs providing vocational training as well as cultural. From IV Form the pupils are separated into two groups: those who intend to give up their studies at the end of the secondary stage with a vocational training to eke out their living through, and those who intend to serve as clerks or to enter the portals of the University. From their IV Form the students have to decide, once for all, in consultation with their parents and teachers, whether on the one hand they intend to take up University studies or become clerks, or on the other hand to take to some calling or other. This is tolerably a good scheme. But here again there is a flaw which requires eradication. Under this scheme a pupil who undergoes vocational training is debarred once for all from becoming either a clerk or from entering a University. The scheme is thus rigid, whereas flexibility is a remarkable trait in any scheme of education.

The Soviet System

If we have a peep into the Soviet system of education we can

see that a pupil under this scheme can easily and readily change his profession at any stage of his life to another which may be of greater use to him under the then circumstances. This attribute of flexibility has enabled Soviet education to discard features as and when they ceased to cater to the needs of the people, and adjust itself to the changing requirements of a rapidly developing economy. The system of education of Russia is allowed to be criticised regularly for its shortcomings by the Soviet Press and it is to a great extent because of this, Soviet education has been able to keep abreast of life. Bolshevism education never lags far behind unlike ours, because of the creative interest shown by all sections of the Russian people.

Orissa is badly in need of some such system and a similar scheme, as chalked out by the Province of Madras with a certain amount of Soviet flexibility, will supply the need. But to have the hackneyed Matriculation system will lead the province from disaster to catastrophe, because the number of unemployed educated youths will grow still larger and larger in the poor Province of Orissa and as "An idle brain is the Devil's work-shop," peace and happiness will take to their heels.

The New Orissa Scheme Unpsychological

Apart from being shorn of practical utility as any other scheme of Secondary education in India, the scheme now introduced in Orissa under the plea of unification is most unpsychological. Psychology is a subject which a teacher learns to study the mind of the child and cater mental food according to the child's powers of mental digestion. It is a well known fact that mind and body

are closely inter-dependent: the growth of one depends on the growth of the other. Just as the food of the child is varied from the mother's milk or rice to a larger quantity, and on, as the child grows day by day, even so should mental food be catered according to the digestive powers of the mind. Viewed from this standpoint the teacher easily feels at the very sight of the syllabuses of both Elementary and Secondary Education that neither syllabus has been psychologically graded.

I do not mean any reflection on those who admire the Matriculation system; but I do understand human nature: it is natural on the part of a human being to stick to old habits, customs, manners, and traditions and, last but not least, to old convictions, thus following the line of least resistance. I am afraid I may be charged with the same weakness. But I have given no scope for such a charge from the very beginning in as much as I do not uphold the S.S.L.C. scheme which I myself have undergone as a student and which I have handled for 16 years as a teacher. I intend much modification of that as well.

A Fresh Curriculum Outlined

Having given out my general views of a system of Secondary education, I wish to present an outline of a programme of Secondary education, which in my humble opinion will best suit our province of Orissa in the light of the present circumstances of war and economy as well as of our future.

The programme should include the following three main groups of subjects, namely, (A) Cultural Group, (B) Vocational Group and (C) Physical Group.

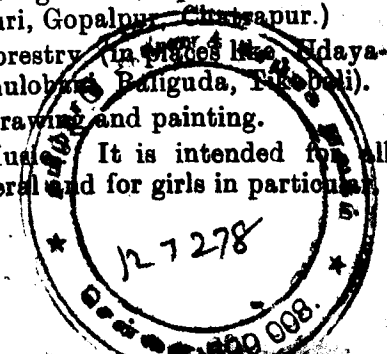
Group A: (Cultural subjects):—

This group should consist of the following cultural subjects:—

1. Languages: (a) Oriya, (b) the language of Central Administration viz., English.
2. Elementary Mathematics on the lines of the present S.S.L.C. scheme.
3. General Science: (1) Hygiene and (2) Medicine should form a substantial part to be of self use for ordinary and common ailments.
4. Civics and Sociology: Social customs, traditions, and laws which are of daily use in life.
5. Religion: The importance of religion is realised by the poet's words (Lord Tennyson's) viz., "More things are wrought by prayer than this world dreams of." (Here I may point out that just last year the Senate of the Annamalai University has decided to introduce prayer before the commencement of lessons in the schools and colleges under its jurisdiction.)
6. Geography: Mere outlines.
7. History: Mere outlines.

