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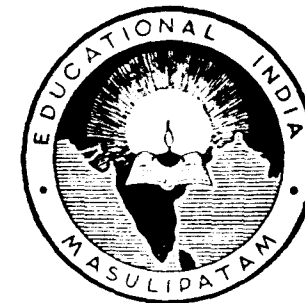
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Prof. M. VENKATARAMAIA, M. A.

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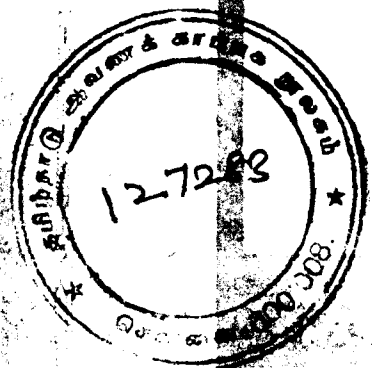
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RELIGION AND TEACHER EDUCATION

By Rev. ALLAN P. FARRELL, S. J.

Milford Novitiate

WHAT is the place of religion in teacher education? The teacher has two main responsibilities: the one is to self, and this is prior and primary because the individual has a supreme value as such; the other is to society in view of the teacher's specific responsibility to the social order through the school. It is my purpose to maintain that neither responsibility can be redeemed integrally or well apart from religion.

First, in respect to the teacher's own development. It may be assumed as a realizable professional ideal that teachers should develop their individual powers and personality as fully and as integrally as possible. The attainment of this ideal, which is the common concern of humanity as such, must be the solemn and special concern of teachers by reason of the singular influence and prestige of their profession. The question, then, to be answered is this: Can human powers and personality be developed entirely and integrally if we are induced to know only what is human, mortals to know only mortal things; if we are persuaded that the whole reality is that which can be sensed, material reality, and that those things which are said to transcend nature and human life are illusory or beyond our purview? ... Religion determines whether education and culture shall be complete, integral, absolutely true, and *entirely* human. For not man in the abstract is being educated, but man as he is, in the concrete, who has appetites and cravings beyond the merely material, clamorous for satisfaction; cravings to know what he is and what purpose he has; whence

he came, what life is, and death... .. Man's higher aspirations... are so fundamental and assertive that to stifle or ignore them is to stunt rather than develop human powers, and to pervert, warp, or destroy the rich possibilities of human personality...

...The teacher who excludes religion from self-development cannot achieve more than half-development which, like a half-truth, is deceptive and counterfeit. And this sort of half-development will be defective not only in integrity but in unity also... When secularism drove religion into exile or at best reduced it to a sort of side-show that had nothing to do with education or life, the scholastic order has been without an effective principle of unity. The multifarious branches of knowledge have proclaimed their independence and autonomy, so that there is neither hierarchy or interrelationship among them. Indeed, the departmentalization of knowledge has been carried to the extreme of setting up the separate branches as exclusive and self-sufficient ends.... Restore religious orientation to public education and to individual lives, and order can gradually be brought out of the present educational chaos. The price of this order is the submission of the many to one, of purely human learning to the divine....

The second responsibility of the teacher is to society. I would argue that the measure of the teacher's success in fulfilling his obligation to society will be the quality of that self-development of which I have been speaking: its unity, integrity, consistency; in a word, the quality

of its religious orientation. And this for a double reason: the teacher is preeminently a guide to immature minds, and he will guide them according to his own light. For a teacher's educational philosophy flows from his philosophy of life. "As we look upon life", says Dr. Rugg of the social science textbooks,—"As we look upon life, so we teach. What we believe, the loyalties to which we hold, subtly determine the content and method of our teaching. Each of us has a 'philosophy', whether or not he has thought it through and definitely phrased it. Everything we say or do, as well as what we think reflects that philosophy" (*The Great Technology*, p. 258). It follows, therefore, that if the teacher's philosophy of life is a-religious (which in practice means it will be irreligious or even anti-religious), it will—perhaps only indirectly but nonetheless surely—color all his teaching and give its own peculiar tinge to the thinking of his pupils.

And so I have attempted to show the necessity of a religious orientation in the education of prospective teachers both in order to give integrity and unity to the training of their own powers and personality and in order to make them trustworthy guides in the training of others.

There remains the further practical question of how a religious orientation can be realized. I am convinced that it cannot be realized by introducing the reading of the Bible, nor by conducting courses on the literature of the Bible or on comparative religion or on the history of religions. Rather there is needed, first, an individual belief and then a planned philosophy of life built on this belief. Such a planned philosophy of life can be made an integral part of the program of teacher education if it is carried out with the assistance

of qualified religious guides. The fact may be illustrated by a brief reference to the practice, over a considerable number of years, of Dr. William Robinson, formerly head of the department of philosophy of Indiana University, whose introductory course in philosophy, required of all students of philosophy, had as its major concern the charting, under competent guidance of a philosophy of life.

I believe there are three chief prejudices of the modern mind that will have all too great an influence in preventing an effective solution of the question proposed for our discussion. The first is the fear that in subjecting the mind to God we will be bartering away our precious human self-respect. This fear wrecked the promise of the humanistic movement sponsored by Professors Babbitt and More. Its basis, I should think, is intellectual pride, but also failure to understand that our subjection to God is moral, not a bowing down to a tyrant, and that it leaves us free to lord it over the physical order. The second prejudice is the fear that all this talk of religion endangers the separation of church and state or smacks of sectarianism. I can only say that I think the fear is without foundation. The last prejudice is the big bad wolf INDOCTRINATION. There is need to say a good deal on this prejudice; but here it will suffice to suggest that on close scrutiny the subtle distinction between indoctrination and education, and between indoctrination and academic freedom, will be found to be the invention of those sponsors of absolute secularism who hope thus to label all aspects of belief in God, spirit, soul, immortality as vicious indoctrination or dogmatism or authoritarianism, whereas their denial of God and all His works they will label the exercise of academic freedom.

Sargent Scheme and the Basic Education

By Mr. K. G. WARTY, Belgaum

The main recommendations of the Sargent Report are:

1. Basic Education will consist of two stages, the Junior stage covering a period of five years, and the Senior stage covering three years.



2. A system of free and compulsory education should be introduced for all boys and girls between the ages of 6 and 14.

3. The minimum qualification of a teacher in these schools should be matriculation.

4. One fifth of the pupils in the age group of 11-14 (Senior basic stage) will be diverted to High Schools which will be meant for pupils of higher intellect.

5. The minimum scale for teachers in Junior basic schools should be Rs. 30-1-35-3/2-50 and in a senior basic school Rs. 40-2-80.

6. There should be one teacher for every 30 pupils in a Junior school

and one for every 25 pupils in a Senior School.

One would agree with the Central Advisory Board in admitting that the aims of primary education in a democracy, which we expect to introduce and enjoy in India in the near future, are to provide for all the members of the State, and not a few only, "at least such training as may be necessary to make them reasonably good citizens." With this aim in view the Board has suggested that primary education should be free and compulsory for all boys and girls between the ages of 6-14, that is for a period of eight years. The duration of the primary education course, which is renamed as Basic education will therefore be of eight years as at present, which is divided into five years of elementary and three years of upper primary courses. In fact so far as the Bombay province is concerned, the report does not suggest any change.

This involves another problem also and that is of the duration of the whole course of primary education, including the upper primary or middle Stage. The present arrangement in our province is more simple than the one now suggested. We have a primary course of eight years and then after finishing that course or after finishing the first five years, the pupils can enter into a secondary School covering a period of four or seven years. In either case the whole period upto the School leaving examination is of twelve years. Under the suggested scheme, there will be a sort of bifurcation at the end of the fifth year and some will continue the secondary course of six years. What

will be the exact position of those who finish the senior basic stage in a secondary school is not made clear. It should be more advantageous if we recommend and adopt a continuous course to the end of university graduation, with definite, well defined stages and with clear objectives of each stage.

The question of the duration of the whole course upto the School leaving examination was discussed in a joint meeting of the Boards of Primary and Secondary Education, and it was agreed upon that this whole course should cover eleven years and that it should be divided into three stages, the primary of four years, the upper primary or middle of three years, and the High School stage of four years. This is a better and more realistic division of the course. I would go a step further and suggest reduction of one more year in the High school stage which in my opinion may be of three years only. But at this stage of our discussions, I am prepared to wait for this reform, and support the course of eleven years as suggested and approved of by the joint meeting of Boards.

