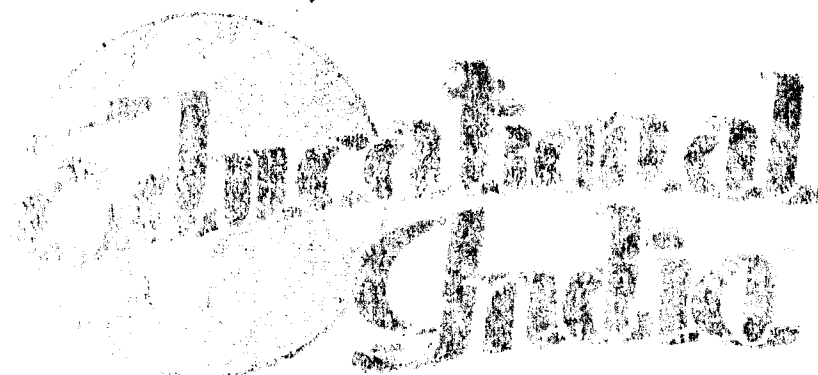


684



Vol. XIII :

No. 9

March, 1947

*

EDUCATIONAL INDIA is
officially recognised by all
the D. P. Is. throughout
British India and Indian
States, for use in schools
and colleges.

*

Inland Rs. 4/8.
Foreign Sh. 9.
Single copy Rs. 8 or 9 d.

Office :
MASULIPATAM
S. INDIA

496
CONTENTS

EDITORIALS

Direct Action

Maulana Azad on Educational Reform
Educational Segregation

INTERNATIONAL EDUCATIONAL
CONFERENCE

Miss Kapila Khandvala

FEDERALISM : THE PHILOSOPHY OF
UNITY IN DIFFERENCES

Sri T. Suryaprakasam

FILM AND EDUCATION

Shri Neil Gokhale

THE TASK BEFORE OUR
EDUCATIONIST

An Educationist

AIM OF UNIVERSITY EDUCATION

Sir John Sargent's Address

AN HUNGARIAN EXPERIMENT

Mr. Edmond Ferenczi

For Detailed Contents and Special Features see inside



JL
Tm2, N34ED
N47.13.9.
127200.

DETAILED CONTENTS

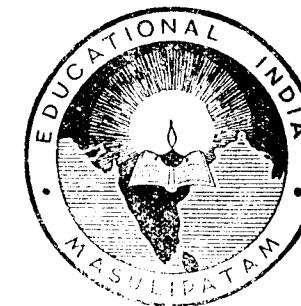
	PAGE		PAGE
INTERNATIONAL EDUCATIONAL CONFERENCE		Compulsory Education for Children ...	287
By Miss Kapila Khandvala, B.A., B.T. (Bom), M.A. (U.S.A.)	269	Grants to Aided Elementary Schools ...	287
FEDERALISM: THE PHILOSOPHY OF UNITY IN DIFFERENCES		Use of Schools for Proselytisation ...	287
By Sri T. Suryaprakasam, M.A., L.T.	274	Corporation Committee asks for Government help ...	287
FILM AND EDUCATION		BOMBAY	
By Shri Neil Gokhal	277	Textile Research Institute ...	288
"THE TASK BEFORE OUR EDUCATIONIST"		BENGAL	
By an Educationist	278	Institute of Culture opened in Calcutta ...	288
"AIM OF UNIVERSITY EDUCATION"		SIND	
Sir John Sargent's Address...	280	Sind University Bill ...	288
EDITORIALS		ORISSA	
Direct Action ...	281	"Defiant Attitude of Students" ...	288
Maulana Azad on Educational Reform ...	283	TRAVANCORE	
Education Segregation ...	284	Students suspended in Trivandrum ...	288
PERSONAL NOTES ...	285	PUBLIC OPINION	
THROUGH DIFFERENT PROVINCES		The Hon. Maulana Azad on Technological Training ...	289
DELHI		Sir John Sargent on Status of Teachers ...	289
Higher Technical Courses ...	286	Dr. C. Rajagopalachari on Atomic Research ...	290
Candidates for the Central Services ...	286	Mr. Ryan on Teachers' Role in Rural Welfare ...	290
Two United Nations Scholarships for Indian Students ...	286	FOREIGN CURRENTS	
Governing Body for Delhi Polytechnic ...	287	AN HUNGARIAN EXPERIMENT	
MADRAS		By Mr. Edmond Ferenczi ...	291
Experts' Committee to hold Enquiry ...	287	LETTERS TO EDITOR	
		Dearness Allowance and First Grade Colleges ...	295
		Kurnool Dt. Teachers' Guild ...	295
		BOOK-REVIEWS ...	296

Vol. XIII : No. 9

March, 1947

EDUCATIONAL INDIA

A High Class Monthly devoted to Topics of Educational and Literary Interest



EDITOR :

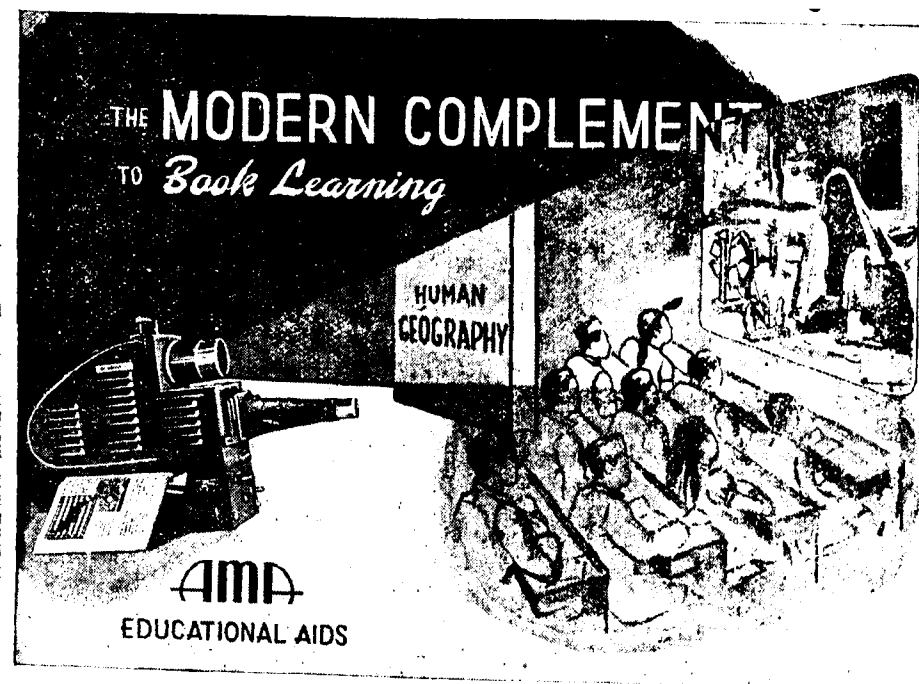
Prof. M. VENKATARAMAIAH, M.A.

Educational India Office,
MASULIPATAM (S. India)

INLAND
Rs. 4-8-0

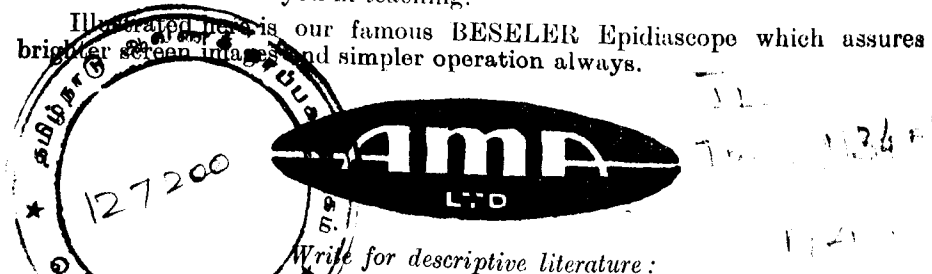
Single Copy As. 6

FOREIGN
Rs. 6-0-0

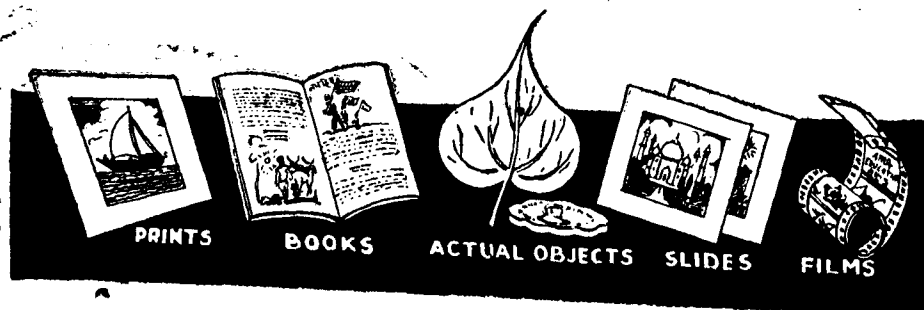


Ever since the Chinese invented movable type, the printed page has been the keystone of learning. It will probably ever remain so..... But it now has invaluable "partners"..... in Educational Aids, Epidiscopes and Filmstrip Projectors, which project life-size images, impress situations indelibly on students' minds and stimulate the desire to learn now, through reading. Ama Educational Aids have speeded up learning in thousands of schools for a decade in India, and AMA today is able to present some of the best material to assist you in teaching.

