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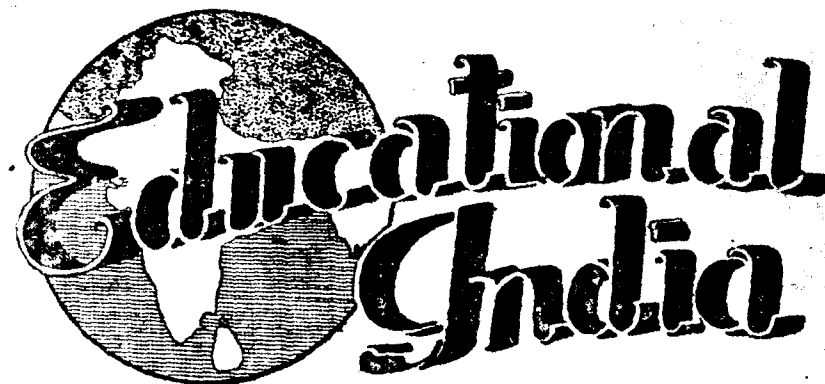
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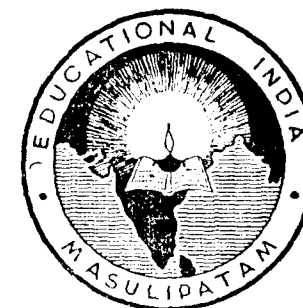
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EDITOR :

Prof. M. VENKATARANGAIYA, M. A.

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EDUCATION AND SOCIETY

By A STUDENT OF SOCIAL SCIENCE

It is an old saying that knowledge is power. Education is an instrument which imparts knowledge and therefore indirectly controls power. Therefore, ever since the dawn of civilisation persons in power have always tried to supervise or control education. It has been the handmaid of the ruling class. During the Christian Era the ecclesiastic controlled the institution of education and diffused among the people the gospel of the Bible and religious teachings. These gospels and the teachings were no other than a philosophy for the maintenance of the existing society. It taught the poor man to be meek and to earn his bread with the sweat of his brow, while the priests and the landlords lived in luxury and fought duels for the slightest offence. During Renaissance, education passed more and more from the clutches of the priest into the hands of the prince. In other words, it became more secular. It was also due to the growth of the nation states and powerful monarchs who united the country under their rule. Thus under the control of the monarch education began to devise and preach the infallibility of its master, the monarch or king. It also invested and supported fantastic theory like the Divine Right theory—and that the king can do no wrong etc., With the advent of the industrial revolution Education took a different turn and had to please the new masters. It now no longer remained the privilege of the baron class but was thrown open to the new rich merchant class of the society. Yet education was still confined to the few elite. The phi-

losophy which was in vogue during this period was that of 'Laissez-Faire' restricting the function of the state to a mere keeping law and order while on the other hand in practice the law of the jungle prevailed in the form of free competition and the survival of the fittest. This theory would not allow or grant the right of every man to get educated. It was only after the French Revolution and the Russian Revolution that we have begun to claim education as one of the rights of every citizen and that the state is responsible for providing its citizen the facilities to fulfil those rights.

The Educational system helps to maintain the status quo. It tries to justify and explain the existing system of society or government. It tried to support the kings in their Divine Right, the industrialists in Laissez-faire and the Nazi-state in saying that the individual is subordinate to the state. It is a pity therefore that the educational institutions have helped very little in promoting the progress of civilization. Whatever progress was achieved was in spite of the educational system. The educational system disregarded Galileo, Luther, Voltaire, Rousseau and Marx. It opposed them and ridiculed them as idealists and utopians but never showed any sympathy towards them nor took trouble to ascertain whether there was any truth in their writings. And therefore this institution without the guide of the idealists and visionaries lived only in the past and present. But like an ostrich it refused to look into the defects of the present and mould the future. This living and blind-

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fold life did not remedy the evils. On the contrary they grew large and unbearable, and could only be removed by a violent upheaval. Thus we find that the gradual march to progress is disturbed by violent revolutions which are followed by comparatively disturbed periods. If that educational system had also as its ideals the future of society, then it would have led the society from progress to more progress without undue disturbances.

We in India to-day are passing through most critical times. We are in a transitional period which moves at an atomic speed leading to where no one knows. In such circumstances it is very necessary that we have to keep pace with the changing world to avoid a catastrophe. And the instrument that can help us to educate and prepare the people for the new world is education. The education in India has been till now controlled by the imperialist rulers. It had its utility and value for the

imperial masters. It is totally unfit for the new situation and outlook we are developing and therefore it cannot merely be modified or changed, but has to be thoroughly altered beyond recognition to serve the new conditions and environment. Otherwise it would be a great hinderance to our rapid progress towards new life.

Our education therefore has to throw old garments and adorn the new ones and prove to the society that it has followed the right path. Otherwise the society will move on without the help and guidance of educational institutions. Wherever such things have happened we have seen that the whole structure of society is given a violent shake resulting in anarchy—which for a time retards the progress of society. If we are to adapt to the new environment peacefully and with even progress, our educational institutions will attain our goal or else revolution and anarchy are a certainty.

First All-India Physical Education Conference, Amraoti.

The organisers of the First All-India Physical Education Conference announce that the Conference will be held at Amraoti, Bombay Presidency, along with the 15th All-Maharashtra Physical Education Conference from the 13th to the 17th October 1946.

A symposium on "Physical Education and State Responsibility" is being arranged, the leader of the symposium being Dr. V. S. Jha, Director of Public Instruction C. P. and Berar.

An invitation to all interested to attend the Conference and take part in the proceedings is issued by Sri H. V. Deshpande, General Secretary, All-India Physical Education Conference, Amraoti to whom all communications may be addressed.

G. F. ANDREWS.

Chief Inspector of Physical Education, Madras.

HEALTH AND HEALTH HABITS

By Sri S. V. PINGLE, B. A., B. T.

AMONGST other things, the health of the present day school-going children is a matter for grave concern. Their health is not what one wishes it to be. Their body-growth is either under-developed or non-developed. Though the most important of the problems, it is, sad to say the most neglected in the schools of the land. The reasons for this are not far to seek.

In the first place, the fact that the health of the children is a joint responsibility has not been sufficiently recognised. It is a partnership between the parent and the teacher. As in the matter of first-steps in child education, the first lessons in Health and Hygiene are to be given to the child by the parent, preferably the mother. But, alas! how many of the parents are really conscious of this duty? Not three in a hundred.

It has been remarked that man is a bundle of habits, and that "child is the father of man." Let the parent and teacher deign to see the truth in these statements. It will follow that the parent should train the child in the right habits of health, in right attitudes and dispositions at the earliest opportunities. Early rising, attending to calls of nature in the morning, washing, bathing, eating, walking and sleeping and the like tasks must be got done by the child from the beginning. Similarly, late rising, irregular attention to calls of nature, over-eating and over-sleeping, all these should be discouraged. Indifference to these on the part of the parent, will only lead to poor health of the child.

A question crops up here, and it is: how about the health habits of the parents themselves? The answer to this is not easy. In the first place, the parents themselves are not enjoying good or perfect health. They are given to irregular health habits. Their ideas of cleanliness are strange. They may purge their own homes of the accumulated dirt, but will not hesitate in the least in quietly throwing the rubbish beside their neighbour's house. The general idea is that once the rubbish is cast out of the house, their duty is done and they are secure from any disease. Can there be a more glaring instance of self-delusion?

Most of the parents are physical wrecks. They are under-fed, and so under-developed. Poverty is the bane of the Indian parents. This has directly told upon the physique of their off-spring. Further, ignorance and superstition on the parents' part has largely contributed to the poor health of children. In so short a space as this, it is not possible to dilate upon this point. Suffice it to say, that many parents are irresponsible in the matter of child's upbringing, and they, within the resources available, are not doing every thing by their children.

So much about the parents; what about the teachers, the other partners, in the matter of child's upbringing? It cannot be claimed that the teachers are paying to this problem all the attention that it deserves. To a certain extent, the present system of education has been responsible for this sorry state of affairs. For it has not laid down

any definite curricular course in regard to Health Education. Nor does the Medical Department with all its elaborate and expensive machinery and other resources doing its duty by the school children. The medical examination of children conducted by the department is any thing but an examination. It is a farce. The Medical staff is notorious for its indifferent annual inspection of the health of the children. "No abnormalities detected," is the highest common factor of the health reports of the children. Yet hundreds of boys and girls are heirs to all sorts of ailments.

In the matter of education, nothing succeeds like examples,—good and noble examples set up by the teacher. And what specimen of health is the teacher himself as he stands before his students? If he is honest, the teacher will find it very difficult to answer this question. Barring particular instances, the school-masters in India are, as a rule, notorious for their indifferent health and health habits. Some of them are good smokers and chewers of betel leaves. Because of their late rising in the morning, they have, of necessity, got to hurry through things. Consequently, their preparation for the day's school work, the writing of notes of lesson, private tuitions, etc., are all done in the greatest possible haste, and therefore, done most unsatisfactorily. Next, they eat their food hurriedly and dress themselves hastily, and actually race to the school. There again, they take to foul short-cuts and stinking by-lanes and avoid main streets that they may curtail the distance and reach the school in time. Despite these super-human efforts, they are, more often than not, late to school. Now is not all this hurrying and racing immediately after meals undesirable

and damaging to health? And yet they have the boldness to parade before the students as models of health and conduct. So long as teachers of this stuff exist in our schools, there is little prospect of health salvation for school-boys and girls.