The aim of every stage of educational ladder should be well defined. They should be kept before our eyes, when we formulate the courses. The objective of the elementary course of four years should be to spread literacy among the masses and the courses of instruction should not aim at more than the knowledge of the three R's. The second stage, which will have a better nomenclature as middle stage and not upper primary, should aim at giving a general knowledge of things around us, thus trying to impart what may be called 'at least such training as may be necessary to make them

reasonably good citizens". The High School stage will, therefore, help the pupils to acquire a more advanced knowledge which would help the pupils to choose their profession in life and also, if possible, earn their livelihood by honest means.

It is a laudable object of the Sargent scheme to educate all boys and girls freely and compulsorily for full eight years from 6 to 14. How far this would be practicable financially at the present stage is a question and a serious one. The huge expenditure as calculated by the Sargent scheme is sufficient to deter our Governments from undertaking this task. One would ask to hasten slowly and see that compulsion is introduced in the country for the first elementary stage only covering four years. Reading and writing of the Mother-Tongue and Simple Elementary Arithmetic covering addition, subtraction, multiplication, division and the rule of three, and if possible an idea of the fractions should form the contents of this education. Play-way or learning through activity may be the basis of the methods of teaching. The compulsion ages may be fixed at six plus or seven plus as would suit the localities, the former being enforced in advanced and urban areas and the latter for backward and rural areas.

That the academic qualification of a primary teacher should be raised is an admitted necessity and an urgent one if we are serious about the quality of instruction imparted in these schools. We cannot draw water from a well which has none. The Government has more than once admitted this need; yet it is to be regretted that they have not decided to take action in the matter. Lokashala examination was instituted, but

not schools and the Government still continued to recruit teachers from those who had passed the P. S. L. C. examination which is a lower qualification. The recruitment of matriculates or those who have obtained S. L. C. is imminent. The recruitment of teachers from P. S. L. C. candidates should be immediately stopped. The recruits with this higher qualification and a fair knowledge of English can be better trained even in a year. Consequently, the course of training in the Primary training colleges may be of one year and so remodelled as to suit the purposes of the primary schools as well as secondary middle schools.

The scheme provides for the selection of one fifth of the pupils in middle schools for receiving instruction in High Schools. On what principles the selection is to be made has not been clear. The Board advocates in one breath the institution of one national system of education meant for the people of the nation irrespective of caste or creed or social status. But the recommendation of the Board is calculated to perpetuate the present cleavage between the masses and the classes. One would readily admit that the High school course should be so framed as to be of real use to those who are intellectually endowed to follow it and benefit thereby. Pupils throng to our high schools for one simple reason that there are no other alternatives for them. But so far as the middle school education is concerned, it should be available to all and common to all irrespective of caste, creed or race or even intellectual standard. Those who are in a position to receive it will go in for it after the completion of the four years primary course. This middle school course should be

considered as a part of the secondary school course. In urban areas, this middle school will be attached to a High School, while in rural areas it may be attached to a primary school, keeping it, at the same time, separate and distinct from the primary course. There may be, if necessary a public examination at the end of the middle course, a pass in which would entitle the pupil to join the regular High School course. The present differentiation as the upper primary and middle or lower secondary courses should be abolished.

According to the suggestions made above, all teachers would be matriculates or S. S. L. C. passed with one year's training at the training college. The scales of pay of these teachers should be adequate for a comfortable living. The distinction shown in the scales for teachers in Junior and Senior Basic schools is injurious to the position of the teachers. The remuneration for the work done should primarily depend upon the qualification of the person and secondly on the nature of the work done. A reasonable scale for all matriculate teachers would be Rs. 30-3/2-45-2-65 with an allowance of upto 25 per cent in costly areas. The Headmaster of primary school may be given a headmaster's allowance of Rs. 15/- p.m. The Headmaster of a Primary and Middle School should be a trained graduate in the scale of a graduate with an allowance of Rs. 15.

While calculating the total cost of the new scheme, it has been assumed that in junior basic school, there would be one teacher for every 30 pupils, and in a senior school, one for every 25. Such a high standard is recommended to maintain efficiency of work. But, in my opinion,

that will only increase the cost without increasing the efficiency. The present method of having one teacher for every 40 pupils, if not more, may be retained for a primary school. 35 pupils for one teacher in a middle school would not impair the efficiency in any way. At least it would maintain the same standard of efficiency as at present.

I have not tried to estimate the cost of the scheme with the changes I have suggested in this note. But I am sure it will be definitely less than what has been estimated in the Sargent report. The financial burden, thus reduced, will make the scheme more practicable and within the reach of the people, without making education suffer in the standard of efficiency.

The suggestions made in this short note on Basic Education, junior and Senior are stated briefly :—

1. That the whole course of school instruction, Primary, middle and High school, should cover 12 years and be divided into 4 years of primary, 3 years of middle and four years of High school thus making a primary course of four years and secondary course of seven years, if not six.

2. That the primary course of four years should be free and compulsory for all above the age of 6.

3. That matriculation or S. L. C. Exam. should be the minimum qualification for a primary or middle school teacher with a training of only one year.

4. That all boys and girls should have the option of joining a middle school, the course in which will be common for all and provide facilities for general education.

5. That there may be one public examination at the end of the middle stage, a pass in which will entitle the pupil to join the High School course.

6. That the present differentiation between the upper primary and middle or lower secondary course should be abolished and it should be one course in continuation of the primary course.

7. That the salary scale for a teacher in any of these schools should be Rs. 30 3/2 15-2-65, with an allowance of upto 25 percent in costly areas. The Head Master of a school should receive an extra allowance of Rs 15/- per month. The head of a joint primary-middle school will be a graduate.

8. There may be one teacher for every 40 pupils in a primary school and one for every 35 in a middle school.

American Books For Paris

A library of between 4,000 and 5,000 of America's latest and most representative books on art, biography, science, economics, history, and literature has been opened in Paris under the auspices of the United States International Book Association. The object of this library is to bring American books and periodicals to the notice of foreign booksellers and the foreign reading public and to facilitate cultural exchanges between America and France. Similar permanent exhibitions of American books are to be opened in other European capitals.

How to Teach or What to Teach

By "MASTER OF METHOD"

INDIA to-day can boast of many efficient teachers' training colleges.

Here in these institutions students are trained how to impart knowledge or teach in the schools. They are made familiar with 'aids of teaching', various methods and other means which may best help them in their profession. It is of course very necessary to know the art of teaching. But merely by only mastering the art of teaching one does not become a good or useful teacher. It is also necessary for him to know thoroughly and well what he is teaching. He must have a complete grasp and mastery over his subject he is teaching to his pupils. This concept of mastery over the subject is very vague. It does not mean merely keen memory to be able to reproduce the subject well like a parrot. It does not also mean merely stating of pro and con of the subject most brilliantly. But what it means is really a complete study of the subject and after studying it should be able to crystallise opinion on one side or the other. A student of philosophy after study of the subject should be able to claim himself belonging to either realist or idealist school of thought. Similarly after study of economics the student should be able to definitely say whether he prefers capitalist economics or society based on socialist economics. Now this student when he becomes a teacher teaching any of the subjects he will be able to combine art with life. He has with him the art of teaching and he infuses life in the teaching by making the subject living. He does not merely state facts, he tries to explain the facts and interprets them

in light of the conclusion he has arrived at. It does not in the least mean that the teacher will impose his belief or opinion on the students, but after discussing the subject thoroughly from all angles, in the end he has right to state how he comes to be inclined towards a particular school of thought. He merely states his conviction.

Such teachers could only be great teachers. They alone can command respect and honour from the pupils. It was so in the past with Plato, Aristotle and in the present also we revere teachers who are proud of their conviction.

Therefore along with how to teach what to teach is equally necessary. And this second part as to what to teach comes with the growth of ideal in man. By ideal it does not mean personal ambition. But a social ideal practising of which will help us to achieve fuller and richer life.