Illustrated here is our famous BESELER Epidiroscope which assures brighter screen images and simpler operation always.



AMA Limited, Canada Building, Hornby Road, Fort, BOMBAY
 AMA Limited, Plaza Building, Connaught Place, NEW DELHI
 AMA Limited, 24 North Beach Road, MADRAS
 AMA Limited, 12 Stephen House, 5 Dalhousie Sq., CALCUTTA



"International Educational Conference"

By Miss KAPILA KHANDVALA,

B.A., B.T. (Bom.), M.A. (U.S.A.)

[Miss Kapila Khandvala and Dr. K. G. Saiyidain were the two Delegates representing India at the International Educational Conference convened by the New Education Fellowship in Australia, in August last. Readers will be interested to know that Miss Khandvala after taking her B. A. Degree in Bombay University had been to the U. S. A. for further study and on her way back she toured all the European countries studying their educational problems. Next she went to China and delivered in the Chinese University several lectures on Indian problems. At present she is the Education Officer of the Bombay Municipal Corporation. We give below her account of the proceedings of the Conference.]

THE Conference was organised by the Australian Branch of the world-wide Organisation of the New Education Fellowship. Eminent educationists from England, U. S. A., France, Holland, Poland, Czechoslovakia, New Zealand, China and India, attended it as delegates representing their respective countries.

Special mention may be made of Mr. S. H. Wood from the Ministry of Education in England (Mr. Wood of the Abbot & Wood Report on Technical Education in India), Mr. Theodore Brameld of the Minnesota University U. S. A., Mr. Kees Boeke from Holland, and last but not the least interesting were the delegates from Poland, France, Czechoslovakia, who had taken part in the anti-Nazi underground movement, and considered themselves lucky to be alive while a number of their colleagues were killed by the Germans. India was represented by Dr. K. G. Saiyidain and myself. The Conference began its sessions in Brisbane (Queensland) on the 31st August 1946, and held its sittings in various cities, viz., Sydney, Melbourne, Hobart, Adelaide and Perth—thus covering all the States of Australia.

The main theme of the Conference was education for International under-

standing. There was, however, a great deal of discussion on education itself, and on social problems such as Child Delinquency, Day Nurseries, Youth Training, Adult Education, Visual Education, Broadcasting and Films in School.

At the very outset, while taking part in the deliberations, it was pointed out by me and stressed by the delegates from France, Poland and America that all talk of international goodwill, understanding and peace, was futile so long as nations were kept in subjection and race prejudice and discrimination were allowed to prevail. I also made it clear to the Conference that there was no hope for any international understanding or peace as long as children of different countries in the world were fed on text-books containing shocking distortions of truth, calculated to create and nurse prejudices against other countries as was actually found by me in some text-books in Australia. One of the most important jobs to be done by the New Education Fellowship was, therefore, to stop this poison of prejudice against nations spreading and to promote better understanding between nations through correct information about the culture and progress of different countries of the world and

through the exchange of students, teachers, professors, doctors, nurses, etc., between them.

As a rule, most of the sittings of the New Education Fellowship Conference, were attended by very large audiences, numbering thousands, in all the chief cities of the various states of Australia. I am giving short summaries of the speeches delivered at different sittings by various delegates, on important topics, which I think were particularly interesting, informative and instructive.

Mr. Kees Boeke of Holland, explained his International workshop Children's community known as Werkplaats in Bilthoven, Holland. The school had a system of self-Government and was called 'Sociocracy'. The teachers were called 'Co-operators'. The children were given absolute freedom. Votes were never taken but all matters were reasoned out. This practice, he pleaded, must be practised in the adult world, and each must seek the happiness of all if war was to be abolished.

Dr. Maria Zobrowska of the Ministry of Education of Poland, in her talk on "Education Among the Ruins", outlined the efforts to re-organise education in Poland after the wartime years of what she described as "systematic and ruthless attempts to exterminate the culture of the Polish people." She gave a statistical summary of the extent of the attempt at extermination. All the Universities, Academies, Secondary schools and Museums were closed and all scientific and cultural organisations had been prohibited. Among the 6 million (60 lakhs) Poles murdered by the Germans, she said that there were 20,000 elementary teachers (50% of the pre-war total), 16,000 high school teachers (30% of the pre-war total), 450 professors (50% of the pre-war total), 500 artists, 325 writers,

262 journalists and 760 lawyers in Warsaw alone. Of the 13,000 Polish physicians, only 6,000 were left. The heaviest toll of death fell upon the educated classes. Material losses—were also considerable. She also drew attention to the changing social and economic conditions in Post-War Poland, to which its educational system was being reoriented and adjusted. She outlined the general plan of the present educational reforms at the pre-school, elementary, secondary, vocational and academic levels.

She pointed out some encouraging features of the new era of post-war education. Eagerness for education among the Polish youth was greater than it ever had been. "The German invader in closing our schools and murdering both students and teachers, seems to have awakened a strong desire and will for learning. Never before have we had in our University classes and audiences, students as attentive and serious as to-day. We do undertake this new struggle for reconstruction with the strong belief that it is a struggle for a better life and a true place in the deeply-desired family of democratic nations, where international understanding cannot be achieved without a really democratic, universal education."

Prof. Theodore Brameld of the Minnesota University, U. S. A., was particularly outspoken in his views on racial discrimination, and education in its relation to real democracy and freedom. He believed that schools were for the people and not the people for the schools. For too long had the interests of real education been shifted by rules and standards. An inter-relation was necessary between the school and the community. All education had to start, from the vital interests of the students them-

selves and it was a matter, not to be confined to one period of an individual's life, but should extend 'from the cradle to the grave.' Schools should be exciting and adventurous. "Let school be fun and hard work at the same time," he said. He asked for better equipment and more and better trained teachers. "If we want good education, we must pay for it."

Prof. Brameld, speaking on the topic of education and racial discrimination, observed that the whites could no longer keep on "drawing colour line". He said that the coloured people, the other two-thirds of the World's population, were getting tired of being exploited and were beginning to organise resistance. He warned the white democracies to beware and take more interest in these people. The Japanese, the Indians and the Negroes he said, had plenty of brains and they too could soon learn the use of atomic energy.

He pointed out that the public conscience in the United States, was deeply disturbed over the treatment of minority groups. America had gone to war against Hitler because he believed in racial superiority and racial discrimination but, if they were to look at the treatment of Negroes and Mexican Americans, within their own country, U. S. A., they will have to hang their heads in shame.

The contradiction between the democratic creed and its practice would have to be solved in the United States, if democracy were to endure.

Prof. Brameld urged Australian teachers to seize every opportunity for spreading inter-cultural relationships through history, geography, social studies, political science, natural sciences and economics.

Another important topic touched by Prof. Brameld was that of education for workers. He stressed the need of education specially for organised

workers. He believed that given an opportunity workers were capable of great things. He narrated how workers in America wrote and produced a play called "Pins and Needles" in New York on Broadway stage. The play went on for a whole year and was greatly appreciated. He gave a five points Scheme for worker's education:

1. It should be different from Adult Education and should be such as would give them greater opportunities for collective bargaining.

2. Very best technicians should be utilised.

3. Teachers must be regarded as workers so that they can understand the dignity of work and can appreciate the problems of workers better.

