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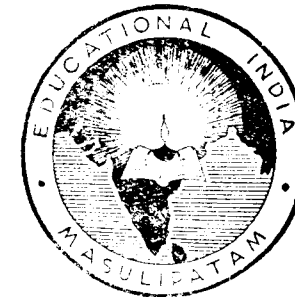
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February, 1947

EDUCATIONAL INDIA

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Educational and Literary Interest*



EDITOR :

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The Place of Adult Education in India

By Muntazim-i-Khas Bahadur A. G. SHARMA

Associate Secretary, Indian Adult Education Association.

THE Adult Education Movement in India, it is needless to say, is yet in its swaddling clothes. "Education is the capacity to comprehend life situations, using past experience crystallized into knowledge." From this point of view, the Indian villager is educated, though in his own way. The knowledge he has achieved is traditional, tracing its origin to antiquity. But with the impact of a new culture, which has revolutioned the means of production and distribution, of communication and contact, the village isolation has been shattered, new situations, new challenges face the masses—which were unknown to them before. The backbone of the village community is to a great extent now broken necessitating "Re-education" of the people.

Psychologists hold that man is not born human, but is made so, through social interaction. Thorndike has proved that Adult learning is in no way inferior to child learning. He reports that an average man of 42 can learn far better than a boy of 10. In contrast to children, adults remember what is systematized and meaningful. Their experience is wider and they reason things out more than children.

It is difficult to teach millions of people, through the word of mouth. Expressions of ideas, ideals and thoughts can only be concretized through literacy, which facilitates efficient dissemination of knowledge. Thus literacy is the basic context of Adult Education, in our country.

"Literacy Primers" (or "Peoples' Books," as mentioned by Dr. Amar Nath Jha, in his address before the Third All-India Adult Educational

Conference) should have less academic bias, but give a larger place to various forms of practical work, relating to the living interests, than on academic side—, should be based on "Adult Interest" rather than on antiquated "Pandits'" or "Maktab" lessons. These primers should be graded, and be suitable for persons of different ages and mental capacities. They should be on as many subjects as possible, in the major languages (with literature), used, now-a-days, as media of instruction in India. Therefore, the problem of Adult Education has to be tackled on the basis of these sixteen linguistic regions. (viz. in Balochi, Pushto, Panjabi, Hindustani, Nepali, Oriya, Bengali, Assamee, Telugu, Tamil, Kannada, Malayalam, Marathi, Gujrathi, Sindhi, and Rajasthani areas). This will facilitate education of the adults in their Regional languages, and uniform attack on Adult illiteracy, and help research and experimentation.

Once the great majority of the masses become literate and enlightened, the problems of Primary and Secondary education will be easier of solution, in the opinion of many. There will be no lapse into illiteracy; the wastage and loss now being experienced, because of this lapse, will be stopped; the general efficiency will be raised, and the people themselves will come forward to assist Government, in the general economic uplift of the country. For these reasons it is essential that the work of making the masses literate, — particularly the women—the mothers and the future mothers—must receive not only a place of first importance in the adult educational programme of a Province or

a State, but also preferential treatment as regards funds and facilities. Another section contend that Adult Education should be recognized as the fourth great division of the general educational system, and should obtain a fair share of the grant for education.

Whether it is the first, or an equal, place, Adult Education must have a recognised status, in the general system of education in any Province or State, and that the Government concerned must be the driving force. It is a simple fact, that in a home where the parents are literate, the children seldom remain illiterate or lapse into illiteracy. The Primary education imparts a smattering of education, and gives a glimpse of a better way of life, but the inertia of an uneducated home and community soon crushes out the feeble, that is there. In the present state of Indian affairs, Adult Education becomes a patriotic duty, and without efficient programme of Adult Education primary education is handicapped and will continue to be handicapped.

Financial aspects: It is difficult to give a correct estimate of the sum of money, needed for the organisation of Adult Education. It is said that, in Great Britain, though universal, primary education has abolished the problem of illiteracy, those, who work among the poorest classes of the community have found that even to-day a certain amount of wastage occurs, and that there is small number of people who lapse into illiteracy before they reach the age of 35, in spite of their having attended school up to the age of 14. The growing "Workers' Education Associations" arrange "Lecture organisations" and cheer "Listening groups" formed to listen to talks, and to discuss them. They also arrange rambles to local places of interest and so forth. The Government in Great Britain, have officially

approved this kind of work, and are helping it forward by very substantial Government grants. We cannot afford to wait for decades to make our people literate as we have to convert soon our country into a nation to give creative leadership and intelligent following, to preserve our culture and lead to uniform progress in the body Politic, making its members, not only good citizens, good men and women and good friends, but also good fathers and good mothers. Our various Governments and the public should together contribute at least one rupee *per capita* of the population spread over some years from now. This figure is given merely to stimulate thought on the financial aspect of the problem.

Universal Compulsory elementary education can benefit only the rising generation. It is through the means of Adult Education, that we can immediately improve the great majority of our people, who are still illiterate.

To produce a wide outlook on life, so necessary to progress, and to stimulate curiosity and thinking, we should give our masses an idea of the enormous changes which have overtaken the world in recent times, and revolutionised life therein. It should be made a point of efficiency in the administration of Local Bodies—like Municipalities, District Boards and Village Panchayats, that they should evince as great an interest in Adult Education in their areas, as they do in the case of sanitation etc.

All Religious Endowments may also be required, by the Government concerned, to devote a fairly large amount of their income for "Adult Education" purposes.

The illiterate Adult has a far more extensive range of experience and vocabulary than a child. He just needs to recognise, on paper, the words that he knows.

Scouting and the Education Department *

By Mr. M. S. EKAMBARA RAU, M. A., L. T.,

District Scout Commissioner, S. Kanara

THE attitude of the Department of Education of Madras towards Scouting furnishes a good illustration of the divergence between precept and practice. Presumably the department has great faith in Scouting as a valuable tool in education. In the Madras Elementary Education Manual (approved and issued by the Director of Public Instruction) the paragraphs on Scouting as one of the "Extra Curricular" activities recommended to be adopted by schools, present an admirable summary of the aims and methods of Scouting and its value to the young boy or girl. The high praise given to Scouting by the eminent educationalist, L. P. Jacks is commended with approval. To quote his words: No greater educational discovery was ever made than when Baden-Powell conceived the idea of utilizing the play instinct of boys, their love of adventure, their devilry and their aptitude for getting into mischief as a means of training them in courage, competence, self-control, self-respect, loyalty, discipline and responsibility, and welding them on that basis into a world-wide community. The art of training a crowd into a community by use of the recreational method and so converting recreation into the finest education imaginable, has no more telling example than the Scout Movement." It is also recognised that unlike the other extra-curricular activities referred to in the Manual, Scouting requires a certain

amount of specialised training, and also how it is 'graded for boys and girls suited to their ages, and gives, besides common programs of activities for all members to take part in, special activities and pursuits to meet individual aptitudes and tastes.' This all comprehensive quality of scout-training entitles it to be looked upon as something more than an extra-curricular activity.

But, what is the support and encouragement given in actual practice to the development of scouting in schools? Four Scout Organisations—two exclusively for boys (one of them frankly communal), one for girls, and one for boys and girls,—are recognised. Three of these are helped with grants, which are more as tokens rather than substantial aids to their work, which as matters stand touches barely 1% of the school-going population. It is not surprising that these grants sometimes tend to rouse and aggravate the unfortunate mutual jealousies and rivalries in the associations. Inspecting officers of the department in the course of their visits make superficial enquiries about scout activities in the schools and are easily satisfied with any kind of a stunt show that may be got up by the school groups for their entertainment. With a few exceptions the generality of these officers have themselves a superficial knowledge of scouting, and anything that the scouters may choose to present to them easily passes muster. In many cases the scout troop is maintained mostly for creating a spectacular impression on the authorities and on the public. The heads of institutions are

We should be practical-minded, and lend more weight to action than to words. We should get accustomed to measure by results and not by logical arguments.

not unoften ignorant of the true aims and methods of scouting, and in not a few cases are prejudiced, if not hostile, to movement. The effect of all this on the work of the scouters and their groups is disastrous. The average scouter does his work more or less on sufferance. He is not given the necessary facilities and conveniences, and as in a school he is generally in the minority of one among a number of colleagues who are on the whole unsympathetic and unhelpful, too great a strain is put on the enthusiasm and faith of the poor scouter.

It is a common experience of District Commissioners and Associations that Training Camps for prospective scouters can be organised only after much canvassing for candidates. There are some departmental sanctions and approvals necessary which are not forthcoming in a full and ready manner in all cases. While the need for preliminary Training is conceded, that of Refresher Courses for Scouters is hardly appreciated by the authorities. It is no wonder that the standard of Scouting in schools shows little signs of steady improvement. What is the remedy for this depressing state of scout work in schools?