Another thing necessary for a teacher is that he should be one of the society. He should not be automaton working in isolation. By one of the society means a person who takes interest in the organisation and working of the society. He has made keen study of the society in which he lives. He knows and appreciates the great traditions and culture of Indian society that withstood innumerable storms. Yet he is not blind to the existing evils in the Indian Society. Therefore a teacher who is such a person will not be able to rest at peace till he voices his feeling against the evils existing in the society. If he is a history

teacher and is aware of the communal problem of India, he will take care to see that in interpreting in certain Mohamedan and Moghul kings he will not unnecessarily trace points which aggravate the problem. On the contrary he should pay great attention to the conciliatory policy of Akbar. Similarly about the problems of untouchability, child marriage, caste system should also be tackled whenever one comes across similar problems in history.

It is in the fitness of things that there should be harmonious blending of how to teach with what to teach. As regards the individuality of the teacher is concerned it cannot be thorough training. Nor can ideals be

thrust upon individual. It is personal and every individual is bound to have different ideas. But one thing is possible. Along with the study of teaching may be introduced in a very introductory manner the study of social sciences. This study of social sciences will introduce the future teacher to the understanding of social problems; which will enable him to correlate his teaching with the existing problems in Society. Life is an organic whole, it has to be attacked from all sides, therefore the teaching profession can no longer keep in isolation and teach only text books but has to go beyond them in the midst of living text-books—the society.

The Low Standard of English of S. S. L. C. Candidates

By Mr. V. S. VENKATANARAYANA, M.A., B.Ed.

(Continued from last Number)

Since the S. S. L. C. performance is the only way by which the standard of English is sought to be assessed, we have to examine the types of questions given as they have a lot of influence on student-performance. If the English II papers so far set in recent years are examined, we have reason to complain about the indifference of the paper-setters to the attainments of the pupils.

Poems with a foreign background are given so that the pupils cannot make head or tail out of them. Essays on abstract subjects are given thus adding difficulty of matter to the difficulty of language. The result is that many pupils who get even less than 5 marks out of a

maximum of 60 marks for the composition portion of the paper pass the examination by clearing the grammar portion. Free composition will not be attempted by the pupils as long as they find that, however much they may long to try to answer that part, the subject matter calls for fresh thought at the time of the examination when every minute lost is precious to them. Thus the use of language for developing fresh thought is the business of the teacher of the mother-tongue, not that of the teacher of English. Under such circumstances as this, will there not be deterioration in standard?

Language study has not been systematically taught. In the English I paper it has been found that the performance of the pupils is

tolerably better than in the English II papers for in the former, the matter in which composition is required is one with which the pupils have been all along familiarised. If the 'standard' has fallen here and if the pupils have not been able to answer correctly or frame correct sentences, the mistake is not with the teacher or the boys or the abolition of non-detailed text-books or the introduction of the library period. The teachers have been trained and yet they have not been successful in their instruction because they have not been given proper facilities and conditions requisite for correct instruction.

Let us take, for instance, oral work. It is understood by one and all that oral practice is the quickest way of getting the pupils proficient in the English language. How much time is devoted in our schools for this purpose? The pupils spend only about 90 minutes a day in using the English language. In a class of 40 pupils, therefore, each will have, on the average, about two minutes per day to speak. If the teacher were to act the part of a lecturer, even these two minutes will be lost by him. Let us turn to the written work of the pupils. The standard of English attained by the pupil is judged generally by his written work. What is really the practice that our pupils are getting in the schools? Our pupils are being taught English from the 4th class up to the 6th form compulsorily. We are devoting at least eight periods a week for it for over a period of 8 years. Taking at least 15 written exercises as the minimum given in the school for a year, it works out to 120 exercises in eight years—about 200 pages of written work. I leave it to the people who complain about the

standard of English to judge for themselves how a pupil can write correctly with such an amount of practice. If we have not been able in eight years in the best part of a pupil's school life to give him a working knowledge of English, it is better to give up the game. We complain that the teachers in the mother tongue are not able to do their bit as they are not properly trained in up-to-date methods of teaching. But is the position of the L. T. teachers any the better? They are not able to apply their methods of teaching learnt in the Training College. Their knowledge regarding teaching methods has become a mere pedantic acquisition. Also the books in English are not properly graded. They have not been prepared on a scientific basis. They are not based on word lists compiled in the Thorndike manner.

Words haphazardly chosen and without any relation whatsoever as to their utility in daily life are introduced in the books. A poem which is found in a Third Form book edited by one Book company finds place in a V Form book edited by another Book company. A selection appearing in a V Form text finds place in another text book for III Form. Such vagaries are found and finally in the VI form we have Selections issued by the Government which bear no relation whatsoever to the text-books studied by the pupils in the other classes in the various schools of the province. We had an attempt at grading only in the New Method Readers by Prof. Michael West. We do not know why these readers had been discouraged. When, therefore, such disparity exists in the books studied, need we be surprised that the pupil is not able to find his way in the S. S. L. C. English.

Added to the different unscientific books used as text-books, ten to one all the lessons in the books are not completed during the year.

If the standard of English had been higher in those 'good old days' when the mother tongue was not the medium of instruction, the reason was that there was an urge on the part of the pupil to master the language as it had been the passport to public service. The method followed was just to make the pupils 'learn by rote.' In the lower classes pupils were made to recite the passages in the English text. These passages were mostly in the form of essays or stories. Now is there scope for such a method to obtain? Do the syllabii allow enough for such practice?

Let us examine the grammar syllabus. It starts even from the 5th class. There will be no material difference in the grammar portion taught in the lower classes and that in the higher forms. The same mistakes are committed. Everlasting grinding goes on. Much time has to be devoted to grammar. If the syllabus is not finished, the teacher gets it in the neck. Thus time is not available due to the overcrowded syllabus. Next, let us consider the library periods whose introduction in the place of the non-detailed periods is said to have caused a deterioration in the standard of English. What sort of books are available for library study in schools? With such a series of text books as at present existing for detailed study we can as well imagine the fate of supplementary readers. Though we have a good many books for supplementary reading in English published by such leading European concerns as the Oxford University Press, we doubt whether they suit the standards of the various

classes. Supplementary readers which are far more difficult than the detailed texts have no place at all for in that case the library classes become drudgery classes. Supplementary reading then becomes a tussle with difficult words requiring incessant reference to the dictionary. Moreover, the idea had gained currency that there was for examination purposes no necessity at all for supplementary reading. Even the lessons of the detailed text are not all completed with the result that the pupils do not acquire adequate command over the vocabulary. It is a welcome gesture on the part of the Government that the non-detailed texts have been again introduced. But care must be shown in the proper selection of such books. There should be reading classes where silent reading as well as reading aloud can be practised. Books that fit in for the appropriate stage should be provided. They have to be tasted in season. Books that interest primary school boys should not be given to the senior boys of the high school.

Inquiries may be made as to the type of reading material that interest the pupils of the various stages. Unless these inquiries and experiments are made, one should not off hand condemn supplementary reading or library periods. It is a pity that in our country any method is not tried at first giving all the facilities and conditions necessary and requisite for it; but it is condemned by theorists and is subjected to much adverse criticism. This attitude on the part of our intelligentsia should go. Then alone it is that we can work our country's salvation. The fate of the mothertongue medium of instruction is hanging fire, but thanks to the efforts of great educationists like Prof. M. Venkatarangiah and others

the criticism against its introduction and extension to college classes is fast dying down and it is earnestly hoped that the Universities move in the matter as soon as possible and see that the mother tongue medium is introduced in the college classes also.

We have observed that the teacher of English is not negligent and incompetent but that he has not been given enough time, proper material and adequate co-operation. The suggestions made by the Director of Public Instruction quoted in the beginning of this paper, for the improvement of the standard in English of the S. S. L. C. pupils warrant ideal managements and ideal class room conditions. Individual attention can never be secured under the present class system. It must be understood that the remedies proposed by the communication have no chance of obtaining any success in improving the standard of English unless the government insists on the managements carrying out the instructions to the letter and providing proper facilities for applying those remedies in practice.