4. Such Education should be sponsored as an activity of the labour movement of the country.

5. It should not indoctrinate but should build a strong democratic partiality in the workers.

Professor Joseph Wee Ai, Director of the National Central University, Nanking, while describing the condition of education in China said that elementary school course in China took six years and high school course another six years.

All students at National Universities in free China received their tuition and board free. There were 78,000 University students in Free China as compared with 42,000 before the War with Japan. The majority were at National Universities. There were a number of Teachers' Colleges with several thousand students. He said that before the War there were six million adults in schools and during the war and at present there are 60 millions. Literacy before the War was 40% and now it has risen to 60%.

Prof. O. Matousek of Czechoslovakia dealt with Radio as a means of

child and adult education. The new trends in education in his country were to have open-air schools and to have political education as a subject in all secondary schools and universities. It was thought necessary to understand the politics and culture of their neighbours as a result of the experience gained during the war.

Miss Joan Cass of England stressed the need for Nursery Schools. They would help the working woman and also encourage to develop a spirit of team work among children.

Miss Jean Chaton, who had the distinction of having taken active part in the resistance movement in the last War and who was now representing the Ministry of Education in France, gave an interesting talk on civic and social education in France.

In a special talk she made interesting points on the nature of education and the duties of organisations like the U. N. E. S. C. O. and the New Education Fellowship. She emphasised the need of the United Nations Educational Scientific and Cultural Organisation publications to be accurate in their information about different countries of the world. She was also strongly of opinion that all scientific knowledge and discoveries should be available to all and she considered it a moral and social wrong to treat them as closely-guarded secrets. All such knowledge must be used for human welfare and progress.

She believed that education could play an important part in establishing peace in the world. Education alone cannot, however, abolish the War, she said. There must also be freedom from fear and want and for that the whole structure of human society must be altered.

Mr. S. H. Wood of the Ministry of Education in England gave an outline of the new Education Act of

1944 in England. As some of the provisions of this act are of a striking nature, they are given below:—

1. The New Education Act provides free and compulsory Education for all children up to fifteen years and later on up to 16 years. The Government have decided to give 5 shillings per week per child except the first till they are 16 under the family allowance from 1-8-1946, so as to supplement the income of poor parents who are forced to rely on the income of their children.

2. It provides nursery schools for children between 2 and 5 years as they are essential for child development.

3. It makes secondary education free and provides for enough schools in every area.

4. Every one under the age of 18 leaving school would have compulsorily to attend school or what is called country college for one day in the week fixed by the school in cities and towns and for two months at a stretch in a residential college in villages.

5. The Government will provide two hundred million pounds a year and train and recruit one hundred thousand more teachers, and make the profession of the teachers more attractive.

6. A building programme is to be undertaken as soon as home building programme is finished.

Mr. J. A. Lauweys, Deputy Chairman of the New Education Fellowship and official representative of the United Nations Educational, Scientific and Cultural organisation, in one of his speeches said that the three important problems facing the world were:—

1. How to realise the potential power that science had placed before the world.

2. How to extend the way of democracy and

3. How to think internationally.

If Education was to play a big part in world affairs, it was necessary to have new experiment in education and follow a bolder policy and not be afraid of making mistakes.

Prof. Lauwerys was of the opinion that it was possible for education to mould a new generation imbued with the ideals of maintaining and furthering the democratic way of life and capable of thinking globally instead of nationally.

Boldness, experimentation and research were, therefore, necessary on the part of teachers.

Experimental schools might be expensive, but the world could not afford to be without them. Children in such schools were not treated as guinea pigs but on the contrary were far happier than children in ordinary schools. One of the greatest problems to be solved to-day was to make people realise that no frontiers could be allowed to exist in the world. Education should, therefore, be directed towards that goal. He also outlined the work and policy of the U. N. E. S. C. O.

Prof. G. S. Browne of the Education Department at the Melbourne University, said that progressive education in Australia has been fettered in the past but the fetters were being loosened and many good experiments and advances were coming to light.

Speaking about the system of examination, he said that the tyranny of examination is still existing in Australia. He expressed the opinion that external examination should not be allowed to dominate the education system. There should be more and more of the internal examination system in education. Prof. Browne believed that the teaching profession

should be made more attractive. He suggested many reforms in the Australian system of education.

Mr. S. Lewis, President of the Teachers' Federation, New South Wales, and Miss Lucy Woodcock, Senior Vice-President of the same pleaded for the unity in peace time that they had during the war. In their talk on "New Deal in Education" they stressed the need of world organisation in Education and greater alliance with other countries as well as great co-operation between parents and teachers.

In reference to Australia, they said that in the interest of Education it was essential (1) to increase the salaries of teachers, (2) to increase the number of training institutions, (3) to decrease the number of children per teacher, (4) to provide better buildings and more equipment and right kind of furniture to all schools (5) to raise the compulsory school age, (6) to provide enough pre-school centres, (7) to make greater use of the press, radio, films for educational purposes, (8) to make Federal Govt. contribute more towards education.

In addition to the part I took in the initial and general discussion of the Conference, already mentioned by me in the beginning, I participated in the sittings of the Conference at Brisbane, Sydney, Melbourne and Adelaide. I had occasions to address very large audiences and spoke on the following topics:—

1. Education in India.
2. Primary Education in Bombay City.
3. Educational reconstruction in India.
4. Education in relation to Social condition.
5. Education for peace—symposium in which Mr. Wood and Miss Payne of England Mr. Kees Boeke of

Holland, Dr. M. Zobrowska of Poland and myself participated.

6. Education for citizenship—A symposium in which Mr. Lauweys and Mr. Wood of England, Prof Brameld of U. S. A., and Mr. Kees Boeke of Holland and myself took part.

I raised the question of freedom for colonial people and equal and just treatment to all coloured races in the interest of international understanding and world peace. I emphasised the need to make available to all peoples, the world's resources and equality of opportunities to develop these resour-

ces. I also emphasised that all scientific discovery such as atomic energy should be used for human welfare and for constructive purposes. In the interests of Truth, international understanding and peace, it was the paramount duty of international organisation like the New Education Fellowship and the U. N. E. S. C. O. to play their proper part in disseminating scientific knowledge, among the people of the world, and also to make available correct information about the history and culture of different countries.

Federalism : The Philosophy of Unity in Differences

By Sri T. SURYAPRAKASAM, M. A., L. T.,

Headmaster, Hindu College High School, Guntur

OUR achievements today are what we have been longing for for generations together. 'What we wish to be and could not be' while it affords comfort to the heroic pioneers, prepares the way for ultimate success, even though no foot prints leading to that success are left on the sands of time. Our sages say 'Tapasa Brahma vijijnasaswa, Tapo Brahmeti.' Earnest endeavour, with all the heart, with all the soul and with all the strength—is the way to God Realisation—is God Himself. How much of the travail of the mind and body precedes one single item of creation is most manifest to us in the birth of a human child. For creations to come into being and be sustained with vigour there is so much of the mental preparation and the presence of congenial spiritual atmosphere.

The same is the case with the genesis and growth of human institutions. The most modern of these, in

the realm of politics, vitally affecting the fortunes of mankind, is Federalism. While some kind of Federalism existed even in remote times—in the ancient world of Greece—it was a creature of peculiar circumstances, and there was hardly any scope for a philosophy to lie behind it. They, as well as those of early Modern Europe, in Switzerland and Rhineland, were more of the type of confederacies. The institution of the United States of America may be said to be a conscious effort to evolve a new type of Government based upon a sound philosophy. Hamilton's 'Federalist' was the 'Tapas' behind it. In the framing of the body of the United States of America we see Hamilton's hand, and one can see how Abraham Lincoln breathed the soul into it and gave the New Republic its Re-birth, and made it a Dwija. For the American pattern of the body and the soul to be adapted to other lands and other peoples, is

is not a mere historical study of its origin and growth that suffices, but a perfect philosophy which goes deeper into the roots of things. For the success of either a United States of Europe or a Federated India their basing themselves on the firm foundation of a sound philosophy is the necessary pre-requisite.