Group B: (Vocational subjects):

1. All the handicrafts that are available in our province: (Orissa has a name for her splendid handicrafts of the past and it is but proper that they should be revived now.)
2. Agriculture and Horticulture.
3. Fishing (only in schools that are beside the sea, or Chilka lake, or big rivers, or reservoirs: Places like Puri, Chatrapur, Gopalpur, Khallikote, Cuttack, Russelkonda and Surada can teach fishing).
4. Navigation (in places like Ganjam, Puri, Gopalpur, Chatrapur.)
5. Forestry (in places like, Edayagiri, Phulobara, Baiguda, Ekopoli).
6. Drawing and painting.
7. Music. It is intended for all in general and for girls in particular.



8. Commerce and trade: Orissa has a sea adjoining it towards the coast to carry on trade over it not only with other parts of India, but with foreign countries. Hence commerce and trade should play an important part in her educational scheme.

9. Any such other subjects which will provide a vocation to the pupil after leaving the secondary school.

Group C: Physical Training:

1. Scouting.

2. Military Drill—Elementary principles of military science: Here I may point out that Orissa was famous for its military power both on land and on sea from time immemorial.

3. Games and sports to be played out of regular hours after 5 P. M.

Girls' Education

Girls may have the same education with boys if they intend. But I would like that they should be imparted special education befitting their nature. They should be given such training as would make them

good housewives, good mothers and good teachers of their own children before they are sent to a public school. In special cases of intellect, girls should have the same higher liberal education as boys.

Of the three Groups A, B and C of studies enumerated above, groups A and C should be made compulsory for all pupils of Orissa, and one or more subjects from the vocational groups should be chosen by each pupil suiting his taste and capacity. The timing for the groups should be as follows. The first session of 3 hours of the day should be held for teaching Group A, the second session of 2 hours for Group B, and the last session of 1½ hours for Group C. The school should work from 9 A. M. to 12 A. M. for A group, from 1 P. M. to 3 P. M. for B group and 3-30 P. M. to 5 P. M. for C group, thus with a recess of 1 hour between the 1st and 2nd sessions and a recess of half an hour between the 2nd and 3rd sessions. This is the scheme into which I as a teacher would like to reorganise our secondary education.

(To be continued)

"I TRIED TO BE A TEACHER"

By "A TEACHER"

I HAVE been brought up in educational surroundings. My parents are in educational field and also conduct an educational institution. Therefore my circumstances were such that if at all I wanted to serve society through any institution it could only be through an educational institution as a teacher. After completing my post-graduate studies I joined one such institution with youthful enthusiasm and ideals.

It was a pleasure to be with the young. That you were in midst of the new generation and that entrusted with a delicate task and responsibility of moulding their whole outlook and way of life gave and added pleasure. I thought here was a raw material out of which it was possible to create a new youth and citizens with high ideals; and keen sensitiveness of not able to tolerate injustice around them and always watchful to

preserve their liberty with dignity. This was the burning ideal with which I entered the educational institution and became a teacher.

But my colleagues, with very few exceptions, possessed no such ideals. They were here because others would not harbour them. They belittled the profession because it did not satisfy their material greed. The others who were interested in the profession were only interested in doing their job well. They lacked a definite ideology, educational ideals and their responsibility towards the young was never contemplated. To them education was merely that of imparting information and make the young literate.

From monetary point the teacher's lot is most unenviable. He has to supplement his income by private tuitions. Morning and evening when he should be preparing his lessons for the class or reading to keep himself in touch with the world, he is found going from place to place coaching students. He hardly has a peep at the daily newspaper. He finds no time to study except the text books he teaches to his pupils. The conversation in the Teachers' Room is hardly of high intellectual level. It only centers round mischievous students and how to set them right. Yet these persons are in charge of the most difficult of the responsibilities of preparing the future citizens, a new generation.