The admission of pupils from private tuition must be strict. Usually pupils far below the standard are admitted in the various classes. Many influences are brought to play so that pupils without an adequate knowledge of English are admitted into classes far above their standard. The result is that a lowering of the standard is perceived using the term in a relative sense. The pupils are admitted directly into the first or third form as the case may be after passing a nominal admission test which in itself cannot sufficiently guarantee the pupil's efficiency in English proper to that standard. The absence of a uniform standard

of English as a result of varied types of text-books being used in the schools as well as the absence of a uniform standard of promotion is responsible for the deterioration in the standard of English whatever might that 'standard' be. All along and even now for the sake of strength pupils are admitted into the Secondary schools from the elementary schools after an entrance examination in English. There had been, and is ample scope for laxity in admissions. The assertion that the elementary schools have ceased to be feeder schools for the secondary stage is far from the truth. From 1945, the elementary schools in effect became pre high schools, for English has been introduced in E. S. L. C. course and the holders of the E. S. L. Certificate with English as an optional subject are to be admitted directly into the IV Form. Thus, the elementary schools provide an opportunity for such of those as are willing to undergo higher education to do so. But there is a public examination at the end of the VIII standard. To escape the ordeal of a public examination, there will be a natural tendency on the part of the pupils to have free education up to the seventh standard and manage to get into the III form by passing the entrance examination in middle schools. Thus this step does not contribute in any way to the improvement of the standard of English.

When all is said and done, there is only one remedy to bring the pupils to the proper standard as enumerated in the course of the paper. That is Basic English should be introduced from the IV class up to Third form and then pass on to wider English. This suggestion has been put into practice by Dr. J. B. Freeman, M. A., L. T., Ph. D., D. D.,

Principal, St. Joseph's High school, Chingleput. The Basic way to English has been and is being tried in his school and the experiment has been and is successful. Many teachers and educationists have visited his institution and found that it is really producing astonishing results—pupils of the III form being able to converse and articulate in simple, natural and live English. The result cannot be otherwise; for 850 words have been utilised in expressing everything in English. The 850 words are not all necessary but have been selected in order to produce a complete medium of expression enough to serve both

as an international language as well as the basis on which to build up a sounder knowledge of higher English. There are graded text-books with copious exercises to develop the understanding and written ability of the pupils and books for supplementary reading on diverse topics of current interest with guide books for the teachers. The lack of such systematic and scientific books has been the cause for the present standard of English of the pupils of the High school and the introduction of Basic English will certainly pave the way for a high degree of efficiency in the language.

AUTOBIOGRAPHY OF A TEACHER

By AN EDUCATIONIST

(Continued from last Number)

III

I began to feel that all my sacrifices for the cause of education, the industrious service that I put up for the welfare of my beloved students, was of no avail to me now. I wondered whether the teacher was intended to be a victim for the welfare of society. It was really inhuman to ask the teacher to work day in and day out, without providing for adequate recompense. I was really amazed at the thought of the doctor who could demand Rs. 19/- or more for every medical certificate granted by him, though he was a paid servant of the government. I did not understand the logic of the government who desire masters to examine their pupils and value their papers, but without remuneration. I really felt envious of the doctor, who can get a lump-sum of money for even a false certificate. I felt sorry

for a teacher who can get no pie for making the valuation of his examinee's answer books carefully and diligently. I began to feel it a merciless government that could not promote an S.S.L.C. trained teacher as a Junior Deputy Inspector, and L. T. or B. Ed. master as a Senior Deputy Inspector and a Headmaster as a District Educational Officer. I really felt sorry at the water-tight compartments of education, which were perhaps intended to prevent the much-needed scope for promotion. I really envied the life of Sanitary Inspector who being an S. S. L. C. candidate with 9 months of Sanitary course could rise to Rs. 110 while his brother in the Educational Department with 2 years of training had to stop at Rs. 50 in Municipal and Local Board schools and at lesser stage in committee schools.

I now felt, felt very earnestly that I would have been better off, if

only I had chosen either the revenue or the postal department though with a lesser starting salary. I was really grieved that I had unwisely chosen the Educational Department. My heart's palpitation grew greater as I found a friend of mine, who entered the revenue department as a lower division clerk on Rs. 30/ per mensem became a Tahsildar, and another a postal clerk became within three years of entering service a Postal Inspector.

One fine morning, I was having this reverie, when suddenly I received news of my third son taken suddenly ill in his grand-father's house, where I had sent him along with his mother. My father-in-law's native village was far, far away beyond the Gadavary at distant Tuni, and my anxiety knew no bounds. I thought I had to make a sudden move but how could I? I had not even a pie in my pocket and the railway fare from Nellore to distant Tuni was nearly Rs. 7/- by third class for a single individual. The return fare, the medicine bottle which my wife wanted me to get and sundry expenses would mount to another Rs. 18. Where to get them was mystery which I could not solve, especially as it was the 28th of the month, when generally no paid official has any balance of his previous month's salary remaining.

Was I to borrow, or to sell away a silver plate to get the amount needed? I thought I could take from one of my rich friends, an amount equal to my monthly salary, authorising him to receive my salary of the next month. But as the school authorities, who managed the institution never committed the sin of paying the salaries on the first week of any month, none of my rich friends was anxious to advance the amount.

I tried in vain to borrow. I was at last put to the painful necessity of selling away the silver plate, which was a marriage present to me by my father-in-law. I was indeed afraid of my wife, who would certainly find fault with me for having sold away the marriage present, but my anxiety was to go to Tuni at all costs.

I went to a silver shop taking with me, of course, the silver plate to be sold. The shop-keeper was a young merchant of about 30 years, a friend of mine. His shop was 15' by 15'. He had one almirah 5' high and 3' broad. It contained 4 shelves, filled with various kinds of silver-ware. Silver was then selling very cheap at 8 as a tola. As I was, of late, bent upon finding out the comparative values of professions, I questioned the shopkeeper how much money he invested in the shop. To my surprise, his reply was that it was about Rs. 2000. Questioning him then about his annual profit, I got the astounding answer that it was an equal amount. "What?" I exclaimed. "Did you place only Rs. 2000/- in the trade and are you getting Rs. 2000/- annually on it?" At first I thought he was joking, but he showed me his account book of the previous year, which made it clear that the shopkeeper spoke nothing but the truth.

Next I was to buy the bottle of medicine requisitioned by my lady. The medical shop too was small but what was my surprise when I found that with an investment of Rs. 3000/- he was able to secure an annual profit of about Rs. 5000/-. Had I not spent Rs. 3000/- for my education? Why was it that I was earning not more than Rs. 1200/- per year?

Suddenly the Rajah Sahab of Bobbili flashed into my mind, the

the venerable Chief Minister who was responsible for introduction of scales for teachers of Municipal and local Board schools, comparable to the tails of goats, which grow very slowly, if at all they grow. Of course, I was neither a municipal servant nor a local Board one, but my Rajah too followed scrupulously the venerable steps of the Rajah Sahab of Bobbili. Had the Rajah Sahab of Bobbili never become a Chief Minister, or if the thought of standardising the scales of the Municipal and local Board teachers did not dawn on this Solomon's mind, perhaps the teacher's lot would not have been so unfortunate, but who will care for the conveniences of poor teachers, the least influential in society?

Such were the day dreams that racked my brain, as I went from the silver shop to the medical one. Did I sell the silver plate and buy the medicine bottle? Yes, I did. I sold away the silver plate for Rs. 50/-, and bought the bottle of medicine for Rs. 8. I wanted to start to Tuni by the night passenger which would take me to my destination by the evening of the next day. It was nearing 8 P.M. by the time I returned home from the shop and I had to take the permission of the headmaster before starting. How can the headmaster be approached at dead of night for permission, was the next problem in my brain. I went slowly and hesitatingly to the headmaster's house. At about 9 P.M. I slowly tapped at the door of the headmaster's house 'Sir, SIR'. There was no reply for about 10 minutes, but after I had called out 'Sir, Sir,' more than a score of times, increasing the pitch of my voice gradually, there came the voice of a peon, "Who?" I called him and told him my purpose.

He advised me to come in the morning, as the headmaster would be very angry if he woke him up. So my journey stopped for the night.

However, next morning, the headmaster gave me permission to leave the station, and I could start by the midday passenger. By the time I reached Tuni with my mind filled with apprehensive thoughts, thank God, my son was hale. It was he that received me with playful smile.

IV

Thus did I pass my unhappy days troubled by my pecuniary difficulties. My monthly income was Rs. 100/- while my expenses for the same period were Rs. 125/- nearly. Was I to beg, borrow or steal for the remaining Rs. 25/-? Begging and stealing are alien to my nature as both are dishonourable. Borrowing was found to be impossible, as I, as a teacher, commanded little influence over the rich men of the town.

Life thus became a problem to me. At times I thought that it is only a rich man that should enter educational service as a teacher to sacrifice his riches for the welfare of his beloved students. At other times I remembered the saying that it is the last resort of the most unfortunate of the society.