It is admitted on all hands that nothing imposed can last long and no exotic plant can lustily thrive. One has to note with satisfaction that the philosophy behind Federalism is not only native to India, but that it is the best contribution that India has to offer to the world. The Upanishads which have in them the utterances of inspired souls, have propounded the philosophy of Unity in Difference in unequivocal terms—a philosophy which must be construed as the very basis for Federalism. Though in essence all things in creation are just the same, bound up with the One and Indivisible, the very act of creation makes all divergent, each to function in its own separate sphere of time and space. Not one created object is the same as another, not even twins born at the same moment.

*Eko vasi sarva bhutantaratma
Ekam rupam bahuda yahkaroti.*

Such being the secret of creation the success of human institutions and happiness in individual life can be based upon their being based on a realisation of this truth. The next two lines of the verse quoted above run as follows.

*Tam atmastham ye anupasyanti
Dhirah, Tesham Santi saswati
Netharesham.*

Wise men who seek unsullied and eternal peace have to realise this secret of essential unity and manifest difference. When and where the stress for unity has to be made and when for difference is a matter for the

creative artist to decide. The painter and sculptor, preeminent among artists, stand aloof from their picture or figure in order to contemplate the essential unity of their object, while in the immediate act of creation attend to the parts and the infinitesimal detail. To one who takes life itself as a piece of art—as it should be—the essential unity is the object of contemplation in secluded moments; while when he comes out into the field of life his work is with the manifested differences—the myriad shapes of the one shapeless thing. One cannot but be struck with wonder how the Arch creator leaves his children on the Earth free to shape out their ends each in his own way and in company with the confederates he chooses, and seems to rejoice in the multicoloured effulgence resulting from that residual freedom. Yet, one who studies human history from age to age, and reflects on the vast current of human life, can also see how He sends out His messengers who both by precept and example turn the distracted world to a realisation of the essential unity of the race. That the Creator's stress is more on diversity than on unity can be seen from this, that these corrective agencies are few and far between and man has been endowed with a real freedom to shape his life. In this vast laboratory of the world there is every scope for one who so desires to conduct researches in life and make his own show a new facet and new grace.

The mightiest of human organisations, and the most vital to human progress as a whole, is the state, and it is necessary that this is based upon a realisation of the Truth contained in the Upanishdic text quoted above. Thinkers of the nineteenth century, foremost among whom may be placed the Sage Prophet of India—Raja Ram Mohan Roy—have envisaged the essential unity of the human race and

the parliament of Man and a Federation of the world as a means to its attainment. A comparative study of religious and social systems and philosophies is a condition precedent to this. No truth of any kind can be the special dispensation vouchsafed to any particular race of community to be enjoyed as a privileged monopoly, and if one reflects and can look upon things with a historical perspective and view objectively, one will laugh at his own or his community's proud pretensions. This Catholicity is the crying need of his community's proud pretensions. This Catholicity is the crying need of the day—nay of the age. Is it not significant that the intuitive and philosophical synthesis grasped and posited by Raja Ram Mohan Roy was sought to be crystallised into profound religious experience by the notable Rishi of Modern times Sri Rama Krishna Parama Hamsa? He would once be a Radha, another time a Sri Krishna, at another the prophet Mahamad, yet another time the Madonna and another Jesus Christ, and thus in his single personality synthesise the variegated excellences of different times and climes. What is possible in the realm of the spirit is more than possible in the physical field where results are more material. But the present day organisations of the type of the United Nations Organisation, the world Food Board, the World Bank etc., which indicate unmistakably that all the problems of life, however minute they be, have to be solved on a world basis, depend for their success not on their utilitarian or pragmatic value but upon a conscious effort being made to realise the oneness of mankind. The urge for all this effort should be the deep urge coming from the very core of the human personality. Whichever other person figures on the political stage, the real progress of the world is secured only

by such leaders or teachers of mankind as the Mahatma. Asrams founded by them and orders of sauvants are a very necessary network of spiritual power-houses which supply the right type of motive power for the successful working of these organisations.

For a successful working of any political scheme for the world it is necessary for us to recognise the existence of particular talent and separate racial or cultural contributions. Fullest facilities have to be offered for the existing groups of people, or for any new group that springs up, to organise for the development of special virtues or graces. One learns that that is the special feature of the U. S. S. R. While organised together for common defence and a common economic programme, this new United States provides fullest freedom for the development of particular virtues and special cultures. Dr. Tagore, with true insight into things and in his peculiar startling incisive way, rightly observes; when all religions are one, then God is dead—meaning that dull uniformity strikes at the very root of the creative element which is the foremost in the nature of God-head.

In the peculiar circumstances vouchsafed to our land, which may be considered to be an epitome of the world, the need for the realisation in actual life, in all the fields of it, of this truth—Unity in Difference is urgent. Without it we cannot live even for a single day. We may have a common language, but individual languages and their cultures need encouragement and protection. No land has as many diverse faiths as ours, and they all need a fostering hand. Though the claim for a separate Nationality made by the Muslims or the Sikhs is not in keeping with Modern trends, it is wise to concede to the Muslims their right to develop themselves into a distinct body of

people with their faith entering into every aspect of their social life. So too to the Sikhs who are a composite community who have sought to combine in them the best of the two faiths in India—Hinduism and Islam. Yet to ensure harmony and the presence of an underlying sense of unity, a comparative study of religions and cultures and social systems may be made compulsory, in different degrees at different stages of education. The practice obtaining in the Gettysburg College in United States of America—of making the study of comparative religion obligatory on all undergradu-

ates of the institution is a pointer and needs copying in this land, the other research laboratory of social and religious sciences. Mere tolerance, though a noble virtue, is too flimsy to stand the onslaught arising out of a clash of divergent interests, and the abiding peace of mankind can be secured only through an intelligent realisation of each other's culture and contribution, which in itself is the fruit of a comparative study of religions, races and cultures—which is bound to establish this Truth of Unity in Difference.

FILM AND EDUCATION

By Shri NEIL GOKHALE

FOR Films to become a vital aid in our educational reconstruction programme, they must be thought of as an ally of the teacher, as an educational and cultural tool. This aspect has hitherto been neglected and disdained by those in privileged positions who either influenced or controlled over educational policies. Throughout its career in India film has suffered much criticism that was neither informed nor constructive; but the orthodox view is changing rapidly and film like the printed word is being given due recognition of its power to depict much that is good, imaginatively, realistically and emotionally.

To be of real educational value, it is true that the film industry must mend its ways and the producers of films must become education-conscious. But this is easier said than done because a vicious circle is present here. It involves in succession, idealists, teachers, educators, administrators and producers. The explanation for the existence of this vicious circle is convincing enough.

Films cannot be produced for a restricted consumption (buying or renting market) and the teacher who is film-wise has to sift and adapt his teaching plans and be content with the available films, which are low-cost, quick-return, ready-made films. Moreover, due to the entire absence of any organised central authority to guide our teachers in film matters, the prospective film user has to search for suitable films from amongst piles of trade catalogues which may not even be indexed in a way which will help the teacher with his curriculum and even when he has gone through this, he must be satisfied with films which may contain bad photographs and what is still more annoying, edited and arranged for the general public audience.

One can see how an ambitious teacher, enthusiastic enough to devote his spare time and energy in utilizing film medium in the course of his normal teaching programme, buys experience dearly; is usually prejudiced at the end of his experiment and

so concludes that film itself is a superfluous aid (basing his judgement on material that ought not to have been handled by him at all). The result is, he soon ceases to take interest in all teaching aids, films in particular; his faith in the classic "blackboard chalk and talk" teaching method is reaffirmed and his superiors are informed duly of his sad experiment.....

Thus right from the bottom of the ladder the education authorities cannot see anything but trouble in the idea of using Film, nor do they see in it as an ally of the teacher, as an aid to teaching and learning. Film, for that matter, does not get a sporting chance to justify itself. Schemes of visual education, carefully hatched, are squeezed into obsolete files to await oblivion. On the other side, the producers pocket suffers, the idealist is frustrated and everyone turns a defeat.

"The Task before our Educationist"

By AN EDUCATIONIST

"If people could only read....." This is the greatest worry that is at present facing our educationists. The vast masses of illiterate are to be taught reading and writing. The education has to be both technical, academical, catering to the needs of the country and the people. This has to be done within the limited scope of the country's budget, and the poor financial condition of the people. It has to be cheap as well. These are the basic and primary questions haunting the educationist of to-day.