Along-side the teaching of the 3R's, instruction in health matters must also be given to students. The weekly Hygiene period must be taken up seriously and greater emphasis must be laid on the demonstrative or practical side of the problem. The drill or physical exercises must be got done after having kindled the students' zeal and earnestness. The traditional drill-master must be replaced by a Physical Instructor, well qualified, and conscientious of his duty. He must devise ways and means to make the physical exercises attractive and interesting to boys and girls. The headmaster must give every encouragement and assistance to the instructor. Canteens must be opened and milk and fruit supplied to poor and needy students. The tendency to buy things from vendors sitting in front of the school should be strictly discouraged.

The Nursery Schools and the Kindergartens are the right places where the children can learn health and hygienic habits such as, the cleaning of nails and teeth, bathing, washing of clothes, dressing of hair etc. The importance and benefits of these institutions must be tactfully made known to the parents through propaganda and publications. They should be conducted on the most economical lines so that the expenditure may be the lowest, and minimum possible fee per head may be charged. This is to induce the parents to send their children in larger numbers. Women teachers can turn out better work than the men teachers in these institutions.

In a class of 40 children it is a common sight that a third of them are affected by some disease or other. Itches, eyesore, ear discharge, poor sight, poor audity etc., these are some of the common complaints with the boys and girls. The class-teacher should immediately send for the parents or guardian or write to him in the matter of speedy treatment of the ailment. If two or three warnings are of no avail, the boys or girls affected must be segregated in the class. The headmaster must arrange with the government doctor for the due treatment of the malady. Time must be found for this work even if it be at the expense of the daily academic work. Nothing can be more important or essential than this.

The teacher should, before the day's lessons begin, ascertain if the boys have attended to personal cleanliness. If they have not, they should be sent home at once, and asked to return neat and tidy. The teacher will do well to appoint healthy monitors to detect cases of personal uncleanness, wanton violation of laws of health, and disfigurement of school building and walls. These cases must be tactfully and severely dealt with. A spirit of competition in matters of neatness and cleanliness must be created and fostered among students by the school authorities. The best boy must be suitably rewarded on occasions such as Health Day or during Health Weeks or campaigns. The co-operation of the parents, local private doctors or of the Civil Surgeon may be advantageously enlisted.

The Science department of the school also can do a lot in caring for the student's health, and in procuring medical aid for the needy boys and girls. It must train a batch of spirited young men and women in First Aid and Nursing. Ordinarily, common ailments such as itches, eyesore, ear-

discharge, cough and cold can conveniently be treated for by the science staff. It is really very unfortunate that the school should send its boys and girls to hospital for treatment of such common cases as bruises, hurts, cuts, wounds, bleeding and so on. Attached to the science room, there must be a sick room where the temporarily ailing student may take rest.

All this, I admit, is a tremendous task, calling for a great deal of tact, patience, sympathy and energy. But when we seriously ponder over the fact that we teachers are supposed to be the custodians of the legion of innocent children that come to us for light and learning, we shall not be abashed by the enormity of the task. Money is no doubt one of the counting factors, and that, without money, the few suggestions appearing above may not all be implemented. But my point is that, labouring as we are under diverse limitations, we could still do a lot towards the cultivation of health habits in boys and girls even in the absence of monetary aid from outside. Within the resources available, we can do much towards the up-keep of the physique of our students. Something more is expected of us than the routine teaching of the 3R's. Let it be remembered that unlike other professionals, viz, the Doctors, the Engineers and the Lawyers, the School Master's work does not consist of certain specified units of tasks to be accomplished in certain fixed periods of time. It is a continuous task lasting to the day on which the student leaves the portals of the school or college for the last time. The teachers' work, it has been well observed, is a mission, and the teacher is a missionary answerable to God. Let the teacher prepare to give a good account of himself.

Headmasters and the Present Times *

By Sri N. V. KINKAR, M. A.,

M. E. Society, Poona.

WE are living at a time when one world is dead—the world of war and the other is yet to be born—the one of peace and stability. Our country is entering upon a new phase of life that is permeating every field of activity. Naturally education is feeling the impact of the outside forces that are working in the country and a new sense of “nationhood” is rising up. A certain consciousness of power and rights is, as a consequence, stirring the youths of the country and we, as Head-masters, cannot but welcome these signs of the times and appreciate the force and vitality of the currents that are sweeping across the country.

Young India's Mind

When I say that the present times are a challenge, I refer to this renaissance—the change that is coming over the youths of this country and to the problem of understanding this young India's mind, with its aspirations, hopes and ideals, and of directing its energy into the right channels of constructive work and useful service. It is in a way heartening to find that the youths are becoming more and more alive to the work of national service and more and more willing to participate in the larger world outside the school. Though we cannot subscribe to the dictum of Lennin that “the school, apart from politics, is a lie and hypocrisy”, still we have to admit that school life can never remain unaffected and uncoloured by the political and social thoughts that

prevail outside its walls. The days of isolation are gone. An educational institution can no longer work in seclusion and remain aloof, far away from the maddening crowd, engrossed in the contemplation of its own problems. It is bound to respond to and reflect the outside changes that come over the land. Welcoming, therefore, this enthusiasm and this national awakening and its expression, sometimes degenerating into rowdiness and open defiance, we have to grasp its deeper significance and rich meaning and interpret it rightly and use it for enriching our education activities.

It would require the greatest patience, and understanding to direct these activities in a way as to make the student evaluate things rightly and find out what is mere “froth and bubble” and what is lasting and valuable.

All the while we cannot forget that youth is a priceless heritage of the country and as persons responsible for its growth, we would be failing in our duties if we would try to suppress these activities in the name of order and discipline and hope to quench the flame of their aspirations, instead of trimming it so that their path would be well lighted, revealing to them not only the glory of the future but the pitfalls in the way too. The task is difficult and a delicate one, taxing our patience and energies to their utmost. Upon how we adjust ourselves to these challenging times, holding fast to the unchanging ideals in education and yet availing ourselves of the “new-tide” in the affairs of our land, depends much of our future educa-

tional progress. In dealing with such delicate situations lies the real and the greatest problem of maintaining discipline without restraining the naturally free expressions of youthful feelings and the activities that enrich the body and the mind, but of ‘sublimating’ them and creating love and reverence for every thing that is great, noble and sacred. This will be a crucial test of our watchfulness, patience, personality and vision.

Awakening among Teachers

Just as students are becoming more and more conscious of their strength, sometimes organised, so there is an equally significant awakening among the teachers. It is really a happy sign that there are many Secondary Teachers' Associations in this Province and they are, as in Poona, working in cooperation with our Associations, for the object of redressing the grievances of the Teaching Class and improving its status. Due partly to the publication of the Sargent Report and its insistence on the immediate work of improving the lot of the teachers, due partly to the work of the Associations and more to these changing times, public opinion is being created in favour of bettering the lot of the teachers that have so long been neglected by society.

I need not refer here in detail to this life of poverty and privation that has been sapping the energy of the workers in this field. Robert Little, an American writer, in an article called “National Disgrace” while pointing out that teachers are being paid less than what their pupils get, remarks “We can immeasurably improve education by paying more for it. There are, of course, some teachers—one hopes that spirit will never die—who would go on teaching

even if they were not paid at all—out of sheer love of their art and the young human race. There are also others who are not worth even the little money they get but nearly all teachers and head-masters would hold up their heads higher in the community and laugh oftener and be better people and better teachers if they were better paid.”

It is regrettable to find that strenuous efforts in this direction are not as yet meeting with that kind of success which they deserve, and the uphill task of convincing those who hold the purse to give the necessary aid to the workers in this field will have to be continued with greater energy and vigour.

In private Institutions, signs are not wanting to show that there are discontented teachers—whatever reasons there may be for their discontent and frustration—and it will be in the interests of sound administration and a healthy tone to seek co-operation from the staff and make them feel confident that they can work out their ideas and enjoy as much freedom as is possible in such educational bodies.

Academic Freedom to Staff

Besides, the changing times also demand that the schools should not be merely working machines but steadily growing systems and as such the staff should be given more academic freedom, and a large share in the administration of the school. Attempts should be made to see that teachers are interested and take due pride in the working of the school, of which they form a part and parcel, and willingly and ungrudgingly give their best to the schools they work in. We have to realise that “every good school is a fellowship, shaped by a common

* Extracts from an Address delivered to the Bombay Provincial Headmasters Conference.

feeling that animates it, and by the activities of all who take part in it—the pupils—the teachers—and the Head Master." If we want that our institutions should be types of democratic life and if we are going to train our youths for that kind of civic life, it is high time for us to allow the staff to shoulder much of the responsibility of not only planning the school work but of executing it and even directing, in many cases, the policy of the institution. Our strength should come not merely from ourselves but from the willing co-operation of a contented staff and the loyalty and love of the youthful hearts.