By and by my interest in my duties began to dwindle. How could I devote my whole time to the cause of education, when my brain was filled with anxiety for my home? How were all my daughters to be married, how were all my sons to be educated? My wife and I used to spend sleepless nights over the matters, for we found we could jointly weep over our misfortune, only after our children had gone safely to sleep. Else, they would

take it to heart, if they heard that they were the subject of our misery.

This nocturnal sleeplessness soon upset my health as well as that of my wife. She suffered from anemia, and I suffered from Insomnia. These thoughts followed me to my classroom. How could I do justice to my lesson without forgetting about the home? Could I close my class and get away to take rest like the judge who is at liberty to close his court if he is indisposed? No such privileges were given to me.

Such were the difficulties that beset me in after life. The teacher I thought had no right to exist in this world, unless it be to kill himself for the good of society? He has perhaps no right to marry and give birth to children. Perhaps, the educational department would have been wise if they had said that teachers should not marry and that they should be just like the Roman catholic fathers or like our Bhisma of old, unmarried life-long.

Was there any solution for these ills? The greatest blunder of my life had been committed in entering educational service as a committee school teacher and it was too late an hour to mend. If at all something could be done, it had to be ended. If it was to be ended, what was I to do at this stage in life? It was not an age convenient for change of profession.

I thought and thought over these matters, but no solution could I find in spite of ardent cogitations. The next thought that flashed over my mind, promising to give me a solution for the betterment of my lot was that I might seek some supplemental profession. But can a conscientious

teacher ever seek a supplemental profession, if he is to do full justice to the students entrusted to his care? Certainly not. Further, would the conduct rules allow the same? Surely not.

Thus was I made miserable day by day, when my wife suggested to me that I might take some illegal gratification for my work. Were not clerks, nay, officers in every department taking bribes? After the advent of the world wars, were there not district officials too who amassed wealth by encouraging black-marketeers? Her suggestion was indeed rightly suited to the ways of this mundane world, where it is said that the end justifies the means. But how could I, a conscientious teacher, a respectable member of a noble profession ever spoil my own name and that of the profession by following the footsteps of the unscrupulous, of assigning marks to the examinees at a rupee per mark or so? Of course, instances of teachers, there were, in plenty, who made their lives by the foregoing methods, but these did not suit either my temperament or my convenience.

Thus I pondered and pondered over the matter. At last I came to the conclusion that there was one honourable way of saving the situation. That was by becoming a headmaster and thereby bettering my salary.

From now, i.e., from the 1st day July 1939, my trials were directed towards becoming a headmaster in some school. How I got a headmaster's job, an unfortunate job indeed, and lost the little happiness that I enjoyed as a teacher, will be the subject of my next story.

EDITORIAL NOTICE

The Editor will gladly consider for publication well-written articles, which are of a practical character, based on personal experience, study and observation, photographs and news items of general importance, but cannot undertake to return the MSS, unless accompanied by stamped addressed envelopes. He will not, however, be responsible for the loss of the MSS, if any.

The best lengths for articles are 1,200, 1,800 and 2,400 words. They should be type-written and duly signed by the author.



Educational India

Masulipatam, April, 1946

Education and Examinations

UNLESS the habit of working and teaching for examinations before everything else is abjured, there is little hope of the present type of education fulfilling any of its primary objects. If our education aims at bringing up a race of free men and free women who will have to play a worthy part in the social and political life of the country, the present examination-ridden system must go.

TO-DAY, our schools in India are more or less coaching establishments that neither seek nor achieve any real training of the mind in discipline, leadership or

corporate action. The energies of pupils and teachers are almost entirely absorbed in preparing for an external public examination, and in trying to pass through it by the easiest and quickest methods available.

EXAMINATIONS have their place in the educational system. Their usefulness is undoubted. They are meant to test at convenient points the work of both teachers and pupils, and stimulate their efforts. They afford a training to the young mind to bring to bear on a particular point, at a given moment, whatever knowledge and resource it may possess. While one grants all this, one also holds strongly that examinations are merely an *incident* in the work of schools. They come only *by the way*; they must follow and not direct, much less dominate, the curriculum in schools.

UNFORTUNATELY, examinations, as they are treated in most schools to-day, are among the worst enemies of education in freedom of thought and independence of judgment. The whole work of schools is planned to subserve the ends of a particular syllabus prescribed for an examination. Every subject is studied at a rush in order to cram into pupils' heads what are virtually prescribed answers to questions. The teacher does not care, speaking generally, to encourage pupils to think, nor teach at his own pace and in his own way the subject he is en-

trusted with. The one great ambition—and only one—of his seems to be to produce what are called, good results in the public examinations.

THIS predominant emphasis on the examination results, to the exclusion of all else that is equally and more valuable, is wrong and baneful. The pupil, the teacher, the Inspecting Officer, the manager—all are obsessed with the examination results. This attitude is certainly wrong and forms an obstacle to true education. If the chief aim of secondary education is to produce men and women of alert and independent minds, proof against ready-made answers to any problems, adaptable and originaive and with critical powers and understanding vision—then examinations are a serious handicap to the attainment of these ends. True education consists more in the spirit it conveys than in the instruction it imparts. The success of teaching must be judged not by the results in examinations but by the intellectual and moral qualities it helps to foster, qualities such as patriotism, courage, sense of proportion, argumentative capacity, originality of thought and independence of judgment.

IT is for teachers as well as others interested in education to consider how far these aims and ideals are realised in the examination-ridden schools of today, and take practical mea-

sures to eradicate the evil, so that in the schools of tomorrow, these noble ideals may be truly and effectively fostered. Teachers and pupils have to be rescued from the tight and deadening shackles of public examinations which have verily strangled education. The false worship of examination results born of ignorance and narrowness of mind should go. It is too widespread in our country, and the minds of teachers and headmasters, pupils and parents, inspectors and managers, are filled with the examination cobwebs which immediately need to be removed and wiped off.

THE pernicious practice of punishing teachers on the basis of examination results is a corollary of the examination evil. He or she is "drastically warned" by the conscientious manager who, in all conscience, believes that his warning is an incentive to better work by the teacher. A teacher is 'censured' or awarded a 'black mark', because the school average in the subject taught by him in VI Form—say, Elementary Mathematics is 50, while the Presidency average is 51! And the inspecting officer writes in the Annual Inspecting Report an adverse remark on this score. A pity indeed!

ALL this is tragic. No teacher worth the name neglects his work whatever his quarrel with the manager or other authorities, as he naturally develops in service the sense of duty by the

pupils entrusted to his care. This tragedy is simply to be explained by the corrupting influences of the public examinations on the authorities who lose their sense of proportion in judging or evaluating the work of teachers, in spite of their good intentions.

THE task of real education is to draw out, in the best possible manner, the pupil's latent faculties and help to develop them. Examination results and pass percentages have little to do with this main task. To educate is something like to make a plant grow. Teachers must *educate* the pupils *first* and *coach* them for examinations *next*. At present, in secondary education, in our country, education has become really *secondary* while the examination is primary! Teachers, good as well as bad, descend to uneducational methods of directly coaching pupils, year in and year out, particularly in the sixth form, to "manufacture" good results. If examinations are deemed indispensable, let them be tolerated as necessary evils and given the place due to them; but let them not usurp the place of true teaching and true education.

— K. N. P.

Indian Students in Britain and U. S. A.

FROM the time of the happy termination of the World War, hundreds of students have begun in right earnest to take to

technical and professional courses of study in foreign Universities. The war, like every providential catastrophe, has a soul of goodness and silver lining, in as much as it has given a phillip to manifold industrial enterprises and development of human skill, besides mechanical improvements. India, though it has occupied an eminent place in the far eastern world as the arsenal, has not been, unfortunately, able to provide instruction in all technical and technological courses.

THE experiences of the Parliamentary Delegation and the observations of the Cabinet Mission ~~are~~ busy with devising ways and means for the transfer of power and authority to an independent India bear ample testimony to the pressing need for the rapid transformation of India to keep pace with other self-sufficient and self-contained countries of the world, as regards the manufacture of a thousand and one articles needed as necessities, comforts and luxuries. The accumulation of sterling balances and the Dollar-pool have quickened the pulse of India in the industrial sphere of activity in the post-war world. Industrialists and economists like Tatas, Birlas, Dalal, Visweswaraiya and Agarwal and constitutionalists like Nehru and Sapru are eager and insistent that India should rise to her full stature in the immediate future.