I taught History. It is a living subject and could very easily be linked up with the events happening in the world around you. If one tries to co-relate history with the present, then the poor teacher is not likely to finish the course; for the syllabus is vast. The other teachers merely gave the facts and the summary from their text or making the children understand text by a

few illustrations. But hardly anyone took the trouble as to whether the facts in the text books were properly interpreted; or took trouble to ascertain how much of the text gave correct information. Nor did they have any aim in *presenting the facts*. All this keenness on the part of the teachers is necessary, for text books are rotten and need total overhauling. But here all went on mechanically year in and year out. The result was that the students too became mechanical and studied only for getting marks in the examinations. If anything was said to them (children) which was not in their syllabus, they turned irresponsible. Being raw I still refused to fall in the rutt. I tried to teach children that Mohammed Tughlak was a genius. That Rana Sanga welcoming Babur committed the same mistake as Stalin in signing the pact with Hitler. That religious policy of Aurangzeb could be studied in quite a different light. That condition of India was much better in certain ways under Mughals than under the British and why. Moreover I took them a few periods in Modern History of the last few years. For as a History teacher it was necessary to keep the students informed about things happening around them. This included the discussion of the causes of the World War II; why Congress and other parties are not co-operating in the war, why Cripps came to India, why Congress leaders are behind bars, etc.

During the inspection of the school the inspector came across history note-books of my class. It was a shock to him to see present history and politics being introduced to the children. He called me and said that educationally it is not advisable to teach politics to children. I did not discuss, for the real reason was

obvious: he was a government servant.

The recent educational principles demand for different projects, extra-activities, dramas, excursions, visual instruction, etc. But these extra activities are aimless. They are not at all "extra-activities" for they present the same information from the text in a little different manner. They have no other purpose than preparing the children for the ideal of examination.

In the days of crisis the educational authorities tried to follow

isolationist policy. They wanted to keep the students away from the political storm raging outside. They could not let the children express their feeling against repression or arrest of their leaders. And if any of the children acted true to their times and avowed sympathy of their leaders or country they were prosecuted. The future generation was not allowed to live in the presence of history, but in the dead past.

Thus there was no option but to cease to be a teacher.

New Trends in American Education

By Mr. WILLIAM CARR

"BY far the most important bill in our whole code is that for the diffusion of knowledge among the people," said Thomas Jefferson, author of the American Declaration of Independence. "No other sure foundation can be devised for the preservation of freedom and happiness."

The history of education in the United States is largely an account of the struggle to diffuse knowledge among the people. By 1940 schools of some sort had been supplied for almost every child in the country; 90 per cent of the adult population possessed more than fourth-grade education and the ratio of public-school enrollments to the population 5 to 19 years of age was 85 per cent.

Universality of opportunity did not mean uniformity. On the contrary, the schools presented a bewildering variety in matters of organization, size and programme. A child in the great city of Detroit, for instance, could enter a public nursery

school at the age of four and, with normal progress, remain in the publicly supported schools of that city until he took an advanced degree at the municipal university at the age of perhaps 24. A child in a rural school district a few hundred miles away might have available only an eight-year elementary schools where one poorly prepared, badly paid teacher, working almost without books or other equipment, would try to teach him the elements of learning.

The outstanding features of American education before the war may be summarized in these four items: Universality; diversity; localism; inequality. Private schools about 10 per cent of the school enrollment. A complex system of colleges and universities, large and small, public and private, general and specialized, was available.

Effects of War

The larger and stronger institutions have accepted important responsibilities for the training of military

personnel, by leasing some of their buildings to the government, and by actually providing the desired instruction. Substantial decreases in secondary school enrollment, due to enlistments in the armed forces or to accepting employment in the war industries have also occurred.

A serious shortage of teachers has developed, amounting to more than 50,000. The rural and village schools where teachers' salaries are relatively low have been most severely affected by this condition. In the secondary schools, teachers of science, vocational agriculture, music, industrial arts, and mathematics are badly needed.

Beginning about September, 1942, far-reaching changes were rather generally introduced in the secondary schools. A Victory Corps was organized whereby the energies of youth might be organized and directed into a wide variety of community wartime services. Pre-induction courses for boys nearing the selective service age are now offered in practically all the larger schools. These courses, based on the technical manuals of the Army, include such subjects as radio, general mechanics, automotive mechanics, typewriting, and fundamentals of electricity. Home economics instruction has been adapted to war time conditions of diet and home-making. Many schools have victory gardens. There has been a new emphasis on citizenship instruction and on international relations. Courses in health have been added or developed and physical fitness training has been somewhat increased in rigour and intensity.