The School and the Home

In times to come, it is the common people who will ultimately decide the educational policy of the country. At least they will largely influence our working and shaping of it. As such, it is necessary for us to have Parents-and-Teachers Associations which are a vital need of the day. In America, Canada and other countries, earnest efforts are being made in this direction, sometimes through journals devoted to the work of cementing the relations between the parents and teachers and the public too. If our Associations start such activities or co-operate with them, the school and the home will be brought nearer and closer and some of our problems will be solved. We cannot forget that the Press too is a powerful element in these days, moulding public opinion and creating a favourable atmosphere and the work of education would be greatly helped if in our task, we seek the co-operation of this agency. In short, we have to make a genuine attempt to harness the activities of the youth, to enlist the intelligent co-operation of the staff

working with us, by giving them full scope and academic freedom for their growth to strive for their economic security, and to enlighten the public, inviting their help for the common cause, meeting all on a common basis.

Efforts at Reconstruction

These factors of 'human relationship' in education that are growing every day from strength to strength will have to be co-ordinated and harmonised, instead of being allowed to run against and come in conflict with our activities. It is the Headmaster who can and has to harmonise and bring these elements together to serve a higher purpose and out of their activities weave a pattern, which though of different threads and shades too, will be one unbroken and unified piece. Our Associations, besides dealing with subjects of academic interest and importance, will have to work as interpreters—public relation officers; for in our work of reconstructing education, according to a broader new conception to suit the demands of the times, we would require their help as 'allies' to our cause. If they fail to understand us, or we, them, if we misinterpret their movements or their views, and they, ours, our efforts at reconstruction would be well-nigh fruitless.

It may be argued, 'sufficient unto the day is the evil'—why do you add to it? Well, the answer is 'you have to do it.—The Times demand all these and you should not be found wanting'. Here is, therefore, a challenge to us and an opportunity and our attitude in this critical moment towards these new problems, firm yet sympathetic, will go a long way in promoting the growth of a really national education in India.

I have cursorily touched some 'broader issues,' which in my

opinion have begun to loom strikingly large on the horizon. I have made no reference to our relations with the University and the Department. It might be said that I have not done so because they do not come within the pale of 'Human relationship' and no longer belong to the "Divinity that shapes our ends." I have left untouched the problem of vocational education which is a growing need of the day. If education is, as is rightly called, the training of the living by the living for the living, we have to see that not only do we give the pupils knowledge, but skills that would prepare them for a further occupation and a decent life. I would only remark in this connection that the problem is linked with the industrial and economic life of the country which needs so much expansion that all qualified are absorbed and the danger of unemployment averted.

The only thing I would like to say before concluding would be that the time has come when we have to give up the attitude of indifference and organise ourselves with greater vigour and be strong—qualitatively and quantitatively. We have to interpret the coming events, understand the shape of things to come rightly and mould our future educational policy in that light. Such a healthy construction—this building up—would require time and labour but the attempt is worth while. Instead of becoming narrow-minded and subsiding into contented rabbits, let us insist upon a steadily growing educational system and encourage every honest effort for its achievement and for its translation into the most efficient practice. Then only can we say to ourselves that we have done our duty by our schools and by the nation and contributed our share to the building up of the India to come.

EDUCATIONAL RECONSTRUCTION National Planning Committee's Scheme

By Prof. V. MUTHU IYER, M. A.

THE scheme of Educational Reconstruction drawn up by the Priority Sub-Committee of the National Planning Committee is in every way worthy of high-souled patriots and educational experts to whom the drafting of this plan was committed. It outlines a programme of universal, free, elementary education of over 6 or 8 years duration. The Committee has rightly insisted that the education of the community up to a minimum standard is the absolute and inescapable obligation of civilised society. It is therefore the paramount duty of the state to provide for universal, free, ele-

mentary education. Ultimately it must be the aim of the state to make education in all its stages, elementary, secondary, university, absolutely free to its subjects. It is imperative, therefore, that a minimum standard of education at least should be provided free of cost as a beginning.

The percentage of illiterates in the country is quite appalling. It has been estimated by the National Planning Committee that 90% of the total population are illiterate. In this respect we are lagging scandalously behind other countries. The

recent history of Soviet Russia shows what can be achieved even in a small period by a patriotic government which sets before itself resolutely a programme of educational reconstruction. It must be possible to evolve a Five year or Ten year Plan in India which will produce similar results.

The method that has been suggested by the Planning Committee for financing the new Plan is the funding of agricultural debt through the state. The Report points out how the agriculturists of India labour under a heavy load of indebtedness, a load that is all the heavier on account of the high rate of interest ranging from 12% to 75%. The debts of the individual agriculturists can be consolidated and taken over by the state, the Provincial Bank in each province being made use of for the purpose. If all the debts are funded at 10% simple interest to be paid to the state, the heavy burden of indebtedness of the cultivator would be considerably lightened. The aggregate sum of agricultural indebtedness, though it has been variously estimated can be roughly put down at 2000 crores per annum in the Provinces and the States. The annual interest that is paid on this enormous debt cannot be less than 250 crores. The difference between the interest that the Bank receives and the interest that the Bank pays to the creditor at 5% is at least 100 crores per annum in the Provinces of British India while in the Native States it would be about at least half that amount. Thus an amount of 150 crores per annum would be available immediately for financing the new scheme.

The National Planning Committee has done well to lay emphasis on Adult education. The number of adult illiterates in the country has

been estimated by them at 25 crores. An efficient programme of adult education for both men and women, both for those who are past the school age and those who remain illiterate through wastage or stagnation during the school period should be put forth and worked out. In a country like India where the people are so notoriously poor it is of great importance, as the Committee has pointed out, to provide books, stationery and other equipment free of cost to all children as well as adults, receiving education.

For the effective working out of the Committee's plan it is necessary to employ a large number of teachers. The Committee has made an interesting suggestion that the conscription of qualified persons can help to solve this problem. Those who have completed the secondary stage of education, whether they intend to go up for university education or wish to take up some occupation, must be pressed into this national service. It must be made a condition precedent to the admission of a student to the University courses of study or to any occupation that he must have made his contribution to the liquidation of illiteracy in the country by working as a teacher for some time in the elementary schools or adult education centres. To qualify and equip these conscript teachers for this important national service, a compulsory training would be given to them in the last year of the secondary school. During this period the conscript teachers under training would be housed and clothed at public expense. The obligation to render this social service must be made universal and exemption can be given only on grounds of permanent invalidation or specific disability. In all about 250,000 teachers will be available

according to this scheme of conscription to help in the work of educational reconstruction.

The National Planning Committee realises the importance of the radio and the motion picture as instruments of popular education. They insist that these should be freely and widely employed in the elementary schools and in the centres of adult education.

The Committee is alive also to the importance of the necessity of providing for the education of children under school age. They have therefore suggested the starting of free kindergarten or nursery schools for the education of these children. The maintenance of these schools may be entrusted, according to the Committee, to employers, local governing bodies and voluntary associations.

The scheme thus outlined is a wide and comprehensive one and there can be no objection to giving it a fair trial. The two important requisites for the effective carrying out of any plan of educational recon-

struction are finance and personnel. The Committee's suggestion regarding the funding of agricultural debt makes a sum of 150 crores immediately available for the new scheme and this compares very favourably with the 31 crores now spent by British India on education of all stages. There are already 200,000 schools in the country offering elementary education and these can be extended and remodelled to suit the requirements of the new scheme. The building of new schools which, according to the estimate of the Committee, may cost about 100 crores, may also be undertaken by following a public loan to be repaid in 10 or 15 years. As regards the personnel, the Committee's conscription scheme harnesses the service of 250,000 persons and it is also proposed to start training schools to prepare the lakhs of teachers that will be required to work the new scheme. Thus the main problems can be solved if the suggestions of the Planning Committee are worked out and thus we are brought within view of the realisations of the ideal of universal, free elementary education.

CHINESE SCHOOLS

Dr. Chu Chia-hua, Minister of Education, announced, in a recent address to the People's Political Council, that a large-scale educational rehabilitation scheme was being prepared.

During the next financial year the outlay would be no less than \$ 100,000,000,000 (Chinese), one-fifth of which was earmarked to provide emergency funds for the rehabilitation of educational services in provinces and municipalities which had been devastated by war.

Post-war educational policy would centre on the establishment of educational and cultural centres in medium-sized cities. This would help to ensure a balance of educational and cultural institutions throughout the country. At the same time, the Ministry would endeavour to increase the number of Government-sponsored schools in recovered areas, in order to accommodate students who had returned to their homes since the Japanese surrender. It would also try to improve the quality of these schools which had fallen below the minimum required standard on account of the shortage of teachers and equipment. Special emphasis was being placed by the Ministry on the development of vocational training, particularly in engineering, agriculture and medicine.

SYMBOLIC MARKING

By Mr. AHMAD CHAUDHARY, B A. (Hons.), M. A. (Alig.)

THE main difficulty to comprehend Symbolic Marking is the same as that which arises when discriminating ordinal and cardinal numbers. The various symbols.