It seems to me that the term 'extra-curricular' is rather unhappy. Although the departmental Manual has taken considerable pains to explain the general aim and vital significance of these activities, in the popular minds including those of teachers and departmental officers themselves, the impression about these activities is that they are something 'extra', and therefore apart from and irrelevant to the main legitimate work of schools. Despite the warning given in the Manual against 'the prevailing tendency to regard them as being of value only in respect to publicity and to give attention mainly to their objective and spectac-

lar aspects,' they largely remain so. The points to which schools generally give attention and importance, because the departmental officers themselves attach value to them—are the formal ones dealing with prescribed forms and registers, statistics, and set syllabuses and formal instruction. As the Manual itself bemoans, 'The place of extra-curricular activities in relation to the curriculum and in the encouragement of desirable forms of individual talent in pupil has not been as widely appreciated as they should be.' Now it is not very fair to put the blame for these drawbacks at the door of schools and teachers, who do not receive guidance and encouragement at the hands of the departmental officers. In the main, the Inspectorate have been doing 'policing work' and are not imbued with the knowledge and spirit of progressive and enlightened methods of educational work. The Education Manual itself which gives very detailed instructions covering over a 100 pages on the preparation of Returns and Reports, Records and Registers, the position and correct use of the blackboard, chalk and duster cloth, and several matters of routine importance for schools, dismisses the question of Extracurricular activities, admirably summed up as it is, in barely half a dozen pages.

Now those who are acquainted with Scouting know how it is an all-comprehensive training meant to fit the young boy or girl for a full and complete life in consonance with his individual aptitude and talent. The praise given to it by L. P. Jacks is indeed far from overdrawn. Hence to treat it only as an extra-curricular activity is to do scant justice to scouting as well as to our children. In my opinion the solution for the feeble condition of our schools and of scouting, is to make Scouting an *Integral*

Part of our Educational Scheme. The very illuminating note prepared by our Provincial Association on 'How to ensure the Future of Scouting' (Published in the November issue of our Bulletin) has expressively defined our objective to be — *Every pupil a Scout and every Teacher a Scouter.*

Doubts may arise as to how exactly such an objective, however worth and desirable it may be, is to be realised in practice. As regards 'Every Teacher a Scouter' is concerned, the note already referred to gives very tangible and practical suggestions as to how teachers in the making may be given the necessary effective training. But the proposal to make every pupil a scout may seem to be impracticable. It would undoubtedly be so—nay, even undesirable,—if Scouting were to be treated only as an Extra, thus overloading the existing courses. But if Physical Education can be made compulsory without detriment to the importance and efficiency of academic instruction, Scouting which embraces within its scope the all-round training of a boy or a girl and can be more easily woven into the fabric of academic instruction, ought to be made available to every pupil. The methods of Scouting, as we are aware, are of the order of all progressive and enlightened methods in education—like the Project Method, Craft-centred education, Activity School, etc.—in fact, all devices to make the acquisition of knowledge a real practical and purposeful exercise through experience, which is the bedrock of Scouting. Scouting, indeed, goes a step further and makes the acquisition of knowledge the pathway to self-help and social service. The Scout movement is singularly adapted for the development of initiative and individuality of the growing youth, side by side

with a proper sense of citizenship and corporate life. The Patrol System which is a unique feature of Scouting offers a most admirable means of fostering the individuality of the boy while simultaneously making him realise that he has to play his part as a unit in society. Something approaching to this is sought to be encouraged in schools through what is known as the House System. Thus when we speak of Scouting made compulsory it need not be misunderstood as a kind of conscription of the tender youth, but extending the benefits of Scouting to as large a number as possible.

Towards this end the Education Department should give greater and more wholehearted support to Scouting in schools, and just as suitable standards are set for the several aspects of school work so too should Scouting be deemed worth of equal recognition. The Note in the November Bulletin gives practical suggestions as to what should be done by the Department. The Scout Association—we all hope that there will soon be only one united organisation serving the cause of Scouting—will ever be prepared to give its fullest co-operation in the matter of the training of Scouters, effective supervision and guidance of the work in schools, and generally in building up of a strong, alert and selfless youth. Now that a popular Government is in power, may we not hope that with the present Minister of Education who is himself in many ways an impatient idealist, at the helm of Education, Scouting will get its legitimate place in the scheme of Nation Building! *

* Paper read at the Fourth Provincial Conference of Scout Commissioners, Madras, 22nd to 24th December, 1947.

EDUCATIONAL REORGANISATION *

Madras Minister's Questionnaire Answered

By the Headmasters, East Godavari Dt.

[At a meeting of the Headmasters in the East Godavari District, held in the Viresalingam Theistic High School on the 4th and 5th of October, '46, at which Sri D. Ramayya, B.A., L.T., (now) the Divisional Inspector of Schools, was also present, the following Memorandum was prepared and submitted to the Director of Public Instruction.]

THE aim of the secondary course should be two-fold, viz., (1) to prepare for full citizenship and (2) to prepare for a career. These aims are not being generally fulfilled by the present S. S. L. C. course. So, the optional is to be deleted and civics, included. There should be two stages: (1) From I Form to IV Form, (2) from V Form to VII Form. Every school should have a radio, and one period a week should be set apart for Broadcasts. The present S. S. L. C. course is too heavy and a lot of time is spent in covering portions already taught in earlier stages. The syllabus in Elementary Mathematics needs revision. It should be lightened and topics relating to commercial arithmetic should be added—topics being on human life. The syllabus in Elementary Science should be lightened. In the case of Indian History and Geography, the proficiency is low. An expert syllabus Committee should be appointed to go into the revision of the syllabuses. To ensure effective teaching, the maximum strength of a class should be 20.

After IV Form specialisation should be effected. Subjects like alluminum work, paper-making, wood-work, comb-making, oil and coir industry, rattan-work, lace-work, mat and basket making, and boat-building should be included; and as far as

*For the Questionnaire, please vide p. 110 of 'Educational India,' Oct., '46.

possible correlated to local industries. From V Form there should be bifurcated courses of study, one leaving to the vocational courses and the other, to the academic.

As regards the medium, the present staff is generally well equipped to teach through it. The future teacher should be taught and trained in the medium of the regional language in which he or she is expected to teach. Regarding the standard aimed at in the teaching of the Regional Language, the pupil should not only read, write and express himself fully, but should also be enabled to appreciate some classical works in this language. The teaching of grammar should be mainly functional. The qualifications of teachers to handle the Regional Language should be as follows:—(1) Secondary Grade trained teacher with Vidvan qualification for the lower forms, and (2) Language graduate with B. Ed. qualification for the upper forms. The present shortage of teachers may be remedied by granting exemption and by deputing them for training. In respect of the place allotted to the present type of Pandits and Munshies, they should be placed in the scale of 45-3-75. They should undergo Refresher Course if they are to be entrusted with the charge of the First Language.

The teaching of English should be compulsory and the aim should be to enable the pupil to have a working knowledge without insistence on the

appreciation of classical literature. Basic English is sufficient and it should commence from I Form. Hindustani in the Devanagari script should be taught compulsorily from I Form to IV Form, though it is not the Regional language. Just a working knowledge of the same should be the aim in view. The number of scripts which can be learnt should be two, viz., Urdu and Devanagari.

As regards Physical Education now imparted, it is not satisfactory. Only two registers need be maintained, viz., Attendance Register (for participation and instruction) and the Consolidated Register (for the entry of remarks in the S. S. L. C. Certificate). The number of Physical Training Instructors is now woefully inadequate. Their training should not be the monopoly of the Y. M. C. A.; and more facilities for training at several centres should be provided for to meet the demand for them.

Re. Religious Education, it should be only moral and ethical but not religious. As there is now no suitable text-book in this subject, steps should be taken to produce at least one.

With respect to Girls' Education, it should be different from that of the boys both in the lower and in the upper forms. Subjects like music, gardening, domestic Science, and nursing should find a place in their curricula. In the matter of co-education, it is desirable neither in the lower forms nor in the upper forms, and the age-limit should be the 5th class. The staff of a co-educational school should be mixed.