As the war continues other changes will almost certainly occur, as a result either of definite policy and action or of resignation to the impact of war conditions. Perhaps the central practical problem of secondary schools

after the war will be to decide which of the wartime innovations are of continuing value and which ought to be discontinued when hostilities end.

The financial support of education has not decreased. In some states and communities it has increased slightly. The rising cost of living, however, has made the pre-war standards of school financing quite inadequate.

The increasing employment of women outside the home has encouraged a rapid development of nursery schools and child-care centres.

The basic pattern of the elementary school curriculum and programme has not been greatly changed.

Plans for Post-War Reconstruction

As far as the stated aims of American education are concerned, the plans now under discussion suggest no apparent tendency toward wholesale revision. The schools will probably continue to profess the same general purposes after the war that they did before. They will continue to try to help young people learn the tools of number and communication; they will strive to awaken the intellectual curiosity that serves as a basis for lifelong learning; they will teach people how to safeguard their own health, how to live and work with others, how to choose an occupation and succeed in it, how to function as intelligent citizens of the United States and of the world.

But while the stated aims of education are not likely to change to any marked degree, the emphasis of the school programme and the means of attaining the stated aims are likely to change a great deal. For example, after the war we are likely to see greater attention given to health, family life, consumer education, international relations, vocational guid-

THROUGH different PROVINCES

DELHI

ALL INDIA EDUCATIONAL CONFERENCE

It is understood that the Twenty-first All-India Educational Conference will be held in Madras during the Christmas of this year. The Executive Board of the South India Teachers' Union has constituted itself provisionally into a Reception Committee with the Secretary of the Union as the Convenor for enrolling members and a meeting of the Reception Committee will be held towards the end of September 1945, to elect office-bearers. The District Teachers' Guilds and the Teachers' Associations will be addressed by the Union to enrol members.

PERSONNEL OF UNIVERSITY GRANTS COMMITTEE

A notification in the *Gazette of India* announces the appointment of a University Grants Committee on the lines suggested in the Sargent Report on post-war education in India. The members of the Committee, who will hold office for five years, are Sir Mirza Ismail, Prime Minister, Jaipur State (Chairman), Mrs. S. N. Ray, M. L. A. (Central), Sir V. N. Chandavarkar, M. L. A. (Central) and Dr. W. A. Jenkins, I. E. S. (Retired), Members.

The Committee will, in the first instance, deal in a consultative and advisory capacity with the Universities which are central subjects, namely, Aligarh Muslim, Benares Hindu and Delhi Universities. The Committee will make enquiries and recommendations regarding (1) the lines on which the universities should develop; (2) the additional amounts in the form of grants-in-aid from public funds required for this, and (3) the co-ordination of their activities with a view to avoiding unnecessary overlapping.

MADRAS

GOVERNMENT PLANS OF COMPULSORY EDUCATION

A Madras Government communique states:

The Post-War Development Plan drawn up for this Province, provides for the introduction of compulsory education, for boys and girls of all communities up to the Fifth Standard in the first instance, the scheme to be completed in a period of ten years from the start.

As a step in advance the Government have provided a sum of Rs. 20 lakhs in the current year's budget for introducing compulsory education in selected villages of each district. The budget provision will be sufficient for bringing under instruction 1/24th of the total number of children in the Province not now attending any school. It will not, however, be practicable to bring all these children under instruction and to retain them at school until they complete the V Standard, without modifying the age-limits prescribed by the rules under the Madras Elementary Education Act, 1920. The Government, therefore, propose to alter the age-limits suitably so as to bring as many children as possible under instruction even in the first year.

The Director of Public Instruction has selected villages in which compulsory education should be introduced, in consultation with the Presidents of District Boards concerned. The new schools will mostly be opened and maintained by District Boards with the help of subsidies which will be provided by Government. But it will be open to private management also to provide new schools or to expand existing schools, under the ordinary rules of recognition and aid. The Director has issued instructions for the opening of schools in districts in which selection of villages has been completed.

The District Boards have been required to pass resolutions to introduce compulsory education in the villages selected and to forward them to Government.

An allotment of Rs. 20 lakhs has also been included in the current year's budget for the provision of midday meals for poor children attending elementary schools.