+A, A, -A, +B, B, -B,
+C, C, -C,

symbolising various stages from distinction on the one hand, to failure on the other are to be understood in the ordinal but not in the cardinal sense. These symbols signify an order of merit and nothing more, and just as in numerical marking we have I Class, II Class, III Class and No Class.

In his book "The Science of Marking", Terry Thomas most emphatically denounces the system of symbolic marking by saying, "The scale.... has all the disadvantages of any mark scale without the advantages." But when he finds that the system of numerical marking is equally disadvantageous, then in a perverted sense of humour he hopes "for the day to come" when we shall obtain some objective marking instrument for assessing marks, in the same way as a thermometer registers temperature." For all practical purposes, a thermometer has a uniform scale so that the unit of temperature is the same for all parts of the scale. Unfortunately we have no such thing in marks.

The advocates of numerical marking see various setbacks in symbolic marking—the main objection being to place various examinees in order of merit when they are examined in several papers.

Let us take the most unfavourable case of High School Examination

where there are twelve papers to be examined by twelve different examiners awarding anyone of the nine symbols.

+A, A, -A, +B, B, -B,
+C, C, -C, to each paper.

To mark twelve papers with eight symbols necessarily requires the repetition of one or more of them but to declare the final result the order of occurrence of various symbols has no effect. In the language of Mathematics the problem may be stated as below:

"To select out of N dissimilar objects P objects (P may be greater than N) at a time, where the repetition of the same object in any selection is allowed, but the selections composed of the same objects and expressed in a different order are to be counted once only."

I have deduced a formula for this selection in the form

$$\frac{N!}{(N-P)!} = \frac{N!}{(N-1)!}$$

For the problem of symbolic marking P 12 and N 9, so that selecting 12 objects out of 9 with repetitions of one or more objects, we have

$$\frac{13 \cdot 14 \cdot 15 \cdot 16 \cdot 17 \cdot 18 \cdot 19 \cdot 20}{1 \cdot 2 \cdot 3 \cdot 4 \cdot 5 \cdot 6 \cdot 7 \cdot 8} = 125970 \text{ ways.}$$

This however, embraces the extreme cases in which an examinee gets +A in all the papers or gets -C throughout. In actual practice such extremes may not be achieved but theoretically these are not impossible.

Moreover, the chances of awarding various symbols are not equally probable. "After all, markers are not infallible and, like the rest of us, are subject to the chances and changes of this wicked world." Limited Influences, Personal Influences, Accidental Influences and above all the Standards of Severity renders it difficult to do full justice to individual candidates. This has led me to develop A Generalisation of Binomial, Poisson and Lexian Distributions.

Suppose that there is a set of nine urns containing homogeneous and similar balls indiscriminate except to colour. Suppose further that one out of these contains balls of one colour, named +A, the other A, a third one -A and so on, and that the probabilities of drawing +A, A, -A..... are $p_1, p_2, p_3, \dots$ respectively: that the urns are placed in a random order and drawings are made. Removing the restriction of drawing of one ball from each urn as in Lexian Distribution we are at liberty to draw any number of balls from one urn and that the total number of balls thus drawn is to be twelve. Each such drawing of twelve balls will be one case out of the totality of 125970 cases in which twelve papers can be marked with nine symbols.

Next supposing that $a_1, a_2, a_3, \dots$ are the number of balls of types +A, A, -A..... I have deduced the first two moments of the distribution as.

$$M_1 = a_1 p_1 + a_2 p_2 + \dots + a_n p_n$$

$$M_2 = a_1 p_1 (1-p_1) + a_2 p_2 (1-p_2) + \dots + a_n p_n (1-p_n)$$

By considering the ranks of the symbols as 9th, 8th, 7th, two more constants can be calculated as

$$x_1 = 9a_1 p_1 + 8a_2 p_2 + \dots + a_n p_n$$

$$x_2 = 9a_1 p_1 (1-p_1) + 8a_2 p_2 (1-p_2) + \dots + a_n p_n (1-p_n)$$

From these the coefficient $x_1/x_2 \times 100$ is calculated which may be termed as the "Coefficient of Merit." All such coefficients when arranged in a descending order of magnitude will give the arrangement of the candidates in order of merit from First to Last.

The values of the arbitrary probabilities $p_1, p_2, p_3, \dots$ can only be decided through a well designed experiment and may be left to the experimenter.

It is unfortunate that Sir Phillip Hartog, E. C. Rhodes and Cyril Burt in their investigation regarding the systems of marking, which they published under the name "The Marks of Examiners", in 1936, have practically ignored the system of symbolic marking. Only one case has been taken into consideration, with twenty four symbols instead of nine, where the examinees are totally left to the Blind Play of Chance. They have lead the readers astray when treating the subject by remarking, "Readers accustomed to numerical marking may further wish to have some means of comparison between the two systems. A rough and ready form of translation from one into the other would be to suppose that each of the 24 literal symbols correspond to a multiple of four marks, and the highest +A to 96." Now to compare the two systems in this manner creates confusion in the reader's mind. The ordinal and cardinal sense of the numbers is misinterpreted and thus the question of appreciation of the symbolic system of marking does not arise.

Education in Burma—A Fresh Start

SIR ALEXANDER CAMPBELL

A Ta meeting of the India and Burma Section of the Royal Society of Arts on April 4, an address on education in Burma was given by Sir Alexander Campbell, the Director of Public Instruction.

The education problem in Burma was, Sir Alexander said, to provide a system adapted in the main to the needs of a rural population (in nine-tenths of Burma there is an average of only 18 children of school age to each square mile of territory.) It was no less essential to provide the men for the complex machinery of modern government and for rapidly developing commerce and industry. Moreover, education had to be conceived as to equip a people just emerging from a social order not unlike that of medieval Europe to play their part not only in their own governance but as an independent people in the comity of nations.

Rural Problems

In rural areas schools must be small and it was difficult to recruit adequate staff. Town-bred and town-trained teachers were averse from isolating themselves in jungle villages, and the expedient of selecting and training local men and women for work in their own villages was not always satisfactory. Difficulties of administration and supervision were manifold, and the absence of roads and other means of communication in many parts of the country with its peculiar topographical features and weather conditions added to the difficulty of assembling children in central schools and of securing regular attendance. "Such factors make for the multiplication of the unsatisfactory

but only possible type of school for many rural areas—the single-teacher, multiple-class school." In addition account had to be taken of the prevalence of disease, the apathy and ignorance of parents, the problems of race and community, indigenous and non-indigenous, language and dialect, religion and sect which, added to the devastation of war and bankruptcy, were a part of the conditions under which a system of education had to be recreated in Burma.

In 1835 Macaulay decided that education in India should be based on the English language and western culture and not on vernacular languages and indigenous cultures. This was the genesis of the first organized system of education in India and was applied to Burma. In 1864, however, Sir Arthur Phayre, the first High Commissioner for Burma, conceived that the education of the masses was as important as the education of the limited number of persons required for Government services and trade and commerce. Phayre saw the necessity for using already existing educational services and encouraged the use of the native schools, which were the Buddhist monasteries. Eighty years ago all instruction among the Burmese was carried on in the monasteries. The monks were supported by the daily alms of the people and performed the priestly duties required by the laity in educating the children.

These monastic schools had changed little since Phayre first wrote of them, and many of them were carried on in much the same way as they were six to seven centuries ago.

To-day, in the monastic school, the boy first memorized the 24 letters of the Burmese alphabet and, after memorizing the age old spelling book, the "Thinbongyi," learned sacred Buddhist texts, devotional formulas, and lauds of the Buddha. Before the war some 18,000 monastic schools were said to be functioning, and had about 200,000 pupils. It was common for boys to attend for three months or less.

Local Obstacles

Phayre's educational policy was calculated to let daylight into the dark and fearful caves of the Burmese mind but, in Sir Alexander's opinion, he and his successors had been baulked by the unyielding conservatism of the Buddhist priesthood. Subjects like geography and science were held to be evil, and the monks refused to use lay books or to submit to lay discipline and supervision. In more recent times some younger monks had tried to modernize the monastic schools, but little headway had been made. Since 1917 the monastic school had been a decreasing element in the vernacular educational system, and unless the Buddhist order was prepared to allow the monastic schools to be managed and supervised as State provided and aided schools, they must continue to decrease in importance.

When Phayre took stock of the education systems in 1864, there were, besides the monastic schools, one Government school and about 200 aided mission schools of various types. The total number of pupils in all these schools was 5,241. Realizing that the breaking down of illiteracy could not wait on the monk, the Government of India opened secular vernacular schools and, during the present cen-

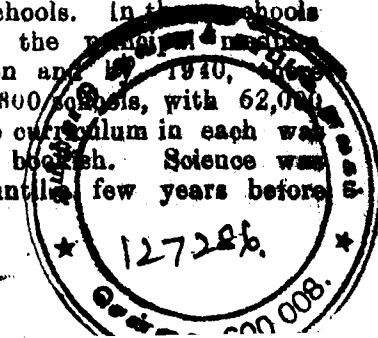
tury, their numbers had rapidly increased. Immediately before the Japanese invasion there were over 850,000 pupils in Government and aided educational institutions of different kinds. But, Sir Alexander said, "that is not the whole tale. Half of the children attending school were to be found in the first standard, one-quarter in the second standard, and only 7 or 8 per cent, remained in school to complete the fourth standard..... About three-quarters of the children did not emerge from illiteracy."