IN such a state of affairs, it is but incumbent on the Govern-

ment that is to come into power, in the interim period, to stimulate a keen desire among the qualified youth to undergo training in a variety of courses, taking full advantage of the opportunities afforded to them in British and American Universities. It is undoubtedly difficult for our students to launch out costly educational courses without state aid or scholarships of industrial magnates. There was a feverish rush for seats into diversified courses of study and about five hundred students had the good fortune to gain precedence over the rest in securing admissions and passports for travel. In this connection it may be stated with considerable mental anguish that heinous restrictions in regard to space, facilities, food and personal services had damped the spirits of enthusiastic and adventurous youths. Indian students should be treated on a footing of equality with other races in relation to food, clothing, servicing and cleaning of utensils so that they may maintain their self-respect and the country's honour unimpaired.

IT is also desirable that shipping and transport facilities be provided to these students seeking training in foreign lands in preference to sightseers, pensioners and demobilised personnel. It is to be regretted that the High Commissioner in London has been finding it tremendously difficult to create facilities for boarding and lodging to Indian students and cater to

their requirements of diet and accommodation. The interests of higher technical study require that sufficient accommodation should be made available to Indian students and the Government at home should make it their primary concern to look to their wants, giving priority to them in view of the serious handicaps they may have to expose themselves to in a strange land. Strict supervision should be exercised by competent heads over their mode of living, habits in life, associates in social circles and amusements to which they may be permitted to frequent, so that they may not fall victims to undesirable habits. As it is with great difficulty that a student chooses his course of study, he should be in a position to know whether he could prosecute the course for the full period without dislocation in intermediate stages. Very many students are now being driven to the painful necessity of changing their subjects of study for want of proper facilities. Such changes would be seriously detrimental to the pursuit of their pet subjects. It is but just and proper that the High Commissioner should have facts and figures about Universities and courses of study ready at his disposal for the guidance of all students and thereby prevent students from being driven to the necessity of changing their subjects and ruining their careers.

— C. B.

Diploma in Journalism.

JOURNALISM as the fourth estate has captured the imagination of educationists more than the rest and has secured some recognition at the hands of the Madras University, which has come out with a decision to start a Diploma Course in Journalism. In this it keeps company with the Lucknow University which has already started such a course. It is a matter of common observation that there has been of late tremendous increase in the number of periodicals, Weeklies and Dailies and in fact we learn that there are now about

two hundred applications pending before the Government of India for the founding and editing of new Journals. Thousands of young men equipped with knowledge in all its different aspects, with a facile pen could be expected to find opportunities to distinguish themselves as eminent Journalists, Editors or correspondents and we congratulate the Madras University for catering to the need of the hour. In view of the importance attached to the linguistic division of India, it is probably time that other Universities too think of opening similar courses.

—C. B.

Using Research as a Basis for Educational Planning

With a view to using research as a basis for Educational Planning a Committee of the National Society for the study of Education, U. S. A. on Structural Reorganisation of Post-war Education has recommended :

1. that within the structure of education some agency or process should be developed to improve on the methods of trial and error of cumulative experience.

2. that to develop organised research commensurate with the needs of educational reconstruction great emphasis should be laid on the recruiting and training of personnel for educational research.

3. that since educational leadership will be increasingly dependent on educational research and since the worth of research is dependent on its use, there should develop the closest coordination of effort between administration and research.

It is a pity that little has yet have attempted or accomplished in the field of educational research in this country. Organised effort in this essential fields of educational service is very necessary. It is hoped that the educational authorities will give early attention to this important subject.

— K. S. Vakil.

THROUGH different PROVINCES

DELHI

EMPIRE SCIENTISTS' CONFERENCE

Delegates from India to the forthcoming Royal Society Empire Scientific Conference in London held a preliminary meeting under the chairmanship of Sir Akbar Hydari, Member for Planning and Development, Government of India. The meeting dealt with the allocation of subjects among the delegates and there were preliminary discussions on some of the outstanding problems which will come up before the London Conference.

The Conference is being organised by the Royal Society and will last three weeks from June 17 to July 8, 1946. The first four days will be spent in London after which the Conference will move to Cambridge for a week and to Oxford for another week, returning to London on July 6.

The Indian Delegation of 12 to the Empire Scientific Conference to begin in London on June 17 will include four Fellows of the Royal Society—Sir S. S. Bhatnagar, Sir C. V. Raman, and Professors, M. N. Saha, and Birbal Sahni.

SCIENTIFIC RESEARCH

FINANCE COMMITTEE'S GRANT

A meeting of the Standing Finance Committee was held on February 23, Sir Archibald Rowlands, Finance Member, presiding, at which further proposals were approved, the most important of them being development of scientific research and grant-in-aid to the Institute of Art in Industry, Calcutta.

One of the proposals concerning development of scientific research related to the expansion of the Electrical technology Department of the Indian Institute of Science, Bangalore, by establishing a high voltage engineering laboratory at a non-recurring cost of Rs. 23,13,000 and a recurring cost of Rs. 36,000 in 1946-47 and Rs. 45,000 a year in subsequent years.

Another proposal of the same nature related to a four-year development programme of the Indian Institute of Science. It was proposed to open new departments in the Institute namely a General Chemistry Section in the Department of Pure and Applied Chemistry, a Department of Metallurgy and a Department of Internal Combustion Engines. The total non-recurring expenditure of the development scheme would be Rs. 40,00,000 and recurring expenditure Rs. 2,25,000 in 1946-47 rising up to Rs. 3,59,000 a year in subsequent years.

A third proposal was concerned with the appointment of Indian scientific liaison officers in the U. K. and the U. S. A. The Committee was informed that the main function of these officers would be to disseminate information in regard to scientific research in these countries. The annual expenditure would be Rs. 97,000 in the U. K. and Rs. 88,000 in the U. S. A. in 1946-47 and 1,51,000 and Rs. 1,75,000 respectively a year in the subsequent years. The Committee approved the scheme in a modified form.

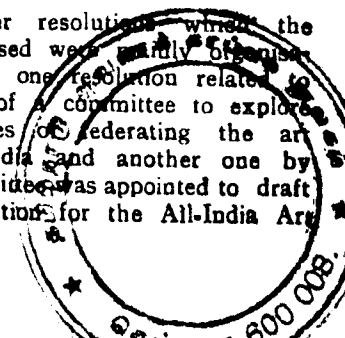
The proposal to give a grant-in-aid to the Institute of Art in Industry, Calcutta involved a grant to the Institute of, Rs. 45,000 in 1945-46. Rs. 75,000 in 1946-47 and Rs. 1,25,000 in 1947-48.

DEVELOPMENT OF ART

The First All-India Art Conference, which met under the presidency of Mr. D. P. Roy Chowdry, strongly recommended to the Government of India to take active interest in the promotion of arts.

The other resolution which the conference passed was a resolution in which one resolution related to the formation of a committee to explore the possibilities of federating the art societies in India and another one by which a committee was appointed to draft a new constitution for the All-India Art

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Society. By another resolution, the conference thanked the Viceroy and Lady Wavell for their great help and sympathy to the art movement in India.

ADULT EDUCATION

A Summer School for Adult Education workers will be held in Delhi from May 15th to 27th, under the auspices of the Delhi Adult Education Association. Those desiring further information should write to Mr. Ranjit M. Chetsungh, Director, Summer School for Adult Education Workers, 772, East Park Road, Delhi Karol Bagh.

INFORMATION DEPARTMENT

With the cut of Rs. 93 lakhs for the Information Department, it is likely the department as an independent entity will disappear. The broadcasting section, until it is handed over to a new and semi-autonomous organisation, may be transferred to the Posts and Air Department while the Publicity section may go to the Home Department.

MADRAS

DIPLOMA IN JOURNALISM

The special Committee appointed by the Syndicate of the Madras University to examine the recommendation of the Senate that a Diploma Course in Journalism be instituted in the University, has approved of the suggestion and favoured that admission to the course be restricted to Graduates (B.A., B.Sc., B. O. L.), that it be conducted in English but that it might be made applicable to the South Indian languages for which instruction could be given by the teachers in the University Research Departments.