NEW COLLEGES FOR ANDHRA

The Andhra University Law College has been opened at Masulipatam on the 3rd July, with about 80 students on its roll. The formal opening function was celebrated on the 4th instant by the Hon. Justice Mr. P. V. Rajamannar, High Court Judge, Madras.

The new Government Agricultural College was opened at Bapatla on the 16th July by Sir S. V. Ramamurthi, Adviser to H. E. the Governor of Madras. Mr. C. R. Srinivasa Iyengar, Paddy Specialist, has been appointed temporarily as Principal of the College. The College will be equipped and run on the same lines and up to the same standard obtained at Coimbatore. It will be affiliated to the Andhra University.

In West Godavari District two Colleges were opened—the Sir C. R. Reddi Municipal College at Ellore and the West Godavari Bhimavaram College at Bhimavaram. Both are started as Second Grade Colleges with arts and science courses. With these new ones, the number of arts colleges affiliated to the Andhra University comes to 11, besides the University College of Arts, Sciences and Commerce.

ADMISSIONS TO COLLEGES

Following the resolution of the Syndicate of the Madras University in the matter of admission of students to Colleges, it is learnt that circulars were sent round by the Vice-Chancellor to Principals of Colleges requiring them to state the position clearly with regard to the admissions that have already been effected, and the number of seats which may be required to relieve the pressure of applicants seeking admission.

Enquiries reveal that fifty will be the maximum number of admissions that should be allowed for each College. So far as Courses for Humanities are concerned. The bulk of the extra admissions will naturally be in the Intermediate Classes, as, it is stated, there is already scope for Colleges to admit students for B. A. and other courses.

It is understood that, so far as Intermediate Science courses are concerned, some colleges will be given permission to accommodate between 8 and 12 students, in excess of the sanctioned strength, provided they satisfy the University requirements as regards equipment, etc.

BENGAL

INDIAN INSTITUTE OF ART IN INDUSTRY

The Government of Bengal, it is learnt, have approved of a yearly grant of Rs. 25,000 from 1947-48 to the Indian Institute of Art in Industry. The grant is subject to certain provisions. During the years 1945-46 and 1946-47 smaller grants have been sanctioned in view of the fact that it will take about 2½ years for the programme of the Institute to become fully developed. The Bengal Government are thus the first provincial Government to become a member of the Institute.

The Institute will assist the Government in all schemes of technical education in applied art, and also hope to play an important role in aiding village industries and handicrafts throughout the country.

ROYAL ASIATIC SOCIETY

Proposals by the Royal Asiatic Society of Bengal to the Government of India concerning India's post-war cultural reconstruction include, says the *Globe*, the establishment of a National Museum at New Delhi, and of a school of architecture; a National Cultural Trust to encourage cultural education and research; establishment of national parks; formation of a Travel Department to increase tourist facilities; and establishment of a National Academy of Art and Letters. The Royal Asiatic Society was established 161 years ago, and has 700 members.

BOMBAY**EDUCATIONAL FILMS FOR STUDENTS**

Sir J. Wadia, Vice-Chancellor of the Bombay University, inaugurated last month a scheme under which educational films will be shown on Sundays at certain Bombay cinema houses for the benefit of Bombay students. The scheme is jointly sponsored by the Information Films of India and the Headmasters' Association of Bombay.

C. P.**TATAS' GIFT TO NAGPUR UNIVERSITY**

In response to an appeal from Mr. Justice W. R. Puranik, Vice-Chancellor of Nagpur University, Tatas have made a donation of Rs. 50,000 towards the establishment of a Department of Geology in that University, of which Rs. 40,000 comes from the Sir Dorabji Tata Trust. The Sir Ratan Tata Charities have also made a contribution of Rs. 5,000 per year towards the recurring expenditure of the Department for a period of five years.

ORISSA**LANGUAGE RESTRICTION IN UTKAL UNIVERSITY**

A meeting of the Andhras held at Berhampur under the joint auspices of the Ganjam Koraput Andhra Maha Mandali and the All-Orissa Andhra Maha Sabha, to protest against the proposed move of the Utkal University Senate to compel Andhras to have Oriya as their second language and to answer their Matriculation examination question papers in non-language subjects in Oriya and not as at present in English. According to the proposed resolution, only students who pass their Matriculation examination with Oriya as second language or who answer their non-language subjects in Oriya will be registered as Matriculates of the Utkal University. The meeting adopted a resolution requesting H. E. the Chancellor not to countenance such a resolution and not to give effect to it, if it were to be passed by the Senate.