Obsolete Methods

There was little incentive for pupils to proceed to middle and high vernacular schools, and the primary vernacular school was in need of regeneration. Its curriculum consisted of little more than the three R's, and learning was still largely by oral repetition. Many children withdrew prematurely from school because of its "divorce from active life, its monotonous routine, meaningless discipline, and dead knowledge." Parents were equally apathetic and teachers, paid but a pittance, were often the sport of incompetent and corrupt administration in the hands of elected local education authorities, to the management of which vernacular education was committed in 1924 as an experiment in local self-government.

Side by side with the growth of vernacular schools, two other systems had developed. These were the Anglo-vernacular and the English systems of schools. In the Anglo-vernacular schools, English was the medium of instruction and in 1940, there were nearly 800 schools, with 62,000 pupils. The curriculum in each was excessively bookish. Science was not taught until a few years before

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the war and practical subjects received perfunctory attention. The school-leaving examination was an obsession of pupils, parents, and teachers, and there was an ever-growing and embarrassing flood of pupils towards the university.

Valuable contributions to education in Burma had also been made by various British and foreign missionary societies. Before the war many of the English and Anglo-vernacular schools had been managed by these missions but, in recent years, their influence had been greatly undermined by Buddhist nationalist opposition. Too many of them had become as inefficient as the vernacular schools and they would never become useful educational institutions until the Government had assumed complete responsibility for them.

Rangoon University

Sir Alexander also described the birth-pangs and vicissitudes of the University of Rangoon since its incorporation in 1920. The chief defect of the university was that, although its honours and professional degree standards had been maintained and it was turning out a small stream of first-rate men for the public services and the professions, the entrance examination standard had been so low that "year after year, the intermediate courses were clogged with students, more than 50 per cent of whom had not the mental endowment or adequate preparation for studies of university standard." The university had seldom been free from agitation which whatever outward guise it took, was basically political, and the calm atmosphere necessary for the academic development of a university had been almost non-existent. In future

Sir Alexander declared, Burmese Governments were likely to stand no truculence from students and would allow the university to develop free from political agitation.

Since the liberation from Japanese occupation an attempt has been made to develop a homogeneous system of State provided and managed schools from the wreckage of the mixed segregate system of vernacular (monastic and secular), Anglo-vernacular, and English schools.

A simple, brief code was issued to replace the voluminous tangle of codes, regulations, rules, and instructions that had accumulated during 80 years. New curricula for the new system of schools and courseswith subject-matter intimately related to life and work in Burma were prescribed for the new schools. It was not possible to lay the foundations of new junior and senior technical schools as an integral part of the new homogeneous system of schools, but these will come in time. Emergency university courses were established and reforms were introduced in the university courses.

The principle of new scales of pay for teachers was also accepted and these would be introduced as soon as possible.

This reconstruction of the educational system would be a lengthy and expensive task and was but one of many reconstruction problems that faced a devastated and bankrupt country. Their solution was intimately connected with impending political developments.

—Times Educational Supplement

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, August, 1946

Conscription of Teachers

THE idea that conscription should be resorted to for getting an adequate number of teachers required if a system of universal education is to become an actuality has been put forward in several authoritative quarters. A resolution to this effect was moved in the Bombay Legislative Assembly a few days ago by Mrs. Munshi. Mahatma Gandhi is reported to have written a letter to her supporting her idea of conscripting students for carrying on the literacy campaign. His argument is that if people are conscripted for military purposes he saw no reason why they should not also

be asked to give a few years to the cause of education. At the same time he took the caution to say that the conscripts should be qualified enough for their work. The Priority Sub-committee on Education set up by the National Planning Committee has also recommended the adoption of conscription to get an adequate supply of teachers. It is therefore desirable that the matters should be looked into carefully as any hasty steps taken in this direction may result in harming the cause of education instead of aiding it.

CONSCRIPTION is required only when voluntary system of recruiting teachers is demonstrated to have failed. Even there it is necessary to know why it has failed. But this has not been demonstrated so far. In no province has it been found difficult to get an adequate supply of teachers. On the other hand there are many young men and women who have received not merely secondary education but also University education and who are anxious to become teachers if proper facilities are afforded to them. With so many educated people unemployed and eagerly waiting to be absorbed in some useful walk of life or other there is no need to resort to conscription.

THE real point is that teaching should be made attractive as a profession to such educated people. And those who are thinking of conscription do not seem to attach much importance

to this aspect. The Sub-Committee of the National Planning Committee to whose recommendation a reference was made above has reported that "feeding, clothing, housing and transport of these conscript social servants are to be found at public expense, and it may not exceed one and half crores of rupees at the rate of rupees five per head per month." This is at the root of the whole difficulty. To suggest that in these days when prices have soared to unheard of heights a teacher should be made to live on five rupees a month and discharge his duties is to be blind to the hard realities of the world around. The standard of living that teachers should be provided with must be a decent one. If this is done—and it has not been so far done in any of the provinces and no ministry has the imagination to consider it to be the first and primary item in all educational reform—there will be no need to take to conscription. Any number of teachers of the right sort will be coming forward to meet the demands of the nation in this respect.

MOREOVER the stage has not arrived in any part of the country when we should think of conscription at all. No provincial Government has as yet evolved complete schemes for expanding education and make it compulsory and universal. It is only when these schemes are prepared and when Governments

are determined on executing them that the question of conscription will have to be considered. To think of it now is only to create a scare which will serve no useful purpose. As Mr. B. G. Kher the prime Minister of Bombay pointed out there would be no dearth of teachers as the introduction of province-wide compulsory education is based upon a ten to twelve years programme, and whatever difficulty that is likely to crop up can be removed if the emoluments of teachers were increased.

THOSE who are speaking of conscription seem to forget that any and every person cannot and ought not to be entrusted with the task of educating the children of the land. As Mahatma Gandhi has pointed out the would-be teacher must be qualified for his task. Conscription ignores the importance of this aspect. To place the children of the land in the hands of young men fresh from Secondary Schools or from Universities or of those who are still pupils in schools is to do serious disservice to these children. Education is not a mere mechanical job. It requires a good deal of preliminary training. In these days when there are proposals seriously put forward for extending the period of training to two or even three years it will be a most reactionary measure to recruit through the use of compulsion raw people into the teaching world. It is all the more dangerous, knowing as we

do how unsatisfactory and unsound the present system of secondary education in the country happens to be.

IT is therefore too early or too premature to think of conscription. It may become quite unnecessary. It is also undesirable. There is also no reason why students alone should be conscripted even if it comes to conscription.

Teaching Medium

FOR decades educational reformers have been fighting for the use of the mother-tongue as the medium of instruction in Schools, Colleges and Universities. The Indian National Congress has been favourable to this reform and the Congress Ministries functioning in several of the Provinces today are expected to give effect to this without any delay whatever. The reform has been advocated not on mere grounds of sentiment but on highly scientific grounds. Nothing is more unnatural and more inconsistent with the healthy intellectual growth of boys and girls in schools than forcing them to learn all that they have to learn through a foreign language.

BUT we have to guard ourselves against another danger. Though all are agreed in discarding the English medium, it is now proposed in some authoritative quarters that Hindi, "The *Rashtra Bhasha*" as it is now called, should take the place of English and be adopted the

medium of instruction. This is a step which will bring in its train all the evils hitherto associated with the use of English in those provinces of the country where the mother-tongue of the pupils is not Hindi. This is specially the case with the whole of South India, the area where the Dravidian languages are spoken. These languages are rich in literature and people have been looking forward to a time when they will become the media of teaching in all stages of education and enable their literatures to grow both in scope and variety. The proposal therefore to make the *Rashtra Bhasha* the medium of teaching is sure to place various obstacles in this ideal being realised besides its being as unsound from the purely educational standpoint as the use of English.

WHEN we reach the stage when all India comes to have a completely free and independent national government and Hindustani becomes the common official language, it may be necessary for those who enter the central legislatures or the Central Civil Services to have a knowledge of Hindustani. This does not however mean that such knowledge can be obtained and should be obtained through the use of Hindustani as the medium of teaching in all educational institutions even in Provinces where it is not the mother tongue of the people. It may be made a compulsory second language. It is time that educationists and the general

public devote some attention to the consideration of all the issues relevant to a matter like this before it is too late.

Education or Literacy

SPEAKING recently at a meeting in Madras, Mr. C. Rajagopalachari said that the present system of education of young children should be modified in such a way that the emphasis on literacy should be reduced and the education received by them should be a real preparation for life. He also suggested that till the age of eight, the children should be taught without the aid of the symbols of reading and writing. This is a truth which requires to be religiously observed if there is to be real education in the country. When Governments and educational authorities speak today of elementary education and the need to make it compulsory they think in the main in terms of literacy. They regard universal literacy as the object to be achieved and all educational devices are adopted primarily for this purpose. This is a wrong approach to education and it has to be completely discarded. It will be a most welcome revolution if the principle laid down by Mr. Rajagopalachari that reading and writing should not be taught before the age of eight is accepted by all the educationists.