The course would, the Committee recommended, extend over a period of one year and that the Diploma be awarded only after a candidate had produced evidence that he had pursued a period of training in a newspaper recognised by the Syndicate, for a period of not less than six months. The Syndicate has approved the recommendations of the Committee.

AIDED ELEMENTARY SCHOOL TEACHERS

The Government of Madras, have

passed orders enhancing the rate of dearness allowance to teachers in aided elementary schools from Rs. 8 to Rs. 16 a month with effect from February 1, 1946.

PHYSICAL EDUCATION

The Government have sanctioned a grant of Rs. 1,22,275 to the Y. M. C. A. College of Physical Education, Saidapet, towards the construction of a swimming pool and certain other improvements in the College.

GOVT. GRANTS TO ANNAMALAI & ANDHRA UNIVERSITIES

For the Engineering College opened by the Annamalai University at Annamalai-nagar, the Government of Madras have agreed to make a block grant of Rs. 2 lakhs a year. The Government's original decision was to make a recurring grant equal to two-thirds of the actual cost subject to a minimum of Rs. 1.33 lakhs and a maximum of Rs. 2 lakhs a year.

GRANT TO ANDHRA UNIVERSITY

A recurring grant of Rs. 1,17,400 per annum has been sanctioned by the Government to the Andhra University towards the cost of granting revised scales of pay to its teaching staff.

MEDICAL COLLEGE FOR GUNTUR

The Government have informed the President of the Andhra Branch of the Indian Medical Association that they have constituted a committee of experts to investigate and report on the facilities available at Guntur for opening a Medical College there and that a comprehensive scheme for the expansion of the Andhra Medical College and King George Hospital at Vizag, was also under consideration.

SCHOLARSHIPS FOR HIGHER STUDIES

ANDHRA UNIVERSITY

The Syndicate of the Andhra University, it is understood, has decided upon sending four teachers of the Andhra University for higher studies in America in Chemical Engineering, Technology, Geophysics and applied Physics at a cost of Rs. 10,000 for each person so selected

BOMBAY

VISUAL EDUCATION THROUGH FILMS

The abolition of the Information Films Section of the Department of Information and Arts of the Government of India, as a result of the passing of the cut motion in the Assembly, will not affect other plans of education through films.

The Government, for instance, have decided to provide full facilities for visual education through films, based on the advice given to the Central Advisory Board of Education by Mr. M. A. Fazal-bhoy of Bombay, at its meeting held in Mysore two months ago. Since then, large equipment by way of 16 projectors and over 50 educational films have been received by a Bombay firm, to whom the Government afforded special facilities for import.

Departments of education in several Provincial Governments as well as private educational institutions have provided funds for showing educational films to school children.

The imported films are all in English and deal with every day science, social hygiene and the manners and customs of people of various countries. But attempts are being made to have the script translated into Indian languages

BOMBAY PRIMARY SCHOOL TEACHERS' STRIKE

About one and a half million primary school-going children in the Bombay Presidency are compelled to suspend their tuition owing to the strike of 40,000 primary teachers which began on March 1. To their main demand of a basic monthly salary of Rs. 30 and provision of certain amenities, the teachers have now added the demand for an assurance from the Government that the strikers should not be victimised. It will be remembered that the Bombay Government recently issued an order that the salary of primary teachers in the province should be raised from Rs. 15 to Rs. 20.

AVIATION TRAINING

Two hundred university students are to be trained as pilots in an aviation train-

ing class to be opened in Bombay from April 15 to June 15. In training these students, the Government of India will be spending Rs. 2,000 per student.

C. P. & BERAR

PHYSICAL EDUCATION CONFERENCE

Mr H. V. Deshpande, Organising Secretary of the All-India Physical Education Conference in a communication says that the management of the All-India Physical Education Conference has decided to make the following concession to all the educational institutions in the country. Donations from amalgamated funds or by way of collections from students and staff will be thankfully accepted as the collective contribution of schools, colleges and all other educational institutions. They will be entitled to send representatives to the All-India and All-Maharashtra Physical Education Conferences which have been convened at Amraoti, Berar on the 28th 29th and 30th April 1945.

Justice W. R. Puranik, Vice-Chancellor of the Nagpur University, has been unanimously elected President of the 15th session of the All Maharashtra Physical Education Conference and Reception Committee Chairman of the first session of the All-India Physical Education Conference.

KHAIRPUR DURBAR & HARIJANS

The Khairpur Durbar have ordered that all the State temples and public institutions including educational institutions be thrown open to Harijans (states a United Press report from Nagpur).

PUNJAB

LAHORE TEACHERS ON STRIKE

Three hundred teachers of schools run by the Lahore Corporation went on strike on March 1, demanding increase in their salaries.

SIND

SEPARATE UNIVERSITY FOR SIND

A Government Bill to establish a separate University for Sind has been

published on 9th March. The proposed University will be of the examining and affiliating type for the present. But the ultimate aim is to make it a teaching university as well. The University shall undertake post-graduate teaching from such date as the Provincial Government may direct. The communal representation on the Senate has been proposed at 60 for Muhammadans and 40 for non-Muhammadans. The Governor and the Premier shall be the Chancellor and Pro-Chancellor respectively.

Any person who donates Rs. 50,000 to the University or for any specified purposes thereof shall become a fellow of the University for his or her life. The number of fellows for life has been limited at present at 5.

TEACHERS' STRIKE IN KARACHI

About 700 teachers of the primary schools in Karachi struck work on March 12 and both men and women teachers wearing badges of "hungry teachers" marched in procession towards the Secretariat. They sat near the Secretariat steps and presented their demands to the Assembly members.

A deputation of five of their leaders met the Education Minister, Pir Illahi Bux, who assured them of sympathetic consideration of their demands. Their demands include increased Government grants to their schools which are at present unable to increase their pay and allowances.

HYDERABAD

PROMOTION OF ARTS AND CRAFTS

H. E. H. the Nizam's Government have sanctioned Rs. 5 lakhs from the Excess Profits Tax for the purpose of opening arts and crafts centres where destitute and helpless women in the State would be given courses of training to enable them to earn their livelihood.

The Government have addressed 25 prominent women social workers of Hyderabad requesting them to form a Central Committee for organising and managing such arts and crafts centres in the State.

A Central Committee is formed and it is proposed to make a beginning by opening a centre in Hyderabad City in April.

MYSORE

METHODISTS CRITICISE SARGENT SCHEME

The General Synod of the Methodist Church in India, Ceylon and Burma, which had been meeting in Mysore for about four days, decided after a discussion, that in the interest of Education itself the Church should resist the complete secularisation of education foreshadowed in the Sargent Report. It was stressed that the Church should still be allowed to make its own contribution to a truly national system of education.

COCHIN

UNIVERSITY FOR COCHIN

Presiding over the Annual Day of the Sacred Heart College, Thevara, Prof. P. Sankaran Nambiyar, (Principal, Maharaja's College), said that it was possible that Cochin would have its own university in the very near future.

Prof. Nambiyar referred to the agitation carried on in Travancore by Catholics and deplored prejudices based on religious factions. A policy of live and let live was the crying need of the hour, he added.

JAIPUR

JAIPUR MEDICAL COLLEGE

His Excellency the Viceroy laid the foundation of the Jaipur Medical College on March 13.

Speaking on the occasion, His Excellency said that the lack of medical facilities in India, as had been shown by the Bhore Committee was one of the major social deficiencies which need to be remedied. He congratulated the Maharaja and the State on this beneficent undertaking which, he said, was a very necessary and fitting complement to the series of medical institutions which had been founded in the State.

PUBLIC OPINION

LORD WAVELL ON DEVELOPMENT OF INDIAN ART

Lord Wavell, the Viceroy, opened the First International Contemporary Art Exhibition. About 450 paintings of artists from India, the U. K., the U. S. A. and France were on show. His Excellency, declaring the exhibition open, said:

"I think everyone is agreed that the time has come to give active encouragement to young artists in order that India's art may be developed and flourish. The Government of India have recently decided that the Department of Information and Broadcasting should become the Department of Information and Arts: though artistic effort should be fostered mainly by private enterprise, it is believed that Government can do something to encourage it without attempting to control or interfere with the natural development of any branch of art."

PANDIT NEHRU'S VISION OF A NEW INDIA

Pandit Jawaharlal Nehru, in the course of his address to the Calcutta University Convocation on March 9, said, that India wanted contact with other countries of the world.