A committee of action was also constituted on the occasion.

SIND**MUSLIM EDUCATION CESS BILL**

H. E. the Governor of Sind has decided to assent to the Muslim Education Cess Bill proposing to levy a cess on Muslims only to encourage Muslim education in Sind. The reason for the withholding of the assent by the Governor is stated to be his unwillingness to encourage any legislation on communal lines. As a result, Government now propose, it is stated, to prepare a fresh Bill levying cess uniformly on all communities for financing the educational measures.

ASSAM**GAUHATI UNIVERSITY FUND**

The Gauhati University Trust Board Fund now totals Rs. 12,25,000, says the Treasurer of the Fund in a statement. The aim of the Fund is to establish a University at Gauhati. The President of the Trust Board, Mr. Gopinath Bardoloi, former Congress Premier of Assam, is touring the province to raise funds for the project.

MYSORE**INDIAN INSTITUTE OF SCIENCE**

The Court of the Indian Institute of Science which met on July 2nd Sir M. Visvesvarayya presiding, adopted resolutions recommending to the Governing Council of the Institute that, in view of the post-war plans for the proper development of the country's resources, the Institute should lay emphasis on post-graduate study and research work in Heavy and Power Engineering, Designing of Machinery, and Chemical Engineering.

It also recommended emphasis being laid on the expansion of the library service in future by the Institute. The Court recommended that steps should be taken to approach the India and Mysore Governments for increased grants to help the Institute playing a useful part in working the post-war development schemes.

Sir M. Visvesvarayya was re-elected President of the Court for 1945-46.

PUBLIC OPINION**SIR VISVESWARAYYA'S PLEA FOR TRAINING IN INDUSTRIES**

Presiding over the eighth annual meeting of the court of the Indian Institute of Science, Bangalore, Sir M. Visvesvarayya referred to the education of the masses and said that besides enforcing compulsion for spreading elementary education, some form of vocational or practical training connected with the practice of agriculture, industries and occupations should be simultaneously imparted in schools. Next should come technological and professional middle grade education to train managers, foremen and other skilled workers for the various industries, occupations and professions which needed them. "For making adequate provision for this class of men", he said, "I have more than once brought to the public notice that we require some 5,000 technical and professional schools in the country including the States. If we follow the example set by America before the last world war, it will be necessary to train not less than 5,000,000 technicians and professional men of the middle grade type annually to assist our vast population to produce commodities and services, or acquire purchasing power sufficient for its subsistence needs.

Continuing he observed: "To guide its industrial and business activities, the country wants men of directing ability—scientists, inventors, engineers; also leaders in professions connected with industries, communications, ship-building, forestry, mining and other services. Until last

year there was no move to meet this want, but recently, the Government of India have announced that they propose to start an Institute in India for certain higher technological courses of studies upto the standards maintained in the Massachusetts Institute of Technology in U.S.A. I will only say that not one but atleast four Institutes of Technology will be in demand as soon as the population begins to realise its helplessness without instruction in higher technology."

DR. B. V. NATH ON RESEARCH IN AGRICULTURE

"We want more men for research and we want more and more men to keep the ryot in continuous touch with developments in research and to assist in their practical application. That is what a close study of our agricultural situation has shown," observed Rao Bahadur Dr. B. Viswanath, Director of Agriculture, Madras, at the opening ceremony of the Agricultural College at Bapatla on the 16th of July.

Continuing he said: "In discussing agricultural education we have to consider three classes of people who are concerned with land and agriculture: (1) The ryot who represents the active agriculture of the present; (2) the children of the ryot who represent the agriculture of the future; and (3) the land-owner class whose influence on agriculture is of the greatest value. Till now, our efforts in imparting agricultural education to the children

of ryots and of the land-owning class have failed to attune them to the conditions of rural life. On the other hand the education tended to take them away from country life and agricultural pursuits.