THIS is the idea underlying the scheme of basic education as put forward by Mahatma

Gandhi. Many Provincial Ministers of Education are now anxious to introduce this scheme and it is hoped that they will adhere strictly to it and do not unconsciously emphasize the aspect of literacy.

PROVINCIAL Governments also want to carry out large plans of rural reconstruction, improve agriculture, horticulture, animal husbandry, housing and village sanitation. Reforms like these will become easier if from the beginning the children become agriculturally-minded and sanitary minded. To train them to mere literacy and then to expect them to take seriously to agriculture and other village occupations is to begin at the wrong end. It is only when agriculture and other rural occupations form the central core of education that there will be a smooth transition from life at school to life in the larger world. If children are made—and are not merely taught—to observe all the rules of sanitation and personal hygiene while at school the task of keeping villages in a sanitary condition will become easy of accomplishment. Governmental coercion will become unnecessary. The same will be the case in the matter of carrying out reforms in agriculture and other occupations by which the villages have to get their living. The school should become a miniature world. What is therefore required is education and not mere literacy.

Basic Education in Madras

BASIC Education received a setback in the Provinces during the Adviser regime. But now with the establishment of Congress ministries, responsible to the people, it is to be hoped that Basic Education will emerge from its temporary eclipse and receive a special fillip. In the Madras Province, in particular, the prospects of Basic Education are indeed bright as the portfolio of education has been entrusted to Mr. Avanashilingam Chettiar who has been a member of the Tamil Nad Basic Education Committee from its very inception.

THIS craft-centred Basic Education has been hailed as one eminently suited to the needs of the people. It had the merit of being inexpensive and had the advantage of being imparted through a useful craft. It afforded training to the mind as well as to the body and was, in the words of Swami Vivekananda, a 'man-making education'. For the imparting of this Basic Education a large number of teachers, who have been educated and trained to appreciate its underlying principles, would be needed and for this purpose training schools will have to be started and worked under the guidance of able teachers.

RECENTLY a Basic Training camp was started by the Kasturba Gandhi National Memorial Trust at Seetanagaram Ashram, East Godavary. Declaring this Camp open, the Education Mini-

ster announced that the Government were considering proposals for opening Training Schools for teachers in the Basic Education System and that these schools would be conducted under the guidance of the Hindustan Talmi Sangh. These training schools are proposed to be started in the various linguistic areas. A definite area containing about 50 schools would be taken up and the teachers from these schools would be given a year's training in the principles and practice of Basic Education and they would go forth at the end of the year as missionaries and propagandists of the Basic Education.

MR. CHETTIAR has abundant confidence that what has been done in Russia in recent years can well be accomplished in our country if we set about the right way to do it. He has appealed for the co-operation of one and all in tackling this problem of the liquidation of illiteracy and we have every hope that the people would readily respond. The problem is urgent and knocks for solution.

—V. M.

The First All India Physical Education Conference

WE draw the attention of our readers to the announcement published elsewhere in this number about the All India Physical Education Conference and the 15th All Maharashtra Physical Education Conference, to be held at Amraoti from the 13th to the 17th of October next. The All

India Conference is the first of its kind, gathering under its banner all the Central and Provincial Governments, States, Universities, Colleges of Physical Education, and other Physical Culture Organisations of the country.

A HIGHLY useful and interesting programme has been chalked out, consisting among other items demonstration of exercises, Exhibition on health

and physical culture and Visual demonstrations. From a brief review of the work so far done, published by the Reception Committee, one can anticipate nothing but hearty co-operation from every source and final achievement of the objects for which the Conference is convened. We appeal to all educationists interested in the physical well-being of our nation to attend the Conference in large numbers and make it a success.

The International Conference on Public Education

THE International Conference on Public Education was held, for the first time since the end of hostilities, in Geneva in last March. Thirty-six Governments were represented, and three inter-Governmental institutions — Unesco, the Institute of Intellectual Co-operation, and the International Labour Office — sent observers.

The agenda included the presentation of reports from various countries on their post-war school reforms, and two special questions — equality of opportunity for access to secondary education and the teaching of health education in primary and secondary schools. Discussion of these subjects showed the similarity of the problems which are at present being faced in different parts of the world.

The conference noted that "the question of equality of access to secondary schools is conceived differently when secondary education is reserved for a fraction of the school population and when it is made

accessible, in principle at any rate, to the generality of pupils, and submitted the following recommendations to Ministries of Education:—

(1) Admission should depend, as it already does in many countries, more on the pupils' previous activity and on the teachers' reports than on the result of an examination bearing on knowledge or techniques required;

(2) In countries where secondary education is in principle compulsory, the distribution of pupils between the different types of teaching should be decided largely in the light of the systematic investigation of their aptitude rather than primarily from the pupils' own preferences or those of their parents;

(3) A continuous system of guidance, particularly during the first few years of secondary education should offer the pupils frequent possibilities of trial, choice and passage from one type of school to another.

A recommendation was also submitted to Ministries on the teaching of hygiene in primary and secondary schools.

THROUGH different PROVINCES

DELHI

INDIA AND SCIENTIFIC RESEARCH ABROAD

The Government of India is shortly appointing scientific liaison officers in the United Kingdom and the United States of America, it was learned.

The duties of the officers will be to collect information in regard to scientific research in those countries and the dissemination in the two countries of news regarding research in India.

WORLD CENTRE FOR MATHEMATICS

One of the proposed objects of the Unesco (United Nations Educational, Scientific and Cultural Organisation) is a mechanical 'brain' centred probably in India. This was disclosed recently and at the Empire Scientific Conference by Dr. Julian Huxley, Secretary of the Unesco.

Dr. Huxley said that one of the things they had in mind was a world centre for applied mathematics, equipped with the latest types of calculating machines which in a few seconds would 'do sums' which would take an expert days or weeks.

Among other suggestions being considered was a United Nations observatory and meteorological station in the Southern Hemisphere and also a station or institute for the study of problems of tropical heat — the rain zone.

Both Dr. Huxley and Alexander King stressed the need for world co-operation in science which was as necessary in peace as in war.

COLLEGE OF NURSING

The Government of India have established a College of Nursing to prepare young women for the degree of B. Sc. (Hons.) in the Nursing Institute at the University of Delhi.

The course of study extends over a period of four academic years and the stu-

dents will be resident at the college throughout this period. The minimum qualifications for admission to the course is the Higher Secondary examination of the Board of Higher Secondary Education, Delhi, or any examination recognised as equivalent to it. A few scholarships will also be offered to deserving students.

STRIKING SUCCESSES AT CAMBRIDGE

Indian students have achieved the distinction of topping the list this year in the Cambridge University final tripos examinations in Mathematics, Law and Economics. Mr. K. Sabapathy and Mr. Subrata Roy Choudhury, both of Trinity College, obtained first-class honours in Mathematics and Law respectively while Mr. J. J. Patel (King's College) got a first-class in Economics. It is believed that there are very few precedents for such Indian success in each of these subjects in the Cambridge University. Messrs. Sabapathy and Roy Choudhury have been selected for exhibition scholarship by the governing body of the Trinity College for their outstanding performance in the examinations.

MEDIUM IN COLLEGES

Mahatma Gandhi has consented to inaugurate the introduction of the mother-tongue as medium of instruction in the Govindram Seksaria College of Commerce at Wardha on Friday, August 9.

It has also been decided to hold an Educational Conference on that occasion to consider various problems connected with the introduction of the mother-tongue as medium in different Provinces in India. Education Ministers of the Provinces and Vice-Chancellors of all Universities are being invited to attend this Conference, which will take place on August 9 and 10 in the College Hall. Mahatma Gandhi will preside over the conference.

MADRAS

GOVT.'S EDUCATIONAL POLICY

The Council of the Madras Teachers' Guild, at a meeting held on July 3rd adopted resolutions suggesting that a statement outlining the educational programme which the Government propose to carry out, should be issued and that an Advisory Board of Education should be constituted immediately. The following are the resolutions:

(1) While appreciating the action of the Minister for Education in publishing in the Press from time to time statements regarding education, the Madras Teachers' Guild is of the opinion that a general outline of the educational programme that the Government propose to carry out will be very useful to teachers, managers and the public by enabling them to have a correct idea of the programme as a whole and to prepare for it. It requests the Minister for Education to issue such a statement at an early date. (2) In view of the changes proposed to be introduced or are said to be under consideration, this Council is of the view that an Advisory Board of Education as suggested by the South India Teachers' Union be constituted at once so that the Government may have before it the views of all concerned before taking a decision.

TEXT-BOOKS FOR PRIMARY SCHOOLS

The Government have directed that no change be made in 1946-47 in the text-books in all elementary schools in the Province.

The Educational Rules provide that text-books introduced in elementary schools should not be changed within a period of two years, except with the previous approval of the authorities concerned. The Government now consider that it is not necessary to change the text-books even after a period of two years, as there is no serious harm if the same set of books are used for over two years.