But does the responsibility of the educationist cease if only he provides merely the machinery and organisation for the above mentioned pro-

This however, is only the dark side of the picture...The silver lining is brightening and an increasing interest is being evinced by people, school teachers, educationists and those who guide the educational world.

In this issue, no small credit may be attributed to the Government which makes it compulsory for every theatre to show a minimum of two educational shorts with each big feature film. Thus the Film producers get their minimum demand, the public gets a bigger programme and the youngsters, who would otherwise have resisted any attempt to turn their hours of relaxation into a time of obvious mental toil and uplift were introduced to educational films without their knowing it.

In fact there is growing in public a general consciousness of film being the fit medium for education and culture as well as entertainment.

blems? That will be merely doing the administrator's part of the work. Executing a task does not necessarily mean that the work has been carried out with life and vigour. What we want is new life and new spirit. This vital energy in the educational institutions could only come if there is definite and planned ideal or goal for which the institutions are to run. And then all the apparatus and machinery of the educational organisation has to be harnessed and focussed toward achieving the ideal.

What then is the ideal towards which we would like our educationist to aim at? It is of course the re-modelling of our society on the new

principles that are being put into practice in the various progressive countries of the world. And to prepare the new generation, fit to be the citizens of the new world and society, these two tasks or ideals take it for granted that the old had to be replaced by new, that the old educational machinery will not be able to function and carry out the new burden imposed upon it successfully with efficiency and vigour. Therefore it would be futile to carry on education on the old lines. We have to re-model our old ideas and conceptions regarding everything. The world that is to come has in many ways discarded the old way of life and thinking. It has adopted new attitude to life and society in various ways. If education is to help us during this transitional period in passing over from old to new life cannot do by merely shouting the old slogans but by preaching and sympathetically propagating the new concepts. This compels the educationist to adopt himself and teach various subjects from a quite different angle. Economics, politics, sociology, etc., are to be taught with different vision and ideal, which will enable the future generation to adapt itself to the coming world.

Now taking for example how education should look at certain forces working in society such as religion. The religion in an organised form has always played a reactionary role in the society. Its institutions became commercialised and with it they began to generate the germs of competition, rivalry and hate. Moreover the domination of the priest class, the superstition and absurd practices and ceremonies attached to so-called religion has to be wiped out. This purifying the

religion to its moral and ethical basis can be done by education. Further it should be emphasised that the religion should be the concern of an individual, that there should be freedom for any individual to follow whatever religion he chooses.

In the field of economics also the educationist has to look ahead of the times into the future. The old concepts are vanishing fast and old economic laws are giving place to new. The concept of private property and enterprise are being modified and controlled to a great extent by the State. The profit incentive is not the only motive for the production but more and more are the producers made to switch on their production for use and necessities. These notions have enlarged the human concept, now no longer thinking in terms of a few persons, but planning for the welfare of all.

Similarly also in politics. We have come to recognise that it should be followed by sufficient amount of economic liberty also that the two party Government now no longer exists and is being replaced by ideological groups. Party discipline plays a great part in present politics.

Thus the society is being based on different ideas and principles in which there shall be equal scope and opportunity for all. This change in its way also expects a similar help from the educationist of the day. They shall have to gauge, evaluate the changing concepts and propagate them to the new generation. They will have the responsibility of preparing the new generation for the coming new era.

"Aim of University Education"

Sir John Sargent's Address

"THE greatest treasure which any college or university can bestow on its members is not to be found in the prescribed text books or in a lecture room or in an examination hall, but in the formal day-to-day contact of fresh, keen and generous minds" said Sir John Sargent, Educational Adviser to the Government of India, addressing the annual convocation of the Osmania University.

Sir John Sargent illustrated his observation with anecdotes from his career at Oxford and said "the most valuable item in it, in my opinion, is the close personal contact which life, in a comparatively small residential college, allowed or even forced one to have with one's fellow students."

Outlining the functions of a university, Sir John Sargent quoted Cardinal Newman's definition which said that a university aims at retaining the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying the true principles to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power and refining the intercourse of private life. "It would be difficult for a much cleverer man than me", Sir John said "to improve upon this definition and I am not going to be guilty of diluting these great words into tiresome platitudes."

"A real university, whatever it may teach its students about particular subjects which they come up to study ought at any rate to succeed in inculcating in them a certain attitude towards some of the more important issues of life and conduct. It is extremely difficult to find a name for this attitude the only one. I can think

of it as 'style' in the sense in which a French philosopher used it when he said that style is the essence of the innate and perhaps the hardly realised sense of values which can be brought into action when the situation calls for it."

Further explaining what he meant by "style" in its extreme manifestations, Sir John quoted examples from western history. One such example being the last moments of Sir Philip Sydney who, when mortally wounded in battle, refused a drink of water on the ground that a neighbouring wounded man's need was greater than his. Again in more recent times, Captain Oates in Scott's last Polar expedition, walked out into a blizzard in order that his companion's chances of escape might not be lessened by their having to carry him with them. Sir John gave these instances to illustrate what he meant by "style" in a high crisis of life and death.

"I hope very few of you here will be called upon to exhibit style under such circumstances but there will be many occasions in the ordinary course of life when you will be called upon to make a decision the nature of which will be determined by whether you possess 'style' or not," Sir John added.

"I cannot imagine for an instant" Sir John Sargent said "that anyone with this quality will be led into taking mean advantage of any one or of writing any anonymous letter or being inconsiderate to a subordinate or being unkind to spot, or so on. You will have opportunities of showing whether this University has given you this not easily defined virtue or not. If you seize them you will achieve greatness."

NOTICE

All communications concerning Editorial to be addressed hereafter to:—

The Editor,
'EDUCATIONAL INDIA,'
7, Sunkurama Chetty St.,
G. T., MADRAS.

Address all Subscriptions and business communications as usual to:—

The Manager,
'EDUCATIONAL INDIA,' OFFICE,
MASULIPATAM.



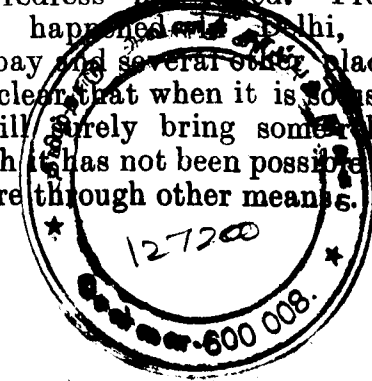
Educational India
Masulipatam, March, 1947

Direct Action

AS a protest against the unsatisfactory character of the Madras Government's recent announcement on the subject of the salaries of teachers, direct action in the form of strikes is being resorted to in some places. This raises certain issues and it is time that they are carefully considered by the members of the teaching profession not only in the province of Madras but throughout the whole country. For, it is not only in this province that strikes have been resorted to by teachers. They have been already made use of by teachers elsewhere.

IT is often asked whether direct action especially in the form of strike is a weapon which may be legitimately used by teachers whose main function is to create a disciplined way of life among the boys and girls entrusted to their care and whether they will not be setting a bad example to the immature youth—who are in modern times induced to go on strike frequently—by resorting to direct action themselves. All things considered the answer seems to be that there is nothing illegitimate or immoral in teachers taking to strikes in the cause of justice as they understand it. Non-co-operation with injustice is always legitimate and it is the ultimate form of protest which every individual reserves to himself when all other means fail. It is in view of all this that the Executive Board of the South Indian Teachers' Union passed recently a resolution that it holds the view that direct action is a legitimate remedy open to teachers in getting their grievances redressed and circularised this resolution among all the Teachers' Associations in the Province.

BUT it should be clearly understood that direct action should be resorted to only as a last step when every other means of getting redress has failed. From what happened in Delhi, in Bombay and several other places it is clear that when it is resorted to it will surely bring some relief which has not been possible to secure through other means.



SO far as the teachers in the province of Madras are concerned it is necessary for them to take at least three steps before they finally decide on direct action. One is that teachers' organisations in each of the districts should contact the members of the Provincial legislature in the district and influence them to take some action in the matter. The ministry can be made to change its attitude towards the teachers if the members of the legislature actively interest themselves in their cause. The second step is that these organisations should interview the managements of schools and colleges and find out from them to what extent they are prepared to give effect to the revised scales recommended by the Government and to any scheme under which these scales are equalised on the basis of those provided for the teachers in Government schools. In case the managements are prepared to do the right thing there will not be any need for strikes. The third step is to organise in every locality a citizens' committee through which the public can be educated in regard to the grievances of the teachers. It is necessary and desirable that the public should become convinced of the justice of the demands made by teachers. At present there is a wide spread opinion among the public that teachers should be satisfied with low salaries as they enjoy a large number of holidays and there is also the opinion that the work

done by teachers is not so essential as that done by various other classes of public servants. These ideas have to be completely dispelled.