"There remains the class of people of the first category, namely, the ryots who represent the active agriculture of the present. It is they that are concerned directly with the immediate increase in production and with the agriculture of the next few years. This class of the agricultural community cannot be expected to leave their work and come to educational and demonstrational institutions. Education and demonstration will have to be taken to them. With agricultural associations established in every village, demonstration can be carried out on ryots' fields, and thus provide visual instruction to hundreds and thousands at a time and in one day. For this purpose we want in large numbers men who are conversant with scientific agriculture and its methods and men who can interpret modern agriculture in a simple and telling manner."

**MR. JOHN SARGENT ON
THE PROPOSED SIND
UNIVERSITY**

"Although I am a bureaucrat of many years' standing, I attach importance to Universities enjoying a reasonable amount of autonomy and deprecate introducing politics more than can be helped into educational affairs. If the University cannot be trusted to keep its house in order, then it would, perhaps, be better not to start it at all," observes Mr. John Sargent, Educational Adviser to the Government of India, in the course of a communication to the hon. Pir

Illahi Baksh, Education Minister in Sind, giving his views on the proposed separate university for the Province.

This criticism is made with reference to the political and communal features in the Bill, the main ones being fixation of communal percentages among fellows constituting the Senate of the University, the premier of the province being the Pro-Chancellor, whereas in other Universities the Pro-Chancellor is normally appointed by the Chancellor and the fact that the Vice-Chancellor is to be appointed from a panel of three persons recommended by the provincial Government, while in other Universities the Chancellor selects the Vice-Chancellor from a panel of persons recommended either by the Senate or the Executive Council.

Regarding the constitution of the Senate, Mr. Sargent observes: "It is difficult for a foreigner like myself to express any opinion as to the practical necessity for fixing communal percentages among the fellows constituting the Senate. I can only say that in connection with the Delhi University Act, we felt compelled to resist the principle of communal representation on educational grounds."

Emphasising the need for tutorial system, Mr. Sargent says: "This is so important that I hardly feel that it can safely be left to the discretion of affiliated colleges. One of the most serious and valid criticisms of our Indian Universities, in my opinion, is that they do not provide for the essential personal contacts between teachers and students, which a proper tutorial system would do much to promote."

BOOK-REVIEWS

INDIAN ADOLESCENCE by M. J. Mukerjee. T. C. E. Journals & Publications Ltd., Lucknow; Pp. 152. Price Rs 3.

Great men have now returned to their study and have resumed those threads of thought so rudely snapped by the world war. Frantic attempts are being made to cope with and direct the unusual surge of youth demanding occupation and diversion. Indian adolescence with its many problems is challenging solution.

The publication of 'Indian Adolescence' by an eminent educationist is timely, in that the book supplies the mental equipment, the psychological background needed by those who are called upon to tackle the problem of the adolescents in India. Beginning with the child, his heredity and environment, the book carries the reader through the stages of development in man's life, devoting many chapters to adolescence, its varied aspects and its relation to life problems such as morality, religion and sex. Authoritative current opinions have been referred to.

The book ought to be studied by teachers (including students in Training Colleges), parents and social workers that they may know how to behave towards the adolescents entrusted to their care and sympathetic treatment.

CZECHOSLOVAK SOKOL: 32 pages. as. 12. Nalanda Publications. N. M. Tripathi Ltd., Bombay.

The Nalanda Publications stand for cultural synthesis between East

and West. They interpret Indian life and culture to the world, and present world currents to India.

"Czechoslovak Sokol" is one such publication. It is a brief sketch of the origin, history, aims and methods of the Czek Sokol or the nation-wide physical culture movement of Czechoslovakia, founded by Dr. Myroslav Tyrš. Through a system of physical culture—gymnastics, sports, athletics and games—the Sokol has aimed, since 1861, at reaching and developing the moral, aesthetic and national sides of the life of the Czechs. 'Sokol' is the word for national hero or 'falcon' as used by the ancient Yugoslavs. Membership is open to men and women, boys and girls. Starting with a unit of members at each particular place the Sokol movement has grown into associations and then unions which have all been welded into a community. In 1930 the community had 663,702 members belonging to 3144 units. The Community Festivals held from time to time have been marked by gymnastic contests, displays and the marching of thousands of men and women in uniform. Every Sokol member is a brother (or sister) unto every other member. On this Sokol idea of equality a wide national brotherhood has been attempted to be built.