FEE CONCESSIONS TO HARIJAN STUDENTS

Representations have been made to the Government to the effect that the majority of Harijan students seeking admission into high schools and colleges are

unable to deposit the advance fees demanded by educational institutions. The present practice is that though Harijan students are admitted into educational institutions free of school and college fees, they are asked to deposit the total sum of the fees in advance at the beginning of the year, the money being refundable later. The Government have now altered this rule, directing that Scheduled Class students should be admitted free without having to deposit the advance, provided that they pay the special fees for laboratories, etc., and produce the necessary documents to establish their eligibility to the fee concession.

MADRAS TEACHERS' GUILD

The Council of the Madras Teachers' Guild met on 13 July and discussed the question of the shortage of teachers and the poor enrolment of candidates in training schools.

The Guild viewed with great concern that the admission to the training schools was not at all satisfactory as this would greatly accentuate the shortage of teachers and retard the progress of education. It requested the Government to pass early orders, revising liberally the scales of salaries of teachers in such a manner as to attract capable young men and women to the profession. The Council authorised its office-bearers to prepare a memorandum on salaries and service conditions to be presented to the Government.

BENGAL

PRIMARY EDUCATION CONFERENCE

On June 25th last the Hon'ble Minister of Education held a conference to discuss about reforms in Primary Education and specially to consider the question of the increment of the salary of Primary School teachers.

The conference arrived at two major decisions—one recommending the increase of the salary of the Primary School teachers to Rs. 35 for trained and to Rs. 30 for untrained Matriculate teachers and Rs. 20 for non-Matriculates including dearness allowance. The other recom-

mendation was a change in the existing system of the text books for Primary Schools and the grant of monopoly right in the matter to the Government of Bengal.

Both the recommendations, says the 'Teachers' Journal,' have given rise to dissatisfaction among the primary school teachers. As regards salary their minimum demand is rupees fifty per month which has not been conceded. As regards the exercise of monopoly rights by the Government in publishing text books for Primary Schools, the proposal was stoutly opposed both by the representatives of the University and those of the Primary Schools. But as the Conference was packed by non-educationists the motion was easily passed. If the object of the monopoly right be augmentation of government income, we must say the proposal is reactionary in character and highly injurious in its potentialities. There is no such monopoly system in England neither in any other province of India. The existing system has been working for a pretty long time and has worked fairly well. The states have exercised their control by first laying down the syllabus and through the selection and approval of text books by a committee appointed by them. The proposed measure will kill competition, operate against gifted writers and adversely affect the quality of the text books.

BOMBAY

EXPANSION OF EDUCATION

The Prime Minister, Mr. B. G. Kher stated that the Government had already decided on the introduction of province-wide compulsory primary education in a period of ten to twelve years. He did not think there would be a dearth of teachers for giving effect to this programme and therefore, conscription would not be necessary. The real problem was, he said to get the right type of teachers to teach the primary students. He thought however that this difficulty would be removed if the emoluments of teachers were increased.

Mr. Kher announced that it was the Government's intention to launch a province-wide campaign to remove adult

illiteracy. In this connection, he thought it was desirable to consider whether the help of students in higher classes in schools and colleges should be taken in this campaign. The students he thought could spare four months during their education career for this kind of social work.

U. P.

TEACHERS ON STRIKE

Holding that the Education Minister's announcement in his budget speech regarding the increase in their emoluments does not even touch the fringe of demands, a section of vernacular teachers of U. P. has gone on strike, states the A. P. I.

Complete strike of teachers is reported in vernacular schools from Sahranpur, Dehradun, Sitapur, Lakhimpurkheri and Balia. At some places groups of teachers and students are squatting in front of their institutions.

SIND

THE UNIVERSITY BILL

Three Congress members in the Select Committee now considering the Sind University Bill staged a walk out from a meeting of the Committee held on 17th July and decided not to participate further in its proceedings as a protest against what they characterised as the communal attitude of the Muslim members of the Committee.

MYSORE

ENGINEERING COLLEGE

The latest addition to the educational institutions started by philanthropists and private associations in Mysore State will be an Engineering College in Bangalore City, which will be the result of the munificence of Dharmaprakasa B. M. Srinivasiah. The institution will be named "Mr. B. M. Srinivasiah's Engineering College." Efforts are being made to start it in August and provision has been made for about 120 students in the first instance. A feature of the institution will be, it is understood that admissions to the College will not be on a communal basis. It is gathered that the Government have promised all facilities to start the College.

PUBLIC OPINION

DR. C. R. ON REORGANISATION OF EDUCATION

Delivering the inaugural address of the Madras Christian College School Masters' Association Mr. C. Rajagopalachari appealed to the teaching profession to realise the significance of the great changes that would soon take place in the field of education in India, and suggested that the present educational system should be altered by reducing the emphasis now placed on literacy and making the new system a real preparation for life.

He said that they must realise that a National Government was likely to favour two main policies in education. One was in respect of the medium of instruction in schools, and the other in regard to the method of instruction. It was certain that the medium of instruction for the youth in schools must be the prevalent language of the area in which they were living. Due to extraneous pressure, like the absence of text-books and inadequacy of competent teachers, this change might not take place all on a sudden. But the teachers ought to be prepared for this change and they had no reason to be frightened of it.

Another policy for which they should be prepared was in regard to the direct method of education, said Mr. Rajagopalachari. Hereafter, boys and girls should learn their lessons through real work, rather than through the medium of reading and writing. This new method was not based on the question of making the schools self-sufficient with regard to

their finances. Nor should it be confused with the ideas of child-labour and sweated work. Gandhiji wanted this new method to be pursued, in order to make every one fit to do every-body's work. The present education would not suit every class of people. Its benefit really went to a particular class of people in society. Great changes were taking place in their society. The education of their youth also should be suited to the changing conditions of life.

MR. SYED ALI AKBAR ON THE SARGENT SCHEME

In the course of his presidential Address at the Teachers' Conference, Secunderabad, Mr. Syed Ali Akbar, M. A. (Cantab), Director of public Instruction, Hyderabad referred to the Sargent Scheme and said:— "In the Report of the Central Advisory Board of Education on Post-War Educational Development in India one finds valuable suggestions not only for educational expansion and reorganization, but also for improvement in the standard of all types of education. This report, for which the credit mainly goes to Sir John Sargent, has therefore been rightly praised for its comprehensiveness and boldness of conception. The cost of the scheme, Rs. 313 crores spread over a period of 40 years, should not stagger us but should encourage us to make greater sacrifices for education, without which no social, moral, political, or economic progress is possible.

"I am also aware of the various other criticisms which have been

levelled against this scheme, and I may confess that it has certain features with which I myself do not agree. For example, the question arises whether in view of the magnitude of the problem of bringing all children of school-going age to school, it would not be desirable for the present to aim at a 5-year, instead of a 8-year course of compulsory education, and to extend the period of compulsion gradually as funds and teachers become available. Again, I think that more speedy and energetic measures are necessary for the removal of illiteracy among adults than have been recommended in the report. But though the report may be open to these and other criticisms, in the main its recommendations are sound. At any rate, it indicates clearly and accurately the goal to be reached and places before us an ideal to be aimed at."

MR. T. S. AVANISHILINGAM CHETTIAR ON BASIC EDUCATION

Inaugurating the Mysore Basic Education Training Camp, Mr. T. S. Avanishilingam Chettiar, Minister for Education, Madras said that the main aspect of Basic education was education through a useful craft, and that while it had the elementary advantage of training the hand and the eye, it had also the virtue of making every individual man and woman into a useful worker of society. The dignity of labour, about which much was talked of, came to every child naturally and one with such an education, no more looked with contempt upon the teeming millions of this country, who laboured and lived.

Referring to the criticism about the scheme, the Minister said: "Much has been said against what has been called the self-supporting aspect to

this education. The point is not whether it can be self-supporting or not. The point is, that if we teach the crafts which we propose to teach efficiently, then we must produce something through the craft which will be capable of being turned into value. Let us proceed to teach the crafts on which we base our education efficiently, and the self-supporting aspect will only be corollary and a test of the efficiency with which the craft has been taught."

Proceeding Mr. Avinashilingam Chettiar stressed the need for training the right type of teachers and said that they must be able to make the best of their men to take to this noble profession. They must be able to give them a standard of life, which made it attractive for the normal young man.

DR. R. K. YAGNIK ON VOCATIONAL EDUCATION

Opening the Vocational Section of the All-India Educational conference held at Madras, Dr. R. K. Yagnik, M.A., Ph.D., Principal, Dharmendra Singhji College, Rajkot, emphasised that mere lip service to the importance of Vocational Education was not enough and that all of us should do our very best to promote such education by means of propaganda.

The opportunities provided by the war, he said, should not be lost, and experience gained during this time should be taken advantage of in promoting and developing industries and industrial education. The dignity of labour should be emphasized without the disparagement of culture. He sounded a note of warning that if vocational education was not encouraged at this stage there was every danger of the growth of industries being held up.

EDUCATION FOR RURAL LIFE

A MODERN EXPERIMENT

AN interesting experiment in rural science, conducted by the County Modern School, Catshill, Worcestershire and reported to the *Times Educational Supplement* in April last, will be much appreciated by all those who are thinking of the Activity Method in Indian education.