In the matter of management, it is advisable that every aided school, mission or non-mission, should have a local Committee of Management consisting of eight members represented as follows:—

Parents' Assn.—1 member: The Founders of the Mission—2 members; Old Boys' Assn.—1 member; Vocational interests—1 member; Women—1 member; Departmental Officer—1 member; Headmaster (Ex-officio). The Headmaster is to be the ex-officio secretary of the Committee, and there is no need for the staff to have a separate representation. The Local Committee shall also be the trustees under a Registered Deed of Trust to manage the school properties. The methods of raising funds by lotteries, donations, and offer of membership may be adopted to invite fresh endowments. It is not possible to increase the financial resources of these schools and the state is expected to meet the net cost. Temples and their Endowment Funds may be indirectly utilized for the expansion of secular education; but direct diversion of the same is not desirable. The State may levy a super-tax on all Religious Endowments, Hindu, Christian, and Islam alike to meet the needs of Secondary Education.

Regarding the levy of fees, the standard rates should be raised to Rs. 4/- in Forms I to IV; and to Rs. 7/- in Forms V to VII, eight instalments being collected in the school year.

Re. staff, it is desirable to have lady-teachers in all grades in mixed schools, and teachers should be confirmed after two years of probation. It should be compulsory for a denominational school also that no such teacher should be given notice to replace him by a denominational teacher. The issue of notice should be under the conditions applicable in the case of Government Servant's Conduct Rules. In such a case, the need for any changes in the draft agreement between a staff-member and management does not arise. Provision should be made for formal

appeals to lie to the Education Department though the Local committees both from aggrieved teachers and Managements in respect of withholding of pay, increments, promotions, suspensions, and dismissal. As regards salaries to teachers, the scales recommended by the Central Advisory Board of Education should be given effect to. It is not advisable to permit teachers to take up private tuitions under the new conditions of enhanced salaries.

In the matter of discipline, there is need for improvement. Various measures like enlisting the willing co-operation of the parents, the school Assembly, the school Day, tutorial system, and Courts of Honour should be introduced to bring about a living and wholesome contact between the school and home to improve discipline.

As regards the size of schools, it should be restricted to 500 pupils. Where the maximum cannot be adhered to, Asst. Headmasters should be appointed with delegated powers; and the senior subject teachers may be placed in charge of their subject assistants. Where a school is unwieldy, the strength should be diverted by opening branch schools.

The school cannot now be regarded as a community centre, though it is desirable to make it so. The radio, school-debate, games, libraries, popular lectures, cooperative societies, theatre, Parents' Assn., should be introduced for making it a community centre. Parents can take part in extra-mural activities, but they should not interfere with the authority of the headmaster.

Regarding the Inspectorate, Inspecting Officers should have had teaching and administrative experience as headmasters of Secondary Schools or of training schools for at least five years. They should be men

of character. Refresher Courses once in five years or transfers to colleges may be adopted to keep them in touch with the educative side. In mixed schools, men may inspect girls' institutions, and women, boys' institutions up to standard five. Separate subject inspectors are not to be preferred, except in the case of vocational subjects.

As regards the education of scheduled classes, Muslims, Hill Tribes and Agency Areas, more facilities should be provided for them by opening schools specially, but not exclusively for them, by providing special scholarships, boarding grants, book allowance and by granting bonuses to parents, carrying on educational propaganda and by giving them preference in service.

In respect of State help, the Government should provide the *entire funds*.

Regarding Teachers' Provident Fund, the present measures taken by the Government are not adequate. The teachers' contribution should be raised from one anna in the rupee to two and a half annas, and the state should contribute an equal amount. As regards examinations, the written tests, by themselves, are unreliable tests of the ability of a pupil. They should be supplemented by Intelligent Tests in the class room.

Pupils of private study should be examined along with the regular pupils at the annual examination, and no such pupil should be admitted into a class higher than I Form.

Regarding the difficulties in adopting the mother tongue as medium in Secondary schools, Muslim pupils coming from Muslim Elementary schools will find it difficult to follow instruction in the regional language in secondary schools. Hence, provision should be made for a teacher of the

regional language in a Muslim Elementary school to teach the regional language in the 3rd, 4th and 5th classes. This teacher will be included in determining the number of teachers eligible for appointment in the Elementary school. As Hindustani is to be made the common language, insistence on following the Urdu script will reduce the difficulty of the Muslim pupils in learning

Hindustani. Where there is a large number of pupils of 20 and above, provision may be made for employing an Urdu teacher over and above the teacher quotient warranted by the average attendance of pupils.

As regards steps to be taken to secure adequate play grounds for schools, there should be compulsory acquisition by the state of land enough for play and recreation.

BIFURCATED COURSES

By Sri A. S. VENKATARAMAN, B. A., L. T.,

Headmaster, Board High School, Chittoor.

It is gratifying to note that syllabuses for bifurcated courses have been published and that they will be shortly introduced in High schools. It has been more or less widely held that many of those who are being admitted into university courses are really unfit for them and that it is imperative that the unfit candidates should altogether be eliminated from the field of admission. By the way such a measure might also reduce middle class educated unemployment and minimise what might otherwise be a social menace.

Along with the move to restrict the number of university going candidates, there has of late been a reaction in favour of nonliterary pursuits or courses of education. The war has created a new stir in the minds of people. It has provided a fillip to industries and businesses. A new class of traders and wealthy persons have come into being. People of business incomes are coming up, while people with salaries in offices are going down. During war time even ordinary businesses gained abnormal importance of rank. Phenomenal

success has attended many an ordinary trade transaction.

Easy gains have led to a spirit of self discovery. A feeling of confidence and courage in one's own competence has sprung up in many minds. The superfluous cash in the hands of moneyed classes is seeking an outlet.

There is an inclination in the minds of many to assist in the opening of new schools but more want only to send their children to schools. The existing schools are getting to be populous and therefore popular. There is a swell in the school going population and the demand for schools has outrun their supply.

Still we find that only about 15% are fit for the university course though about 30% and more may seek it. Very often pupils with a high I. Q. are precluded from poverty and those with low V-Q seek admission by force of wealth or influence or other extra educational factors. In fact about 70% of schools in VI Form and those on the march from the IV F. to VI. F. must be classed among the unfit. The disinclination for overweighted literary courses has created a hatred at

dislike of examinations which cannot be avoided as they alone supply the pass-port for life's voyage.

Viewed against this background the selection or the classification of pupils at the IV Form stage is to be welcomed. At present there is to be no public examination but the guidance of a vocation expert has to be depended on or sought. The courses have to be only try out ones or largely exploratory. The bifurcated courses now proposed, must therefore be only exploratory in character. Last year there was furious thinking followed by feverish haste in order to adumbrate or enforce the scheme. Many managements either refused to act or reacted only by inaction.

What should be our attitude towards them? Facile criticism and cheap sneer are ready to rush in where calm thinking and cool decision fear to tread. The scheme may not be perfect but still let us work it. No change or arrangement can be permanent or perfect. Changes can be made as we go along. To make a beginning is a really important thing. Let us not at the same time force the pace of all schools. Let not all take to them all at once. Let us hasten slowly; 'Festina lente' shall be our motto. Let us not make a fetish of secretarial courses. Or perhaps they form the only courses for easy introduction in many schools. Shall we not be preparing more clerks than there is need for them, instead of forcing more into colleges than there is accommodation for them?

Still the non-university going pupils should be trained in diversified courses which include secretarial, engineering, agriculture, painting etc, music and dancing and domestic science. Let us seek to stress one point of view more than anything else. Neither the elimination of the unfit

nor the selection of the few shall be our objective but the accommodation of the vast majority according to their tastes in diversified courses to make better workmen, farmers, labourers, carpenters, tailors, mechanics, technicians etc. To many of those who are now well to do, university education may be a mental luxury, nay even an anathema. Let us not inhibit their impulses or smother them with literary or scientific courses intended only for university students. Many even among the fit cannot be trained for the black-coated professions or white-collared jobs. If owing to poverty they are prevented, they deserve to be encouraged with freeships and scholarships.

The first task that confronts us is a preliminary survey of the needs and conditions in different centres and of the facilities that can be had or made available. There are three significant factors that make or mar any educational system, the parents, the public and the pupils (who may be said to be represented for this purpose by their teachers). In order to study the needs of the locality, it may be necessary for us to consult their wishes at a representative gathering. To acquaint ourselves with the condition, a conference of District Headmasters, correspondents and educational officers may have to be summoned, on a wide restricted scale. What is more or equally essential is that the Education Minister or the D. P. I. should convene a conference of Headmasters and Teachers to seek co-ordination and uniformity and approach the problem from a provincial point of view.

When this survey is completed, the courses chosen may be started in selected schools. The condition for introduction may be controlled and those favourable for success will have

to be secured. Notices may be given to managements that within a year, that schools should adapt themselves to changing times or adopt the new courses. If new schools are started, the provision of bifurcated courses may be imposed on as an essential condition of recognition and donations may be earmarked for the purpose. There shall be at least one school offering the engineering course in each district.