IT is equally necessary that teachers proposing to resort to direct action should know exactly what it is for which they are going on strike. In the case of the teachers in the province of Madras it may be said that their demand should be for complete equality among all those serving in the profession. This equality should extend to salaries and grades and to conditions of service. The standard to be aimed at is the standard laid down by Government in respect of teachers in Government Schools. Teachers in schools managed by local authorities and by private committees should be raised to the level of teachers in Government Schools in all respects. Direct action should be resorted to for this purpose. This is what is meant by equality. It is this alone that will bring together teachers in aided schools and teachers in the schools managed by local bodies. And such unity is necessary if direct action is to be a success.

MOREOVER it is not desirable that direct action should be resorted to by teachers in a single school alone. Isolated strikes like these cannot produce a lasting effect. The movement should be province wide if it is to be a success.

IT is quite possible that some managements may close schools

and declare a sort of lock out as their reply to direct action by teachers. In such a case many teachers will be thrown out of employment. Many other teachers may be victimised for their taking active and leading part in the movement. It is also possible that Government may take an unfavourable and even a hostile attitude towards teachers, and threaten them with disciplinary action like withdrawing their certificates and diplomas. Therefore before deciding on direct action it is necessary that teachers should fully deliberate on all these contingencies and be ready with measures for meeting them fully. A strike fund and a fund to give relief for sometime to teachers victimised or thrown out of employment should be raised sufficiently in advance.

TEACHERS should also think of the various forms which direct action may take. Strikes are not the only forms available and strikes need not take the form of stopping all work.

IT is best that details connected with direct action are considered and settled at a representative conference. Success cannot be achieved unless concerted action is taken.

Maulana Azad on Educational Reform

IT is a blessing for a country especially for a country like India which is about to enjoy the first fruits of freedom that

a man of real culture is responsible for the educational policy of the Government. In Maulana Azad we have to-day such a person who is known for his learning and scholarship and for the broad catholicity of his outlook.

ALTHOUGH Education is a provincial subject there are many questions of a general character which have an All-India bearing and it is best that they are handled by the Central Government. There are also certain educational institutions of an All-India character for whose establishment and maintenance the Central Government should take the responsibility. In the matter of encouraging educational experiments also the Central Government should play an important part as it has more funds at its disposal than Provincial Governments possess.

ADDRESSING a Press Conference recently, Maulana Azad indicated in broad outline the directions in which educational reform should be carried on in India and the contribution which the Central Government has to make for this purpose.

IT was his view that we have to remove from the educational system some of the evils that were imported into it by the British authorities whose outlook was and had to be entirely different from that of an Indian National Government. Education should become national in the best sense of the term for as

he stated, "the greatest change against the present system of education is that it has not led to the development of a national mind." On the other hand it has tended to divorce the educated classes from the currents of traditional life and encouraged a tendency to disown or look down upon our national heritage. It has also tended to encourage fissiparous tendencies. All this has to be undone. His constructive suggestion is that the study of Indian languages should occupy a prominent place in future and they should be used as media of instruction to the highest stage. He declared that he would shortly convene a conference of representatives of Provincial Governments and Universities to settle this question finally. A second item in his programme of educational reform is to plan out a comprehensive scheme of basic education to be put into effect in every province. It is also his opinion that religious instruction should find a place in any scheme which aims at educating the youth of the country although he has not yet come to any conclusion as to whether it should be provided for in schools or outside. He is only clear on one thing that if it should be provided for in schools it should be of the best type. He is inclined to think—and there is some thing to say in its favour—that under state supervision denominational teaching can be imparted in a more liberal spirit than under private control. He is

against missionary bodies using schools for mass conversions—which are in reality no conversions at all. He is also inclined to favour the use of Roman script. As democracy cannot effectively function unless all are educated he has advocated the extensive use of broadcasting and the film for the spread of mass education. He is arranging for the establishment of a National Museum where the finest representations of Indian philosophy, literature and art may be preserved. Among the other items are the development of archaeological studies and large contributions for carrying on fundamental research in sciences as well as humanities. A special grant has also been made to the Jamia Millia University, Delhi and to Santiniketan, Bengal in view of the experimental work that they have been doing in the field of education. All this is an inspiring programme of educational reconstruction and augurs well for the future development of Indian culture in all its aspects.

Educational Segregation

In every country in the world is to be found that tendency which makes some men regard others as their inferiors and an outcome of this tendency is to have one set of schools for the superior classes and another for inferior classes. Even in a democratic country like England this tendency is not completely absent. The richer classes go to

the public schools in Eton and Harrow; and it is the youth belonging to these classes that constitute the majority of the undergraduates in the older Universities of Oxford and Cambridge. Children of the working classes study in other schools and other centres of higher learning. Of course there is no legal bar to children of all classes studying together but convention and national training take the place of such a bar and they are quite effective. The fight for common schools is a part of the fight for real equality. It is however in the United States and in South Africa where the colour bar is most acute that we find the worst teachers of educational segregation. Reference to this is made in that informing book on 'Racial Pride and Prejudice' by Dr. E. J. Dingwali, published by Watts in 1946. In all the Southern States of the United States there are only separate schools for Negroes. They are not permitted to study in the schools intended for the whites. Even in the Northern States things are not very much different. There the Negroes have a tendency to live in certain separate areas in towns and villages and this leads to educational segregation. In these segregated schools accommodation is inadequate; teaching is poor; teachers are badly paid; equipment is either out of date or even non-existent. The salaries of Negro teachers are half those paid to the whites. There is strong opposition against any

movement for mixed schools. Discrimination is found not only in educational institutions but also in public libraries in spite of the fact that in certain states legislation penalises such discrimination. There are separate libraries for coloured readers and in the large public libraries separate accommodation for Negroes. All this means that the opportunities which Negroes have for reading are limited and inferior to those enjoyed by the whites. This segregation accounts for the high percentage of illiteracy prevailing among the Negroes, and for the small number of Negroes in the learned professions and in the skilled trades. It is no wonder that there is today a new awakening among the coloured peoples in the United States and a strong agitation for the removal of these barriers.

Personal Notes

Mr. J. K. ATAL, I. C. S., has been appointed private Secretary to Maulana Abul Kalam Azad, Member for Education in the Interim Government. Mr. Atal is a civilian from the Central Provinces.

MAULANA ABUL KALAM AZAD will deliver the Convocation Address of the Dakshina Bharat Hindustani Prachar Sabha, Madras. The Convocation will be held in the middle of March.

Mr. GEORGE TOMLINSON, 56 year-old Minister of Works, was appointed Minister of Education to succeed Miss Ellen Wilkinson who died on Feb. 6th.

THROUGH different PROVINCES

DELHI

HIGHER TECHNICAL COURSES

India will train 4,000 engineers a year from 1951 onwards when the proposed 12-crore scheme for the establishment of four higher technical institutions, one each in Eastern, Western, Southern and Northern India, is in full operation.

The first two of these institutions are to be immediately established, one in the neighbourhood of Calcutta and the other in Bombay. Each of these is expected to cost Rs. 3 crores and 5 lakhs on capital expenditure and about Rs. 44 lakhs recurring, and will provide training facilities for about 2,000 undergraduate and 1,000 post-graduate and research students.

The decision to make a start with these two institutions was taken recently in Delhi at a meeting of the Co-ordination Committee of the All-India Council of Technical Education, with Mr. N. R. Sarker as President.

The main subjects to be taught in the institutions are electrical, mechanical, aeronautical engineering, civil and sanitary engineering, chemical engineering, architecture and town regional planning, marine engineering, textile technology, metallurgy, meteorology, geology and geophysics. These institutions will also provide wide facilities for training men for fundamental and industrial researches in engineering and technological subjects. Pending the establishment of the remaining two institutions, the Eastern and Western Technical Institution will cater to the needs of all the provinces, especially those having inadequate facilities for education in engineering and technology.