It is a large school with fine buildings and playing fields, completed in 1939, accommodating about 350 boys and girls drawn from eight primary schools in neighbouring villages. The head master, Mr. A. L. Clay, aims to create or retain in the children an interest in rural life by giving them knowledge and appreciation of the soil, plants, and animals, and the cultural, economic, and scientific developments relating to these. As an illustration of the application of rural science to more general subjects arithmetic (called "calculations") is based on land measurement, surveying, and similar subjects. In gardening not merely is the growing of plants taught but the practical application of agriculture and horticulture to farming, and the value of various foodstuffs in meat and milk production. Wheat cultivation is, for example, interwoven with life in a rural community, seasonal work, production of flour and bread, and visits to factories making flour and bread. Geography is, of course, closely linked to this work.

The school gardens, with the exception of dull repetitive work such as straight bricklaying, were laid out and planted by the children themselves, who built brick steps and levelled and sowed the lawns. They hope in time to add a decorative

pond. Their pride in their school owes not a little to their own efforts and achievements in its creation.

A recent exhibition provided ample evidence of the high standard of workmanship in woodwork and handicrafts. In spite of the scarcity of seasoned timber, the boys managed to turn out a variety of useful household articles, having been taught the value of sound honest work, even if they have only old air-raid shelter benches as material. A reading desk, trays, and other articles—many turned on their own lathe—showed what they could do with well seasoned timber. The needlework and weaving exhibited by the girls showed the same high standard, the weaving in particular looking really professional, as did some of the lino cuts and book binding.

The achievements of the art classes bore witness to the free and self-expressive style encouraged from an early stage in the schools of Worcestershire, where art, drama, and the dance are regarded primarily as a means of emotional education. Sheer technical ability is, apparently, viewed more in the light of vocational training, and is generally not stressed in the primary and secondary stages.

The exhibition included some extremely appetizing dishes turned by the domestic science pupils, who work in a fine, airy, well-equipped room on the first floor. A small flat adjoining is run by the girls themselves, two of whom have entire charge of it each week. By this means every girl in the school has a week's

practical experience each year of genuine housekeeping; and, under supervision, learns the rudiments of house-work, marketing, cooking, and the right way to serve a meal. Friends and members of the staff are invited to sample the dinners cooked by the children. This week is so popular that many girls plead for additional periods as "housewives."

By the time they leave school many of the girls are first-rate cooks. Some seek employment as canteen manageresses and caterers; some favour domestic service. Here however, care is needed to see that a promising cook is not employed on some dead-end job of drudgery. The school can turn out first-class domestic works, but unfortunately cannot always ensure that they go to equally good employers who will have the interests of their young employees at heart and give them opportunities for further education and progress. A flourishing parent, teacher, association which meets once a month provides opportunities for the discussion of such problems.

One of the most interesting of the school experiments arose from repeated requests from parents that children should be allowed to anticipate the raising of the compulsory school age and remain for an extra year. Twenty boys and girls are already continuing their education until they are 15, and some parents are now pressing for a further year. During this extra year further opportunities of education in a wider field are given. For example, grasses and corn of a wide variety are grown; their cultivation is related not only to the botanical and physiological aspects, but to their value as foodstuffs for both animal and human consumption. Children visit local dairy herds and markets to study milk and meat production; the girls go to mills,

bakeries, and catering firms to see the grain being turned into bread. These children will sit for the first part of the U. E. I. rural course examination, and if it can be arranged for them to stay until their sixteenth year they will be able to take the second part, thus obtaining a qualification of recognized value.

The value of this type of practical education for life in their own community should be unbounded. Unfortunately under present conditions suitable work in rural districts can be found for only about 30 per cent. of the children. Roughly 50 per cent. are inevitably drawn into industrial occupation, but with the increasing use of mechanized farm equipment more opportunities will arise for the employment in the country of those children whose roots are in the land.

Award of Foreign Scholarships

FORTY-FOUR CANDIDATES SELECTED

The Government of Madras have selected 44 candidates, with the approval of the Government of India for grant of stipends, to enable them to undergo advanced courses of studies in the United Kingdom and U. S. A.

The departure of these candidates from India will depend on how soon it would be possible for the authorities to secure them admissions in the universities abroad and also passages. They have been warned that they should not resign their present posts, if any, until they are informed by the Government that their passage and admission have been secured.

The selection of six more candidates is under consideration of the Government.

Book-Reviews

EVERYDAY ENGLISH FOR INDIAN HIGH SCHOOLS:- Books I, II, III. Edited by M. S. Doraiswamy. Published by the Oxford University Press Pp. 136, 160 and 178.

These Readers intended for the use of the Higher Forms of our High Schools are edited with great care. The selections are chosen judiciously with special reference to the tastes and interests and capacity of the boys. At the end of each lesson brief notes are appended and a number of exercises are set to enable the student to assimilate and reproduce what he has read. The books are well got-up and we would recommend their extensive use in all the High schools.

Oxford Pamphlets on Indian Affairs:

THE CHINESE PEASANT —
Pp. 32—As. 6.

INDUSTRIAL LOCATION — Pp.
32—As. 6.

Oxford Pamphlets on World Affairs:

THE TROPICAL FAR EAST—
Pp. 32—d. 6.

THE PROBLEM OF AUSTRIA—
Pp. 40—d. 6.

The Chinese Peasant canvasses the problems of the Chinese agriculturist which are substantially the same as those of the Indian agriculturist. How conditions are far from satisfactory and how the only way of tackling the problem is by a thorough transformation of the system of land-tenure is pointed out by an expert who was formerly Pro-

fessor of History at the National University of Peking.

Industrial Location deals with the various factors on which the location of industries depends, such as the accessibility of raw materials, the availability of labour, suitable site, easy access to the market for the finished product and finance. These aspects of the problem of industrial location are studied with special reference to Indian conditions by one who in addition to being a Professor of the Calcutta University is also actively associated with several commercial and industrial enterprises.

The Tropical Far East deals with a region of the world on which the fierce light of publicity beats today. Submerged by the high tide of Japanese aggression in 1942 it is slowly recovering itself. The pamphlet before us deals with the geographical and economic features, the peoples and their organisation and customs and the recent history of these regions. It gives a bird's eye view of the Tropical Far East as a whole and should prove very instructive to the general reader for whom it is intended.

The Problem of Austria deals with the recent history of that country which fell a victim to the Nazi aggression and points out how its future will depend upon the solution of three major problems—the relation of the Austrians to the Germans, the internal divisions among the Austrians themselves and the capacity of the country to maintain a satisfactory economic life. The pamphlet shows how the problem of Austria can be solved only by the supersession of intense nationalism by international co-operation.

Correspondence

An Appeal to the M. L. A.'S (MADRAS)

By the Dt. Teachers' Guild, Coimbatore and Nilgiris.

"Upon the education of the people of the country, the fate of the country depends," and the teachers form the very soul of any system of education.

Every improvement in the status and service conditions of the teacher is for the good of the education of the child.

The present appalling economic condition of the teacher may soon develop a rankling sore which will poison the very springs of health life in schools. An educational paralysis is already overtaking the schools. The profession is depleting in strength and the intelligent dread to enter its threshold. The epidemic of strike fever is visible in the air.

It is up to the legislators to be forewarned and keep off the crisis by supporting our minimum demands.

Let us humbly pray that in the interests of the children and the

FOUR MODERN STATESMEN by E. E. Reynolds. Pp. 132—Price Sh. 1, d. 9. Published by the Oxford University Press.

Among the stalwarts who have held the political stage in recent times the most outstanding names are those of Roosevelt, Churchill, Stalin and Chiang Kai Shek. The small volume before us gives us brief and at the same time intimate and vivid biographical sketches of these four celebrities. They should prove of great interest to the general reader.

future of the country the heart-rending problem of the teachers be solved by raising his economic status.

MINIMUM DEMANDS

1. Immediate provision to be made in the forth-coming budget for the revision of scales of pay of teachers of different grades as follows:—

1. Elementary Grade Teachers Rs. 40— 2— 70
 2. Secondary Grade Teachers Rs. 50— 2— 80
 3. Intermediate Trained Teachers Rs. 60— 2— 80
 4. Collegiate Trained Teachers L. T. 's or B. T. 's Rs. 100— 5— 175
 5. Headmasters Rs. 175— 10— 275
 6. Pandits Rs. 70— 2— 100
 7. B. O. L. (with L. T. Training Rs. 100— 5— 175
 8. Instructors (Manual Training, Drawing etc.) Rs. 40— 2— 70
 9. Physical Education Teachers Rs. 50— 2— 80
- Plus an allowance of Rs. 10/- if higher and Rs. 5/- if lower grade.
10. Commercial Instructors (B. com. L. T.) Rs. 100— 5— 175

2. Uniform conditions of service, leave regulations, minimum scales of pay as suggested above to be enforced by the Government in all institutions under different managing agencies.

3. Immediate orders to be passed forcing the private managements and local bodies to pay dearness allowance at Government rates with retrospective effect from July 1944.

4. Fee concession to children of all teachers in all schools.

M. R. PERUMAL, S. VENKATARAMAN,
President. Secretary.

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