According to the proposed syllabuses only 24 students can be trained and even they in batches of six each. Every big school, I believe, will have to include the engineering course among the courses offered by it. Perhaps even a small school with exceptional facilities may also offer it. It will be worth while to consider as to whether we cannot arrange for work or instruction by shifts in the engineering course section of a school.

One important point that should not be lost sight of, is the future of these trained youths, or there is the risk of substituting technical unemployment in place of intellectual unemployment. Certain industries may be taken over by the state and managed as national concerns. At the same time every factory that is opened, or every business that is started may be required to train apprentices and appoint in vacancies only those who have undergone one of the bifurcated courses. In the state concerns and other private concerns, trained technical youths should be capable of being absorbed. Co-operative farming or collective farming is a venture worth trying. Students of recent Soviet history will do well to remember that because of this experiment, industries have expanded by leaps and bounds. Let us take a leap from this Soviet parallel. Omit this aspect of the problem and the experiment is

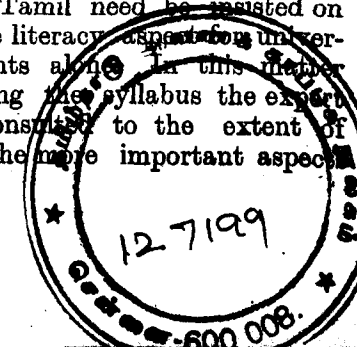
foredoomed to failure. Let us not forget that in youth's minds, we have vast mines undrainable of ore and the more we explore them, the vast and more precious will be the treasures hidden in them that can be conceived of at first. In the mental contents of the modern student, there is a bias in favour of technical and industrial pursuits, which cannot be ignored. It shall be our endeavour to harness the youth's intellect and zeal to noble national callings.

In our examination of the bifurcated courses and syllabuses let us also consider how they ought to be correlated to the general educational scheme. There should be lightening of the present syllabuses without doubt. It is expected that the new courses will occupy one full session in a day or two sessions. Then the general education scheme may fill another session providing only 15 or 16 periods of instruction. Mother tongue, English, Mathematics, Science, History and Geography will go into the shares as shown below:—

Mother tongue	4 periods per week.
English	3 periods per week.
Mathematics	3 " "
Science	2 " "
History and Geography }	4 " "

Literacy aspect of a language will for the purpose of this course be eschewed, as they may be taken up in the preuniversity course, (which may correspond to the bifurcated course) for university going students. It ought to be possible to alter or cut down the general scheme syllabus suitably to ordinary dimensions. Only practical English or a working knowledge of Telugu or Tamil need be insisted on leaving the literacy aspect for university students alone. In this matter of lightening the syllabus the expert may be consulted to the extent of selecting the more important aspects.

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alone. It will be an arduous business of a committee to adjust the claims of different subjects—cultural, and technical—for a place in the school timetable and settle their demands on time and attention to be spent at school.

The financial aspect of the scheme too deserves to be examined. Both from the point of view of outlay and the recurring charges, the costliest is of course the engineering course. It is only a big school in a big town or the headquarters town of a district that can introduce it. Or if it be any other school it should be an industrial town, have rich endowments, and command the exceptional facilities such as electric current etc. Next in cost the agricultural course takes its place. Its introduction is mostly determined by facilities for farming, dairy farming, garden sites and poultry, the outlay for all of which will be in the neighbourhood of Rs. 4000/-. Perhaps the only course which can be thought of without reference to conditions and facilities is the secretarial course. This may be within the easy reach of many schools, provided of course an outlay of Rs. 3000/- can be had for the purchase of typewriters. Painting, Drawing and Photography form another course, the outlay of which will be Rs. 1500. The recurring charges should include pro-

vision for 2 teachers. This may be a cheap course for various reasons but may not be popular as any other course.

Music and dancing require an initial equipment of Rs. 1000/- but the recurring charges should include salary of 4 teachers. Domestic science can be recommended only for girls' schools and will be suitable and essential for girls notwithstanding high outlay and recurring charges.

Before we close, we shall consider one or two more points. The question of selection of candidates for Vocational courses is not easy. On the completion of IV Form pupil has to decide. There will be no public examination but a suitable task should be decided. A Vocational expert, the parent and the headmaster may constitute themselves into a committee for the purpose. For sometime to come a change over may be permitted after a probation of six weeks. Again there are possible critics who may argue against specialisation at an early stage. Specialisation is an overwhelmed expression. These critics are prepossessed in favour of University specialisation with this mind, view the question with reference to conditions in high schools. The point is that we do not intend to specialise but seek only to explore the pupil's aptitudes.

Foreign Scientists Honoured

Nine distinguished scientists from the United Kingdom, the U. S. A., France and the U. S. S. R. were honoured at a special Convocation of the Delhi University on Jan. 10th when honorary degrees of Doctor of Science were conferred by the Chancellor, Lord Wavell, on Sir Charles Darwin, Sir Harold Spencer Jones, Sir D'Arcy Thompson and Prof. P. M. S. Blackett (U. K.), Dr. Harlow Shapley and Dr. A. F. Zlackeslee (U. S. A.), Prof. Jacques Hadamard (France) and Academician V. P. Volgin and Academician E. N. Pavlovsk (U. S. S. R.)

A Philosophical View of Education

By Sri NARASINGA PATNAIK, B. A., B. Ed.

THE goal of man is perfection of his whole life. To be more philosophical, man at last reaches the sublimest plane of existence which is in consonance with life universal. Then all branches of learning, all arts, and all schools of educational thoughts merge into one eternal flow that rushes into the Absolute. As the goal is distant, he has to rest on education for nurturing his growing self, physically and mentally.

Now coming to the concrete problems of life, education should fulfil the basic needs of life, and in the physical and mental life of man education is its own end. But the emotional man does not halt at the physical and mental boundaries of life, and he travels further, and the self-same education serves his purpose to sail across life and to gain something more than the physical and mental, something more than the ordinary. He attains emotionalism. If it is rightly directed and corrected by the trenchant logic of pure mind, he catches glimpses of eternity. He lives in the realm of truth, love, and beauty.

There are souls who do not even stop there. The wings of poesy do not carry them afar. Nor does the intuition answer the call from the other side of the shore of life. So, the boundaries of education have to be widened still further. It ought to be the means to reach the Absolute. What is Absolute? It is life universal, the goal of life. It knows no barriers, no nationalism and no anxieties of the selfish.

Hence it is clear all our systems whatever may be their ideologies are consciously or unconsciously formu-

lated to shape life in tune with its environment and the life beyond it. If the systems are not workable and beneficial, reformers feel the necessity to introduce changes.

Now the leaders at the helm attempt to reorganise education in India. They may keep in view the mighty philosophy of education and its basic relation to life. Then only it can be reorganised on sound basis.

It is not suggested a purely national education does not elevate the citizens. The only philosophical point which is to be borne in mind is that it is a stepping stone to the realisation of the basic needs of international life.

Coming to the conclusion, this mighty philosophy of education roughly sketched, is the philosophy of life. To a seeker of truth there is no difference between life and education, for the later is science as well as art, which is life. Education unfolds the creative power in life. To set aside the old belief, whatever is destructive in the field of science has no place in education. Gandhiji's spiritual approach to politics is a guiding light to the philosophical approach to education, which reveals the golden thread that connects man's manifold activities to a right type of education. It is a truism that the three-fold ideal of democracy, which is freedom, builds citizenship on such a sure foundation that it is in no way opposed to international harmony, world unity and "peace that passeth all understanding." When does this glorious moment come? Man should not look into books. His heart tells him the answer.

THE SUPERIOR TEACHER

By Sri M. PADMANABHA RAO, B.A., B.T.

RAJAJI in his address to the Central Advisory Board of Education has correctly appraised the value of the 'Superior teacher.' Truly did he say that the main positive link in the chain is the teacher. Education in this country has suffered mainly due to the want of appreciation of this central idea of education. Teachers there have been, and there will be. But where is the superior teacher who will truly unfold the young and at the same time make them live their life as children. This is the problem.

This idea of enabling children to live their life as children has remained only as an idea in the books of educational thinkers. In the class-room and in the school what we find is drudgery, wearisomeness and lackadaisical curriculum. What are we to do to change this sorry state of affairs?

Is the problem one of getting the 'superior teacher' only? Are there not the right type of teachers even now who find it impossible to practise their cherished ideals mainly due to the rigid examination system and the unsympathetic inspectorate? One finds that the little enthusiasm a newly trained teacher has gradually vanishes owing to the vicious atmosphere in which he is placed.