CANDIDATES FOR THE CENTRAL SERVICES

Mr. M. J. Desai, I. C. S., Principal-designate of the proposed Indian Ad-

ministrative Services Training School, has, it is learnt, completed his plans and the syllabus of training to be given to candidates selected to man the future administrative services. They are now undergoing departmental examination and as soon as they are approved, the school is expected to start by the end of March or the beginning of April.

In view of the difficulty of housing the school and the staff in Delhi, it is learnt that the school may be located at Dehra Dun. Initially seventy-five war service candidates, drawn from all provinces of India who are approved by their respective provinces and assured of appointments, are to be admitted for training. The training period is expected to last a year and the syllabus will include courses in civil and penal laws, revenue administration and history, and on the whole is based more or less on the syllabus according to which officers of the I. C. S. used to be trained.

One of the tasks of the school will be to attune the minds of war service candidates to civilian ways of thinking and to make them acquire an outlook on administrative problems in conformity with the country's self-governing status. After the initial group of war service candidates are trained, a more comprehensive selection of officer-candidates is expected to be made, based on the needs of the participating provinces and tests by competitive examination.

TWO UNITED NATIONS SCHOLARSHIPS FOR INDIAN STUDENTS

The Purdue University, Lafayette, U. S. A. has offered to Indian students two United Nations Scholarships each of the value of 120 dollars per term tenable at the University for study in Science, Engineering, Agriculture, Pharmacy and Education for the term beginning in September 1947.

The Scholarships will be granted for one term in the first instance but can be extended a term at a time till the completion of the course provided the scholars make satisfactory progress. Candidates must be graduates of Indian Universities and should be able to supplement the scholarship from their own funds in order to meet the high cost of University education in the U. S. A. They should be prepared to spend about 2,500 dollars from their own pockets.

The Government of India have invited Universities and other Educational Institutions of similar rank to recommend names of suitable students. The final selections will be made by the authorities of the Purdue University.

GOVERNING BODY FOR DELHI POLYTECHNIC

With a view to developing the Delhi Polytechnic into a first class Technological Institution, a Governing Body has been set up under the Chairmanship of Mr. S. Lall, Secretary to the Government of India, Department of Labour. Besides the local industrial and other interests, the Delhi University and the local centre of the Institution of Engineers (India) are also represented on this Body, which will perform both advisory and governing functions.

Amongst the members of the Governing Body are: Mr. A. A. Burney, Sir Arthur Dean, Dr. Zakir Husain, Dr. D. S. Kethari, Rai Bahadur G. M. Modi, Mr. D. G. Mulherkar, Dr. Shiv Narayan, Sir Shri Ram, Mr. M. S. Randhava, Mr. W. G. W. Reid, Dr. S. R. Sen Gupta, Sir Sobha Singh, Khan Bahadur Mohd. Sulaiman, Mr. H. R. Thadhani and the principal of the Delhi Polytechnic.

An officer of the Education Department will act as Secretary to the Governing Body.

MADRAS

EXPERTS' COMMITTEE TO HOLD ENQUIRY

The Government constituted an expert committee of prominent educationists in India to advise them on the best lines on which education in general

and university education in particular can be reorganised so as to suit the present day national requirements.

COMPULSORY EDUCATION FOR CHILDREN

The Government have passed orders approving the proposal of the Director of Public Instruction that the school age prescribed for children in regard to compulsory elementary education in areas in which compulsion has been in force prior to August 1945, may be taken as between six and twelve years instead of the varying age limits now prescribed for children of different communities.

GRANTS TO AIDED ELEMENTARY SCHOOLS

The Government have directed that with effect from January 1947 grants to aided elementary schools should be paid monthly instead of quarterly.

The grants for January and February the Government state, can be paid in April 1947 and monthly payments made in succeeding months thereafter.

USE OF SCHOOLS FOR PROSELYTISATION

The Government, it is understood, have under consideration the action to be taken on the representations received from various persons to the effect that school buildings, teaching staff and students are in many cases used for purposes of proselytisation to Christian faith and that they should not be allowed to be so utilised. Representations have also been received by the Government that in the schools in which religious instruction of a particular denomination is being imparted students should not be compelled to attend denominational instruction when it is in regard to religions other than their own.

CORPORATION COMMITTEE ASKS FOR GOVERNMENT HELP

The Education Committee of the City Council while approving the Elementary Education Budget estimates for 1947-48 has recommended to the City Council that the Government should be informed that if they did not give

adequate relief to the Corporation to meet the heavy burden on Ele-Education, the Corporation would have no alternative to handing over the administration of the Elementary Education in the city to the Government.

BOMBAY

TEXTILE RESEARCH INSTITUTE

The Cotton Textiles Fund Committee has decided to set up an up-to-date Textile Research Institute in India at an estimated cost of approximately Rs. 50 lakhs. The Institute, which will be run by the Cotton Textiles Fund Committee under the aegis of the Government of India, will carry on both fundamental and applied research in all branches of the textile industry. In the initial stage however, emphasis will be laid on the development of the technique of mechanical processing of cotton and allied fibres.

A Director, with considerable knowledge of textile technology as applied to the cotton textile industry, will be in charge of this Institute.

Details of the plans for the opening of the proposed Institute are being worked out by the Committee, the venue for which is expected to be in Bombay Province, though no decision to this effect has been arrived at by the Committee.

BENGAL

INSTITUTE OF CULTURE OPENED IN CALCUTTA

"Lectures on military science will be a feature of this institution which it was one of the ardent desires of Subhas Chandra Bose to establish", said Mr. Sarat Chandra Bose declaring open the Subhas Institute of Culture in North Calcutta.

Mr. Sarat Chandra Bose said that foreign languages, both of Europe such as French, Russian and German, as well as those of East Asia would be taught at the Institute to which would

also be attached subsidiary departments for music and gymnastic exercises and a social centre.

SIND

SIND UNIVERSITY BILL

Opposition to the proposed Sind University Bill is voiced by various institutions and educationists in Karachi. The Citizens' Committee of Karachi in a lengthy statement protested against the Bill and characterised it as a Communal legislation and a political move. The critics state that the Bill was designed as a political move to "capture patronage, throttle the non-Muslim educational institutions, and institute cheap degrees".

ORISSA

"DEFLIANT ATTITUDE OF STUDENTS"

The Ravenshaw College has closed down *sine die* according to a notice issued by the Principal Mr. S. Roy "in view of the defiant attitude of students who are continually creating a state of affairs wherein there is no atmosphere of study in the college."

TRAVANCORE

STUDENTS SUSPENDED IN TRIVANDRUM

The Ayurveda College has virtually closed down as a result of the suspension of 153 out of 160 students by the Principal. This follows the refusal of the students to apologise for having absented themselves from their classes on January 13 last.

It will be remembered that the local students staged a one-day strike on January 13 last to protest against the arrest of Mr. Ravindra Varma, President, All India Students' Congress and three other student leaders.

PUBLIC OPINION

THE HON. MAULANA AZAD ON TECHNOLOGICAL TRAINING

Maulana Abul Kalam Azad, Education Member, said in reply to Seth Govind Das that with a view to ensuring an adequate supply of technical personnel for post-war industrial development in the country, an *ad hoc* committee (Sarker Committee) was set up by the Education Department in the beginning of 1945 to consider the establishment of high-grade technical institutions in India on the lines of the Massachusetts Institute of Technology.

The Committee had submitted an interim report in which it had recommended that not less than four higher technical institutions—one in the north, one in the east, one in the south and one in the west—would be necessary to satisfy India's post-war requirements.

The recommendations of the Sarker Committee in regard to the establishment of the four higher technical institutions had subsequently been endorsed by the All-India Council for Technical Education. The Council, however, recommended that the exact location of these institutions should be decided by the Council itself after taking into consideration the facilities available in the locality, the existence of engineering, technical and technological institutions, university colleges and research facilities and the particular industries existing in the area concerned.

The Government had accepted these recommendations in general and were taking necessary steps to esta-

blish the eastern and western higher technical institutions with the least possible delay.

SIR JOHN SARGENT ON STATUS OF TEACHERS

Addressing a gathering of teachers under the auspices of the Secunderabad Teachers' Association at the Mahboob College, Sir John Sargent, Educational Commissioner of the Government of India, defended the scheme of the Central Advisory Board of Education, and answered criticisms levelled against the scheme. He also appealed to the teachers to organise themselves and make their voice powerful in the country.