Nehru said: "It seems to me that there has hardly been any time in recorded history that humanity has faced such enormous possibilities of change and transformation as it is faced to day."

"It is obvious that the period of history that we have passed through—these 150 years of British

rule in this country—is coming to an end. It is obvious that British imperialism in India is a faded affair or more or less a fading affair and that India will have to function according to her own policy.

"Have a vision of a New India and Asia and a new world before you. I do not know how many of you will see the full realisation of that vision. It is not that I am talking of new India in terms of political independence, for that I take for granted. The immediate problems before India are feeding, housing and clothing four hundred million people."

"The British connection had made India look at problems through alien eyes. The rulers had closed our landways and controlled our seaways and we lost touch with our neighbours. Independence to India now means, she steps out to a new relationship of an elder sister to neighbouring countries. Freedom for India means, we can never be the appendage of any other country. We must choose our friends, decide our foreign policy and go ahead with our plan of action", Mr. Nehru added.

MR. LIAQAT ALI'S ADVICE TO STUDENTS

Nawabzada Liaquat Ali Khan, General Secretary of the All-India Muslim League, addressing a meeting of students at the Islamia College, Lahore, exhorted the students to maintain discipline in their ranks, and desist from violent demonstrations.

He said: "Students all over the country have recently been indulging in arson and violent demonstrations. I advise you to desist from all acts of violence individually as they do not lead to any useful results. Discipline among the students should be the first item on their curricula."

MR. ABBAS KHALEELI ON TECHNICAL TRAINING

Delivering the valedictory address of the Association of Technologists of the Madras University at the Engineering College, Mr. A. Khaleeli, Director of Industries and Commerce, to the Government of Madras made a strong plea to the students of technology, laying more stress on practical training in the factory and the workshop and suggested some ways for improvement in this direction.

Mr. Khaleeli said that the first thing that was necessary for receiving sound practical training was for the College to have adequate equipment of its own with a workshop attached to it. The Government should set up model factories where young men could get their training alongside with their theoretical work. The industrialists of the country should also offer their voluntary co-operation in the provision of technical training to the students.

Proceeding, Mr. Khaleeli said: "We all talk of sharing the secrets of the atom bomb, but, here the students are not even allowed to share the secrets of the industrial processes." The position was rather difficult, but the Government as far as it lay in its power should insist that whenever it brought goods from a particular factory or firm abroad, facilities were given to its students for getting some first hand training.

Concluding, the speaker said that there was the question of who was

to be in charge of the technical education of the Province. To day they found several agencies like the University and the Department of Industries doing their work in the field. But it was not a sound arrangement. There must be a director of technical education who will be in charge of a separate technical education department guiding the whole field.

DR. SIR C. R. REDDI ON STUDENTS AND CURRENT PROBLEMS

Delivering the Presidential Address at the 103 Anniversary of the Pachaiappa's Charities, Madras, Sir C. R. Reddi said that it was their duty to study well. They must think for themselves, collect facts, carefully classify and analyse them and then come to conclusions. They must understand the significance of the term 'National Government'. In a complex country like India, simple slogans and *Sutras* would not carry them very far and the ballot box was only the beginning of the difficulties. The selection of the true representatives of the Scheduled Castes had for instance, become a problem. Then there was the problem of forming composite cabinets in certain provinces. These were problems which the students must study. There was also the question, what were the standards by which they should judge progress? Progress should be determined in relation to the nation's relative efficiency at co-ordinating with other leading nations of the world. It would not be sufficient if it was stated merely that they were better today than yesterday. They must not only be self-sufficient but should develop the country's specialities. In evaluating their National Government they must follow international standards.

Canada's Role in International Education

MANY groups and organizations in various United Nations have been considering the problem of educational reform and reconstruction in the post-war world. In the United Kingdom early in 1943 was convened the London International Assembly which, in conjunction with the Council of Education for World Citizenship, published a large and detailed report entitled "Education and the United Nations." In the United States in the spring of 1943 the Educational Policies Commission of the National Education Association published a corresponding document bearing the title "Education and the People's Peace." A second group, the United States Committee on Educational Reconstruction, in conjunction with the Institute of International Education, has also been active in the field of educational reconstruction.

Of all the efforts in this respect, two conferences, one in London, England, the other at Harper's Ferry, West Virginia, are most significant. In November, 1942, in London was convened the conference of allied ministers of education under the chairmanship of Rt. Hon. R. A. Butler, President of the Board of Education. This conference has been sitting once every two months since then. The ministers of education of all the governments-in-exile are members of the conference on which the Board of Education, the British Council, the Foreign Office and the Scottish Education Department are also represented. In May, 1943, Rt. Hon. Vincent Massey, High Commissioner for Canada in the United Kingdom appointed a Canadian observer to the conference, D. V. Le Pan. The United States, the Soviet Union, China and other dominions are also represented by observers.

The problems which this conference is considering are primarily those connected with the task of re-establishing the system of education in the occupied countries of Europe after the war. These problems include the provision of books and periodicals to devastated national and university libraries; the recovery from Germany of the scientific equipment and art treasures which have been stolen; the possibility of training teachers for service in Europe; the publication of new school text-books to replace the partisan tracts prescribed by the Nazis.

The conference has done a great deal of preliminary spade-work. Information has been pooled about the present state of education and educational facilities in the various occupied countries, and rough estimates have been made of the damage which has been done and of the replenishments which will be needed.

In issuing a statement concerning the conference on August 10, 1943, Mr. Massey made specific requests as to Canada's participation in the work of educational reconstruction:

"Canadian participation in the work of the conference is warmly sought. It is hoped that Canada will be able to provide some of the educational supplies which will be urgently needed. Specifically, I have been asked to inquire whether Canada would be prepared to restock the national and university libraries in Europe which have either been censored and pillaged by the Nazis or have been gutted by military action. The books and periodicals required would fall into four classes:

"(a) standard works to replace those which have been destroyed,

"(b) books published during the war (these, of course, have not been available to European libraries),

"(c) government publications and the periodicals of scientific and learned societies,

"(d) books about Canada or by Canadians. (This category of books stands on a somewhat different footing from the other three, since in the case of most European libraries it would represent an addition rather than a replacement. The allied ministers, however, have especially asked that attention be paid to this possibility.)

"It has also been suggested that, because of the shortage of paper, both here and in the occupied countries and because of the dislocation of the publishing trade, arrangements might be made in Canada to publish the text-books which will be necessary."

The particulars of Canada's participation in the proposals of the conference cannot be determined in detail. Canada has, however, pledged its co-operation.

This London conference is limited in scope. Its members have been limited to representatives of the European allies. Its work has been connected with only one of the problems of world-wide educational reconstruction, that of the occupied countries of Europe. Realizing its limitations, the conference has looked forward to a United Nations organization in which all the United Nations would be represented by members. Such an organization has already been proposed.

In the United States approximately 30 educational associations with special interest in international education have joined in forming a liaison committee for international education to study the educational needs of the post-war world and to aid in the co-ordination of their respective activities. At a meeting of

the committee in May, 1943, action was taken to invite an educator from each of the United Nations and associated nations and of neutral nations to join in forming an International Education Assembly, a co-operative body in which the representatives of the various countries should participate as equals. As a result, educators from 26 nations participated in the first meeting of the assembly at Harper's Ferry, West Virginia, in September, 1943.

Among the 63 participants was Canada's representative, Dr. Norman A. Mackenzie, president of the University of British Columbia and chairman of the Wartime Information Board.

The conclusions reached at the Harper's Ferry conference have been formulated in a document of proposals entitled "Education for International Security." This document includes proposals (1) for the formation of a permanent international organization for education and cultural development as well as a temporary organization to deal with the immediate post-war educational problems; (2) for the rebuilding of the educational and cultural facilities and services in the devastated United Nations; (3) for the reconstruction of education in the Axis countries, and (4) for education for world citizenship. The detailed proposals relating to these four general topics have been formally endorsed by the Liaison Committee for International Education.

Canada is co-operating with this liaison committee. After Dr. Mackenzie's participation in the Harper's Ferry conference, permanent liaison for Canada was arranged. As liaison officer Dr. J. E. Robbins of the education statistics branch of the Dominion Bureau of Statistics has been appointed to maintain contact with the committee.

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