The atmosphere must certainly be changed. Then only the superior teacher will find himself in his element. There is action and reaction going on between the teacher and his atmosphere. The superior teacher must find scope for the practice of his ideals and for vivifying the atmosphere. There should be no restraining influence. He should be really

the master of the situation in which he is with his pupils. Then only the technique of happiness for the cultivation of which Rajaji pleaded could be imparted to the pupils.

Wordsworth has given us the picture of the happy warrior. To-day we require the picture of the superior teacher. Who is he who would wish to be a superior teacher. Well may we ponder over this.

The superior teacher must be a radiating centre. He must have the impress of the desire to teach. It is desire which inflames a man. Without a flame from within there will be no light without; and, it is this want of light which makes class-room teaching dull as ditch-water. Give a class a teacher with a desire to teach and the whole class catch the desire to learn. This is the secret of teaching and learning. The present atmosphere dims the flame of desire of the teacher to the extent of extinguishing it altogether. This handicap of the superior teacher has also to be taken into account and that is why it was said in the beginning that the teacher must find himself in his element.

The present class consists of the good, the bad, the indifferent and the unfit. All flock together. There is varying aptitude and varying foundation for the mental state of the pupils. The Sargent scheme proposes to remedy this state of affair and therefore when it comes to execution the difficulty should not be that of finding the superior teacher, as Rajaji has correctly assessed the situation. Let us in the meanwhile note the hallmark of the superior teacher.

NOTICE

All communications concerning Editorial to be addressed hereafter to:—

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Educational India

Masulipatam, February, 1947

Teachers Let Down

WHAT was least expected from a popular ministry like the one holding office at present in the province of Madras has happened. Teachers who hoped that the Congress Government would show real sympathy towards them and make their lot worthy of human beings have now been completely let down. Bitter disappointment now reigns supreme in the world of teachers in this province. So bitter is the disappointment that there is a danger that some sections among them—especially those serving in Elementary Schools—may be driven by the compelling force of circumstances to resort to direct action.

ALL this arises out of the revised scales of salaries announced by the Madras Cabinet two weeks ago. This announcement ignores completely some of the basic principles which should guide every democratic government in a matter like this. In the first place it relegates the teachers to a status much lower than what it confers in all other classes of government employees. All other ranks of employees whether they are in the revenue, agricultural, co-operative or some other department get higher emoluments even though they do not possess higher educational or technical qualifications. Teachers in Elementary Schools for instance receive a pay much lower than that of peons and some of the members of the menial staff. Little attention has been paid to the rule that people with the same general qualifications and with similar technical qualifications should be placed in respect of grades and salaries in the same category.

IN the second place the principle that every human being should receive a pay which will enable him to maintain himself and his family has been ignored in the case of teachers.

IN the third place among the teachers themselves invidious distinctions have been recognised. This is not meant to say that the present Government has created these distinctions. They were already there as a legacy inherited by them from their bureaucratic predecessors. But it was expect-

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ed that the democratic Governments would do away with such distinctions and proceed on the basis of the rule of "Equal pay for equal work." On the other hand scales have been revised with the result that the old distinctions are perpetuated. Teachers in Government schools continue to enjoy the status of a privileged class. Next come those employed in schools managed by local bodies. And the lowest position is occupied by those employed in aided institutions managed by private committees. Trained graduates employed in Government get a higher pay than those in other institutions, while those in schools managed by local bodies are placed in grades higher than those in aided institutions.

ANOTHER point also deserves to be noted in this connection. The revised scales are immediately effective in the case of those employed in Government schools. But in the other cases the revision is only recommendatory. It is left to the sweet will and pleasure of their managements to give effect to them or not.

THIS operates most adversely in the case of teachers working in aided institutions. The finances of these institutions are poor. Their managements are not in a position even to pay the existing scales of salaries. It was hoped that Government would revise the Grant-in-aid code in such a manner that all additional moneys would be

granted to them by Government so that they might be enabled to pay their teachers according to the revised scales. But no such thing has been done. A cumbersome formula has been put forward by Government. It is not prepared to pay the full grant to aided schools so as to make up the difference between the old and the new scales. Government is only acting in an advisory capacity in the case of these schools. The lot therefore of the teachers in them will continue to be as bad in future as in the past.

THERE is no reason why the money which the Government collects from the tax-payers should be mainly utilised to pay higher salaries to those employed in Government schools. Teachers in aided schools are also rendering national service. Imparting of education to the youth of the country is a national service whether it is done by teachers in Government schools or in aided schools. The money collected by Government from the public should be equitably distributed among all those that are rendering this service. If Government is not able to get enough from taxation it does not follow that what it gets should be spent in the main on only one set of teachers. What the Teachers' organisations in the province have been demanding is that the responsibility for education should be a united responsibility and it should be borne entirely by Government.

No need whatever has been paid to this in the revised scales of pay.

IT has also been pointed out that this distinction recognised by Government becomes still more invidious as teachers in Government schools form part of a large educational cadre and have opportunities of rising to superior administrative posts. Those in aided institutions have no such opportunities, and this is all the more reason why their grades should at least be equal to those granted to teachers in Government schools.

A DISCONTENTED teaching profession is a social menace. It is therefore urgent that the discontent prevailing among them should be effectively removed. The ministry therefore should bring a larger amount of imaginative sympathy and breadth of outlook to bear on the question of teachers and take effective steps to give them a status consistent with the noble role they are expected to play in the shaping of society. Let it not be said that the congress ministry has betrayed the teachers.

Child Education

AT the first conference of the Indian Council of child education recently held in Madras, attention was drawn by several speakers to a systematic study of the problems of child education and to a more effective training of teachers entrusted with the task of educating child-

ren especially in the kindergarten stage. It is this aspect of education that has so far been most neglected in our country; and it is also here that our training schools and colleges have miserably failed. It was therefore quite appropriate that a special conference should have been organised for discussing questions bearing on this subject.

IT was pointed by Dr. Savor, the Director of Public Instruction, Madras that at the present day parents found little time to look after their children. They preferred to send them to nursery and kindergarten schools and the problem therefore of looking after children and training them properly is now shifted to the teachers. This may not be universally true as yet of our country but so far as industrialised cities are concerned conditions approximate more or less nearly to those referred to by Dr. Savor. It is this that gives special significance to the need for making a scientific study of child education to-day.

APART from this even where parents have the time and leisure to look after their children they lack the proper knowledge for carrying out the task. This is much more true of the so-called "educated" mothers than of the "ignorant" women who have not received the blessings of modern education. It is therefore necessary that teachers should be properly trained to look after children in all cases.

A BATTLE has been going on for a long time between those who believe in the old fashioned manner in placing restraints on the activities of children so that they might grow as well disciplined citizens and as dutiful members of society and those who believe in giving as much freedom as possible to them so that their spirit of initiative might not be killed. The motto of the latter is that discipline necessary as it is should come from within and not from without.

IT was on this aspect that special emphasis was laid by Principal Subba Rao, the President of the Conference when he observed that there was need to radically change our outlook on children. According to him the fundamental thing that parents and teachers should learn is that the child has a personality of its own and that it should be allowed to grow without checks or coercion.

BUT nothing in the sphere of child education can be dogmatically laid down. There is need for constant observation and experiment. In many parts of the world such experiments are being made. And in some centres in our country work has been started in this direction. It is to the strengthening of these experimental schools that efforts should now be directed.

Sir Mirza's advice to students

WHILE addressing the Osmania University Students' Union, two significant observations were made a few days ago by Sir Mirza Ismail, President of the Nizam's Executive Council. One refers to the role of students in politics. Like all statesmen who are interested in the real welfare of Indian students today he deplored the entire lack of discipline among the student population and pointed out that it was not advisable for them to take part in political controversies, to shout slogans and to allow themselves to be used as pawns in the political game. But at the same time he made it clear that this did not mean that students should not make an academic study of politics and even of current politics. It is just the thing that they should do. It is the only way in which sound knowledge of fundamentals can be obtained and scientific temperament can be cultivated. It is to be hoped that this sound advice coming as it does from such an experienced and liberal minded statesman like Sir Mirza will produce a desirable effect not merely on the students whom he was addressing but also on students in general throughout the whole country. To-day it is in the path chalked out by him that students should walk.

THE other observation refers to the question of language as a medium of instruction. Here it

is not exactly clear what the real nature of the policy for which Sir Mirza stands happens to be. He is reported to have said that no university should foster the use of vernacular at the cost of the English language which was becoming a universal language and that deterioration in the knowledge of English would be a great calamity to any Indian University. This raises a number of controversial issues. Does it mean that the use of Urdu or the other local and regional languages as media of instruction should be abandoned? This is a position which no one will accept to-day in our country. We have suffered too long in consequence of a foreign language like English being used as the medium of instruction and any attempt to reintroduce it as the medium of instruction in Universities where it was given up should be regarded as a reactionary step.