The sketch in the booklet is brief but sufficient to arouse the interest of the reader in a movement which is influencing the life of the Czechs.

PROPHET OF THE NORTH, BISHOP GRUNDTVIG. 14 pages. as. 4. Nalanda Publications. N. M. Tripathi Ltd. Bombay.

This is another Nalanda publication, through which distant Denmark is brought to the notice of India.

Bishop Grundtvig (born 1783) was the originator of the Folk High School Movement of Denmark. This

poet, philosopher, minister, educator and statesman, through his incessant labours, raised literacy to the highest possible level in Denmark. His 'Folk High Schools' were intended for the adult folk. School children after completion of their school education were invited to join these schools. Questions pertaining to religion, history, sociology and economics were discussed and manual labour encouraged. The seeds of the co-operative movement of Denmark were sown here. Many men of position and influence in Denmark, it is stated, had attended one or other of these schools. The Nalanda Publishers are to be thanked for introducing to the Indian public a Danish social worker of a high order in the person of Bishop Grundtvig, Prophet of the North.

— D. I. A.

THE ASCENT OF MAN AND OTHER DIALOGUES, 32 pages, Price 4 as.

A RIDDLE AND OTHER DIALOGUES, 32 pages, Price 4 as.

HONOUR YOUR WOMEN AND OTHER DIALOGUES, Price 4 as.

B. A., LL. B. AND OTHER DIALOGUES: 32 pages. Price 4 as.

Published by the Oxford University Press.

No one who is genuinely interested in the reconstruction of the five lakhs of Indian villages can be ignorant of that interesting, instructive and inspiring book of F. L. Brayne, *Socrates in an Indian Village*. In a series of dialogues planned on the Platonic model Mr. Brayne has touched on all the vital points of rural reconstruction in India and his book is a highly valuable *vade mecum* for all who are engaged in the noble work of rural uplift. In the five pamphlets before us the most important of the dialogues have been reprinted and made available in a

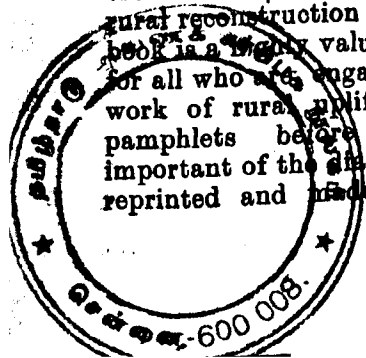
handy form. The old companion appears in a new garb which makes him all the more welcome to us.

OXFORD PAMPHLETS ON INDIAN AFFAIRS, No. 15. THE EDUCATIONAL SYSTEM, p. 64. Price 12 as.

This is a survey of the progress of education in this country in the matter of Elementary Education, Secondary Education, University Education, Adult Education and Technical Education. Every one of these aspects has been dealt with by a specialist who, besides giving a bird's eye view of what has been achieved in the past has also offered valuable suggestions for the future. The reorientation of elementary education in consonance with the principles underlying Basic National Education, the reorganization of the Secondary schools so as to suit the changed social and political, economic and industrial conditions of the present day, the improvement of our Universities in such a way that they might contribute to expand the bounds of knowledge in an atmosphere of academic freedom the promotion of adult literacy through a wisely-conceived scheme of adult education in which the local bodies and the universities play their rightful part under the control and direction of the Central Government, the expansion of technical education as a necessary preliminary to the industrial advancement of the country—these are the problems that have been canvassed in this Double Pamphlet of 64 pages by experts who can speak with authority on the several subjects they have dealt with.

The reconditioning of our educational system is one of the most important items in post-war reconstruction and the present pamphlet sheds light on the past and points the way to the future.

— V. M.



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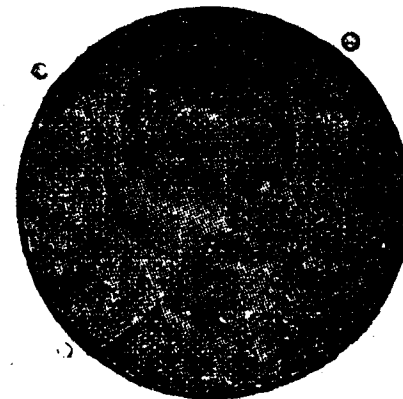
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