MOREOVER it is not necessary that English should be the medium of instruction in schools and colleges if our young men are to have a good command over it. It is enough if it is studied scientifically as a compulsory second language and that is just the position to which all educational reformers want to bring it. There is no inconsistency or conflict between the use of the mother-tongue as the medium of instruction and the acquisition of a high standard of knowledge of English. It is the correctness of this point of view that requires to be grasped.

Personal Notes

SIR MAURICE GWYER has been re-appointed Vice-Chancellor of the Delhi University for a further period of two years with effect from December 17, 1946.

MR. T. T. KRISHNAMACHARI will preside over the 37th Madras Provincial Educational Conference to be held in Madura in May 1947.

Need For Adult Education

The All-India Adult Education Conference which was held in conjunction with the All-India Educational Conference resolved that in view of the democratic constitution that is being evolved for India and the immediate need for educating illiterate masses for citizenship and the imperative need to develop in them ability to think, appraise and judge for themselves, educational authorities in India should discharge their primary responsibility in this matter by immediately formulating comprehensive schemes of adult education and working them out with devotion so that the prevalent illiteracy and ignorance might be liquidated in as short a time as possible.

The Conference opined that the importance, vastness and urgency of the problem of adult education in India demand that any comprehensive scheme of adult education in all its aspects could be effectively worked only by sufficient number of trained and devoted full-time workers in different linguistic areas under the guidance of and the direction of a central institute for adult education. Therefore, it urged upon Governments of all Provinces, States and centrally administered areas to institute an Adult Education Section as an important part of their education departments.

Industries of the Interim Government, on January 6th laid the foundation-stone of the Shri Ram Institute for Industrial Research, which will function primarily as an institute of applied scientific research in respect of industrial problems, carry out experiments and run pilot plants in order to test out the results of these experiments. The institute will incur an estimated cost of Rs. 20 lakhs.

MADRAS

REORGANISATION OF EDUCATION:

ADVISORY BOARD'S DISCUSSIONS

The Provincial Advisory Board of Education, which met on 18th January Mr. T. S. Avinashilingam Chettiar, Minister for Education, presiding, discussed for nearly four hours the Government's questionnaire on the reorganisation of education, the bifurcation of studies in high schools and the agreement that should be entered into between management and teachers of secondary schools.

The Board constituted a Sub-committee of nine members with Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University, as its Chairman and consisting of Rev. A. J. Boyd, Dr. J. J. Rudra, Miss Mathews, Messrs. Basheer Ahmed Sayeed, T. P. Meenakshisundaram Pillai, M. Satyanarayana, Sargunam and V. Ranganatha Mudaliar, to scrutinise the replies received to the Government's questionnaire on education and make suitable recommendations in the course of a month.

There was a general discussion on the need and nature of the agreement to be entered into between managements and teachers of secondary schools in regard to service conditions. The Board agreed to the general principles on which the agreement should be made.

Regarding the bifurcation of studies in the high school stage, a majority of the members favoured the proposal and urged that the Government should help to start bifurcated courses in the next academic year wherever conditions were feasible.

BROADCASTS ON AIMS OF HIGHER EDUCATION

A symposium of the aims and direction of higher education in this Province has been arranged by the Madras Station of the All-India Radio. Leading educationists in South India will broadcast their views on the subject. Mr. H. C. Papworth, Pro-Vice-Chancellor of the Travancore University, initiated the series in this broadcast on January 18.

Other speakers in the series are Rev. Fr. Jerome D'Souza, Sir C. R. Reddi, Sir A. Lakshmanaswami Mudaliar and Mr. M. Ruthnaswami. The concluding talk in the symposium will be by Mr. T. S. Avinashilingam Chettiar, Minister for Education.

GOVT. SCHOLARSHIPS FOR STUDIES ABROAD

Thirty-five scholarships have been allotted to the Madras Province under Government of India scheme (for 1947-48) of sending to other countries a certain number of students at Government expense for advanced courses in subjects directly related to post-war needs.

Of these 35 scholarships, nine will be for supplying the teaching personnel in the engineering, arts and other professional colleges; 17 for absorption in industries (Government and private enterprise); and nine for absorption in the Public Works, Electricity and Highways Departments.

Arrangements for instruction will be made primarily in the United Kingdom and the United States of America, and if possible, in other countries which may offer adequate facilities.

Details regarding the procedure for putting in the applications with particulars and the subjects to be chosen by the candidates are published in this week's *Fort St. George Gazette*. Applications will be received upto February 8.

AWARD OF OVERSEAS SCHOLARSHIPS

The Government of Madras have constituted a Committee consisting of Sir Gerald Priestly, First Member of the Board of Revenue, Dewan Bahadur T.

M. Narayanaswami Pillai, member of the Public Service Commission, and Dr S. R. U. Savoor, Director of Public Instruction, to assist the Government in the selection of suitable candidates for the award of scholarships for advance courses of studies overseas. The Education Secretary to the Government will be Secretary to the Committee.

BENGAL

PRIMARY EDUCATION IN BENGAL

A ten-crore scheme for the introduction of compulsory free primary education all over Bengal is understood to have been under the active consideration of the Bengal Government.

Out of this sum, it is understood the Bengal Government would be prepared to find about Rs. 8 crores and the Central Government is being approached for the balance either as subvention or as loan. It is understood that negotiations are proceeding between the Central and Bengal Governments in this connection.

EDUCATION OF MUSLIMS

The Government of Bengal will spend annually Rs. 10 lakhs for the education of poor but deserving Muslim students.

The Education Minister, Mr. Syed Nazzemuddin Hossain, revealed this in an address at Kuliarchar (Mymensingh). He said that poverty was one of the main causes of educational backwardness of the Muslims and to remedy this a lump provision was being made by the Bengal Government.

CALCUTTA UNIVERSITY'S SCHEME OF MILITARY TRAINING

It is learnt that the Calcutta University is now negotiating with the military authorities to secure sanction to implement the University's scheme aiming at compulsory military training in the first two years in college life.

The matter was discussed by the Vice-Chancellor, Mr. P. N. Banerjee with

Lt. Gen. F. R. Bucher, G.O.C.-in Command. The General is reported to have assured the University authorities that he would place the scheme before the Commander-in-Chief.

The Vice-Chancellor, it is learnt, has also written to Sardar Baldev Singh, Defence Member, Government of India, on the subject.

BOMBAY

PROMOTION OF PHYSICAL EDUCATION

The opening of a separate Department of Physical Education and Recreation by the Central Government was urged by a deputation led by Mr. Justice Puranik, Vice-Chancellor of the Nagpur University, when they met the Education Member, Government of India at Bombay.

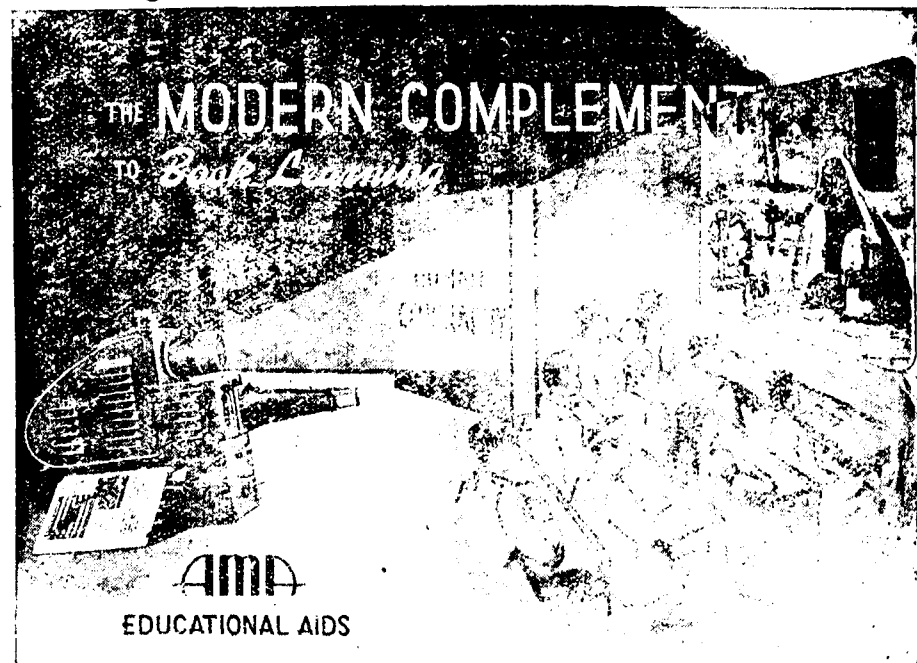
The other points placed before the Education Member were: 1. The establishment of a Cultural Institute of Physical Education and Recreation by the Government of India; 2. Representation of experts in physical education on the Central Advisory Board of Education; and 3. recognition and organisation of Indian games and sports as part of physical education and suitable grants.

ADULT EDUCATION IN BOMBAY

The ten-year plan of the Bombay City Adult Education Committee to liquidate illiteracy, which has been accepted in principle by the Government of Bombay, is to be enforced in Bombay.

The plan, which is designed to make 665,000 adults literate by stages, will cost Es. 50,31,000 spread over a period of ten years.

The Committee has assumed on the basis of the ration cardholders, that out of a total population of 2,500,000, about 6,65,000 adults would have to be made literate, during the operation of the plan which will begin with 900 classes in the first year. The rate of acceleration will



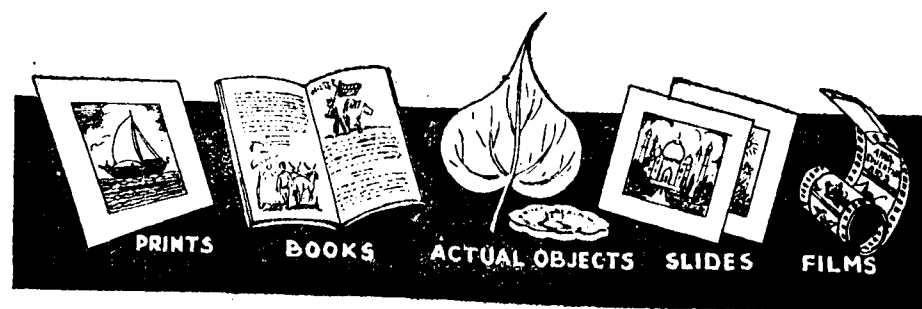
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Central Advisory Board

CULTURAL TRUST FOR INDIA

A proposal to establish a National Cultural Trust for India, with a substantial endowment, to stimulate and co-ordinate the cultural activities in the country, was adopted by the Central Advisory Board of Education at its meeting in Bombay.

The Cultural Trust will be an autonomous body with a preponderant non-official element and will operate through appropriate academies and committees.

The main functions of the Trust, as recommended, will be: (1) to encourage cultural education and research with particular reference to the preservation and development of traditional Indian culture in relation to such subjects as literature, architecture, sculpture, painting, music, dramatic art and dancing, (2) to acquire for the State sites, monuments, manuscripts, pictures or other objects of importance from the point of view of Indian culture, (3) to advise the Government of India and the Provincial Governments with regard to cultural matters, (4) to co-operate with Indian Universities in the development of activities in the purely cultural fields, (5) to co-operate with the learned societies of India in order to encourage and expand the cultural side of the work now performed by them, (6) to publish suitable popular literature, on cultural matters, (7) to maintain close touch with all parts of India (including the States) by holding periodical conferences and (8) to organise archaeological and other cultural missions to foreign countries and generally to develop and extend cultural contacts between India and other countries.

The activities of the Trust which will be composed of fifty trustees are proposed to be carried on through academies, of which there will be three in the first instance namely the Academy of Letters, the Academy of Arts (including the graphic, plastic and applied arts) and Architecture and the Academy of Music, Drama and Dancing. The Trust should be substantially endowed by the Central, Provincial and State Governments.

UNIVERSITY EDUCATION

The Board also accepted a recommendation for the setting up of a commission on the lines of the Sadler Commission to report on Indian University Education and to suggest any changes and improvements that may be deemed desirable to meet the requirements of the country. The terms of reference of the Commission will be as broad as possible.

SECONDARY SCHOOL EXAMINATION COUNCIL

The Board also adopted a proposal to establish a Secondary Schools Examination Council with a view to bringing examinations upto a common standard. The proposal is that it would be in the public interest to have one examination at the end of the school course and every effort should be made to meet the requirements of the Universities in that examination. The examination to be held at the end of the high school course should serve both the purposes, namely for entry into the University and for employment on leaving school. The council will not be an examining body and will for the present, be endowed with advisory function only.

INDUSTRIAL RESEARCH

NEW INSTITUTE FOR DELHI
 Dr. John Matthai, Member for

be 40,000 literates in the first year and double that figure in the tenth year, when the Committee will be conducting 1,480 classes.

The plan also envisages 300 post-literacy classes in the first year and about 600 in the last year. These the Committee considers are essential to afford training in citizenship and to enrich the mind of the adult.

The plan includes a scheme to start five handicraft training centres on the lines of the Wardha Education Scheme at an estimated cost of Rs. 5,00,000. The maintenance of a permanent training school in Bombay to give short-term training to teachers in the principles and practice of adult education and organisation is also contemplated.

SIND

SIND GOVT.'S PLANS

The Sind Education Minister, Pir Illahi Bux explaining to Pressmen his plans for expansion of education, expressed his hope of liquidating illiteracy within eight years in the province. He said he would take over the control of primary education from the local bodies and, to meet the cost of the schemes, he proposed to introduce fresh taxation including a property tax and a tax on the legal and medical professions. Private employees drawing over Rs. 100 per month would be taxed at the rate of ten per cent per year. The Minister was confident to get through his University Bill in the forthcoming Budget session and appoint a committee for the selection of University officers.

HYDERABAD

FOREIGN SCIENTISTS VISIT HYDERABAD

A party of American, Soviet and French scientists, who came to India to attend the Indian Science Congress, arrived in Hyderabad on Jan. 13 by air.

They were received at Hakimpet aerodrome by Dr. Muzaffaruddin Qureshi and Dr. Raziuddin Siddiqui of the Osmania University. The party then drove to "Lake View", the Government Guest House.

The party includes Prof. P. Volgin, Leader of the Soviet Delegation and Vice-President of the Soviet Academy of Sciences. Prof. E. N. Pavlovsky, Professor of Zoology and Medicine and Member of the Soviet Academy of Sciences, Dr. Oscar Riddle, an eminent American biologist, Prof. J. Hadamard, a distinguished French mathematician and Madame Hadamard. The party also includes M. R. N. K. Dorodnitsin, Assistant Soviet Trade Commissioner in India.

JAIPUR

THE RAJPUTANA UNIVERSITY

Sir V. T. Krishnamachari, Prime Minister, Jaipur, in the course of a statement on the occasion of the coming into existence of the Rajputana University, says that it is the only university in India which owes its origin to joint action by the States in a distinct region. He says the Rajputana University is the result of co-operative effort, the States participating being Udaipur, Jaipur, Jodhpur, Bikaner, Kotah, Shahpura, Bundi and Kishangarh. When all the Rajputana States have joined the scheme, the additional population served by the University will be ten millions. The Rajputana University, like most other universities in India, will be both a teaching and an affiliating university and the standards aimed at in the various courses of studies will be maintained at a high level. He adds that the new University will seek, in the words of the proclamations setting it up, "to conserve and promote culture and the arts" in their widest sense and will also in every way seek to make its own contribution to the making of new India.

The administration of the university will be set up about the middle of April 1947 and the classes will begin in July.

PUBLIC OPINION

SIR JOHN SARGENT ON THE NEED FOR EFFICIENT TEACHERS

The importance of producing an army of efficient teachers for implementing the educational plan in India was emphasised by its author, Sir John Sargent, speaking at the last meeting of the Central Advisory Board.

Sir John said that India needed an army of two and a quarter million teachers within a period of 15 years "to give the minimum education to the maximum number of boys and girls. Any educational plan for this country," he added, "can succeed only when we tackle the outstanding problem of training an efficient teacher."

The speaker urged the members of the teaching profession to unite and organise themselves so as to secure recognition of the importance of their profession to the progress of the community. He said that he always sympathised with them in their struggle for a better living and he had always believed that the members of "one of the noblest professions" should be better provided economically to enable them to consider teaching as a service to the community and the country. But their organisation should be concerned primarily not to improve their economic conditions but to show to the world the importance of their profession.

Sir John Sargent denied that the post-war educational plan recommended by the Central Advisory Board of Education was based on Western ideas and said that though wrongly associa-

ted with his name, the plan was based on the great cultural tradition. It was a plan that provided for a system of education in line with the progressive countries of the world. The objective was to educate the people on right lines and make them physically fit, mentally intelligent and morally sound.

PANDIT NEHRU'S CALL TO SCIENTISTS

Pandit Jawaharlal Nehru commended the "Brahminic spirit of service" to Indian scientists speaking at the inaugural meeting of the All-India Scientific Workers' Association. Pandit Nehru said:

"Whether this Association is going to be a trade union or not I do not know. But more or less it will be its function to protect your interests. I hope that in protecting your interests you will not do so at the expense of the community. I suppose scientists have been rather individualistically inclined. Some of them have had power and glory but whatever the reason, they have not been properly organised. As a group they have not been able to do so much as most groups who are really not so favourably situated, but a time may come when organised scientists may well have the power to hold a pistol at the rest of the community if they want to.

"That may happen if science also proceeds purely on the lines of advocating and encouraging the profit motive in the individual. Power plus profit motive is a very dangerous thing and I should like scientists to develop more of what in India we consider the

The Provincial Physical Education Conference

9th Session at Madras from 14th to 16th February

The 9th Provincial Physical Education Conference will be held on the 14th, 15th and 16th February 1947 in the Madras Christian College School, G. T., Madras under the auspices of the Madras Provincial Physical Education Association. T. Sundara Rao Naidu, Esq., B. A., B. L., Worshipful Mayor, Corporation of Madras will preside. The theme of the conference is "National Physical Fitness." Besides papers, lectures and discussions, arrangements are being made to organise a health and physical education exhibition, a nutrition and a physical activities exhibition. The Hon'ble Mr. T. S. Avanashilingam Chettiar, Minister for Education, Government of Madras has kindly consented to open the Conference, and the exhibitions will be opened by Dr. S. R. U. Savoor, M. A., D. Sc., I. E. S., Director of Public Instruction, Madras.

The Executive Committee of the Association appeal to all interested in health and physical education for their co-operation. Those in the city of Madras are requested to become members of the Reception Committee.

The delegates fee for representatives of Associations, schools and colleges and others is Rs. 5/- each.

Continued from preceding page

much effort and so many precious years of to subjects which have no practical leaning upon life? Do we teach her in the school and college the facts and principles which she can apply and use in the work of her life? These are questions which every thinking individual should pause over. Whither does our system of education take our girl!

Those desirous of contributing papers and taking part in the Conference are requested to correspond with the Honorary Secretary. All papers should bear on the central theme of the Conference namely "National Physical Fitness." Papers should reach the Honorary Secretary by the 10th February 1947.

The Association has undertaken a big venture in deciding to hold this conference. The Executive Committee of the Association appeal to the public for money help. It is needless to say that the success of the Conference will depend to a large extent on the financial resources. The Executive Committee are confident that their appeal for funds will be generously responded to by the public. Donations and contributions may be sent to Sri P. Dorai-kannoo, M. A., L. T., Treasurer at the Chintadripet High School, Madras. Applications for membership of the Reception Committee with the necessary fees should also be sent to the Treasurer.

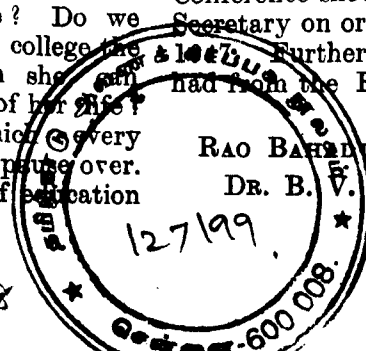
Arrangements are being made to lodge the delegates at the Madras Christian College School, Madras. Names of delegates should be sent to the Honorary Secretary before the 10th February 1947.

Resolutions to be moved at the Conference should reach the Honorary Secretary on or before the 10 February 1947. Further particulars may be had from the Honorary Secretary.

RAO BAHADUR

DR. B. V. NARAYANASWAMY,

President.



JL

Tom 2, N34, 12.13.8

Overseas Scholarships Selection Board

It was recently announced that the Government of India had decided to award again this year a number of scholarships for advanced studies overseas in subjects directly related to probable post-war needs. The work of selection has been entrusted, as in previous years, to a special Selection Board. The Board will, this year, consist of the following members:

Sir B. N. Rau, Constitutional Adviser (Chairman); Khan Bahadur Mian Abdul Aziz, Chairman, U. P. Public Service Commission; Sir K. S. Krishnan, Allahabad University; Sir John Sargent, Educational Adviser to the Government of India; and Mr. Ashfaq Husain, Deputy Educational Adviser to the Government of India (Secretary).

The Board will also be assisted by a technical expert, or experts, in respect of each subject for which scholarships have been offered.

Brahminic spirit of service (cheers). It so happens that I was born a Brahmin but that has nothing to do with it because we know that the Brahminic spirit is something entirely apart from the Brahmins". (Laughter)

Mr. M. S. KOTISWARAN ON SECONDARY EDUCATION

Mr. M. S. Kotiswaran, who presided over the Secondary Education Section of the Educational Conference held at Trivandrum, said in the course of his speech:

The creation of a new social order with world citizenship has become a necessary ideal towards which every nation has to strive. The establishment of the UN and the UNESCO has awakened a new demand for educa-

tionists. India has not been behind the times. The "Sargent Scheme" envisages a new era of educational reconstruction and expansion. Secondary education in India has been subjected to drastic criticisms from the time of its inception. Its dual responsibility of educating the youth for life and fitting him for the University career has been the two conflicting aims in the discharge of which secondary schools have played a prominent part achieving the purpose for which they were meant.

In the National Scheme of education, adequate provision is made for two parallel courses, technical and academic education. High School education would no longer be a preliminary to University education but a stage complete in itself. The All-India Federation of Educational Associations in its 21st annual session accepted this bifurcation scheme. But there has been a vehement opposition from certain sections of the public. In the reorganisation of secondary education provision has to be made for two main types of schools: the academic high schools and the technical high schools.

But while the scheme has made ample scope for bifurcation, the chronic defect of the School Leaving Certificate and Matriculation Examinations is still continued in the new scheme. As long as the dual responsibility which has been the curse of secondary education, is allowed to continue, whatever may be the diverse courses provided, secondary education would continue to be dominated by University requirements in this connection. The Reorganisation Scheme of Travancore, published in May 1945 completely doing away with the dual responsibility calls for our admiration.

THE EDUCATED GIRL IN INDIA

By Mrs. D. L. GOPALARATNAM, M. A.

A NEW era is knocking at the doors of our country, — nay it has already been ushered in. New experiments in the political arena are being tried and we all look forward to that happy day when we can raise our wings and fly in the pure air of freedom. At this critical moment, there is a clear clarion call for the womanhood of India—a stirring call to its educated daughters mostly; for to whom so ever more is given theirs is the duty to give out equally.

The educated girl is the need of the hour. More than ever, her influence is needed at home, the church, the temple, the club, the political field etc., where harmony is needed. Man has been too long considered as the all prevailing element of society. Slowly the awakening that the woman should take an equal part by the side of the man, to give that missing touch, the gentle finishing touch, which is all the more important for any perfection, is realised. The brave and successful part Mrs. Vijayalakshmi Pandit has played to secure victory for India in the South African issue in the UNO proved to the world what an asset a truly educated girl could be to her country, at home and abroad.

The fundamental purposes of education could be assessed as ability to earn a living, preparation for life and for citizenship, acquisition of knowledge and the power to add to it, formation of a good and virtuous character etc. Has education given our educated girl ability to earn a living? Yes, to a certain extent. A small percentage of our girls do earn a living through their educational certificates, teaching, medical or nursing or typing. Has it prepared them

for life and citizenship? Can we answer this question boldly? So many of our educated girls are commonly considered to be impractical. They may be good academic scholars. But when it comes to meeting a crisis in life many of our educated girls fumble and foil and wells of tears spring out of those helpless eyes. Many of our girls, even after a bright collegiate career get married and shut themselves within the four walls of their homes, having forgotten or setting aside all the history, science, economics, philosophy etc., which they so strenuously strove to understand. The majority do not ever keep up the intellectual curiosity awakened in them by their varied studies and add fresh knowledge to the store already accumulated. Nothing distinguishes true culture from false so surely as this inquisitive spirit. While the society at large needs her active help and counsel, she lies curled up in her narrow shell, with all her latent potentialities undergoing a migratory sleep.

When there is a great need for our educated girl to play a definite role in society, we find her in this uninteresting plight. Why? Is there anything wrong with our system of education in schools and colleges? Do we equip them well for a career outside? Do our curricular and extra-curricular activities give her the right impetus to be the useful and active citizen? Why is she not able to emulate the virtuous side of her western sister? Are the subjects taught to her, history, poetry, logic, moral philosophy, classical literature just excellent ornaments? Do they help her to stand on her feet and walk alone? Is our present higher education just the devotion of

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