Sir John Sargent said that one of the greatest problems facing India in the field of education was the teacher. Even from the point of view of the practical administrator, added Sir John, the teachers were the most important problem, for the cost and period of any scheme of educational reconstruction depended upon teachers. Seventy-five per cent of the annual expenditure of the 300 crores envisaged in his educational plan would be required to pay the salaries of teachers. This was despite the fact that the Central Advisory Board had suggested that the salary of the primary school teachers should be Rs. 30 at the beginning of his service rising to about Rs. 50 towards the end of his service.

Considering the amount of honour that was traditionally attached to the teaching profession in India, Sir John said that the profession was a very low-paid one. The principal blame

for this state of affairs lay not on the teacher or on the educational authorities, but on the population at large.

Sir John wanted the teachers to organise themselves and make their voice powerful in the country when they could have their legitimate demands accepted without resorting to strikes. This required not only professional qualifications but professional integrity. They must have courage to expel from their organisation members who were not fit to be in the ranks of the profession.

Dr. C. RAJAGOPALACHARI ON ATOMIC RESEARCH

"Before the end of 1943 we will have a pucca constitution which will be accepted by all. As we have to produce a democratic form of Government for four hundred millions, we must be patient and must go on making experiments for some time", observed Mr. C. Rajagopalachari, Member for Industries, addressing the students of the Benares Hindu University on the occasion of the Science College Day celebrations at the University.

Mr. Rajagopalachari condemned wholesale all atomic investigations, "if I had the power, I would prefer total prohibition of atomic investigation and would confiscate all laboratories and centres of investigations and money grants earmarked for the purpose." The destruction of two cities of Japan, he added, was too terrible for words. He did not think it probable that atomic energy could be used for cooking or for any household purpose. He honestly thought that atomic research would be used to kill people more quickly, might be, in self-defence.

He reminded them that in India from the earliest days there had been a scientific attitude and laboratory approach in regard to many matters. He advised students to devote them-

selves to the methods of science, to cultivate scientific methods of research a capacity for understanding, precision and judgment.

MR. RYAN ON TEACHERS' ROLE IN RURAL WELFARE

Addressing the members of the Saidapet Teachers College Teachers' Association on Feb 3, Mr. J. C. Ryan, Deputy Commissioner for Prohibition, appealed to the teachers to take an active interest in the rural recreation scheme of the Madras Government in the prohibition areas.

Mr. Ryan said that the rural recreation centres had proved to be most popular with the villagers. In Salem district alone there were 1,200 such clubs functioning actively.

Describing the advantage which Prohibition conferred on the villagers, Mr. Ryan said that taluk, divisional and district tournaments were being conducted to infuse the competitive spirit in the people. Speaking from personal knowledge, he could say that almost the entire money that people used to spend on drink was now being saved by them. Mr. Ryan added: "The Government are conducting rural upliftment schools once in three months in every revenue division in every district. Young people of over 18 are admitted and trained in those schools for acting as village guides. A large number of teachers of higher elementary schools and even high schools have joined the schools and are training students in that line. It is only by your co-operation that young people can be trained to act as a sort of liaison officers between the Government and the illiterate villagers." He added that the Government expected the teachers' co-operation in the noble task of increasing the standard of life of the villagers through their active participation in the rural recreation centres.

AN HUNGARIAN EXPERIMENT

By Mr. EDMOND FERENCZI

THE tragedy of revolutions is that they must rebuild a new social order at a time when the administration is disorganized, the public funds exhausted, and the country ruined. This is the case in Hungary, where the efforts of the young democracy encounter the enormous obstacles resulting from the war, German pillage, occupation, and inflation. Despite these unfavourable circumstances, the Government is attempting to render higher education more democratic by enabling peasants and workers to enter the universities in large numbers for the first time in Hungarian history. With this end in view, "colleges" have been established, rudimentary, ill-equipped, often in ruins, to shelter these new arrivals in the capital, and to give them, besides university education, the secondary training they lack and a democratic political education.

One of these colleges, however, the Stephen Gyorffy College, is older, and may be called the prototype of such institutions. It is worth studying.

The Stephen Gyorffy College is one of the most curious institutions not only in Hungarian higher education, but also in the whole social evolution of Hungary. Its foundation, its development, its activity reflect the efforts of the progressive classes of society in the difficult inter-war period. Its function and its methods have no parallel in Central Europe.

The creation of Gyorffy College was suggested by the peculiar situation of youth in Hungarian society. Hungarian youth, like Hungarian society as a whole between 1848 and 1945, has never been marked by de-

mocratic influences, except for the still-born revolution of 1917. The feudal governmental machinery of the Austro-Hungarian monarchy, and the governing circles of the Horthy regime after the first world war, were always able to find educational methods which disarmed and neutralised youth. The war revealed how this fascist system was able to lead the great mass of youth astray and to use it against the peasant and working masses. Only very few young men had the intelligence and the strength of character to break these intellectual and social fetters, and arrive, through independent study, at democratic and constructive principles. A cleverly concealed selection excluded from the schools the children of the poor peasantry and of the industrial proletariat. Thus the student body of the higher schools of Hungary in the most liberal period was composed of not more than 2% of young peasants and 4% of sons of workers. The student societies, which were very powerful and protected by the government, were dominated by the ideology of the governing classes, and consciously endeavoured to smother any attempt at free thought within the universities. Thus Hungarian youth gradually became indifferent, if not hostile, to democratic evolution. And yet it was in the darkest period, in 1935, that the first foundations of Gyorffy College were laid.

The founders of the Stephen Gyorffy College undertook the difficult task of representing democratic thought in the universities, and of embarking upon the education of Hungarian youth in a concrete way. The young men of the Gyorffy College

were able, in the six years following 1939, to develop intellectually farther than the mass of Hungarian intellectuals in 25 or even 50 years. These young people were not taken in tow by the working classes, but fought with them, and indeed outstripped and led them. It is this role which gives Gyorffy college its international importance, for Europe has few such institutions. In more advanced countries, democratic youth organizations and democratic education itself make such Pedagogical interventions unnecessary. In retarded countries, on the other hand, such efforts have come to nothing, and this is why the study of the methods of this college is valuable.

The origins of Gyorffy college go back to 1937 and spring from the most diverse sources. Various groups, sociologists, popular writers, intellectuals of the peasant class, a few democratic Professors, leaders of the movement for popular universities, journalists, agrarian socialists, incited a small elite among university youth to meet and to work together. At the same period, the mass of young intellectuals was moving irresistibly towards the right, because of the opportunism of the moment. An enormous amount of energy and hard work was necessary to enable this little group of advanced elements to maintain its identity, preserve a clear doctrine, and not allow itself to be led astray by the demagogic tendencies which arose within it.

It was in February of 1940 that Gyorffy College was founded, with the avowed purpose of giving peasant youth and the poor the opportunity to study, while enabling them to retain their social consciousness. The necessary funds were supplied by the will of a university professor, the geographer Stephen Gyorffy.

These funds were not sufficient, and it soon appeared that rightist young people might take possession of the college and destroy its ideals; therefore the supporters of the plan approached political movements and prominent democrats who agreed to aid the college, either from conviction, or from romanticism, or for a political purpose. In accepting this help, the college laid down only one condition: its autonomy under the terms of its statutes which guaranteed the administration of the college by the students themselves. At this point occurred the one and only miracle of the Horthy regime: in the fall of 1942, the Minister of the Interior agreed to the statutes drawn up by the young people of the college, admitting that he considered them "stupid" but that "the sluices must be opened a little" and "a trial should be made." Thus, in 1942, officially, and with the support of many prominent figures in Hungarian life who did not all understand what was involved, Gyorffy College was born.

Then began the second and most glorious phase of the life of the college, which lasted until the German occupation and the suppression of its autonomy. At first, the college was animated only by a simple popular romanticism, based on myths, on a working-class nationalism. Henceforth, the study of sociological problems became more exact, and the college boys became aware of their class position within Hungarian society: the college became truly democratic in its methods, its selection, and its teaching. The time was divided among lectures, seminars, and evening discussions. The lecturers were constantly changing—writers, politicians, technicians. The emphasis was particularly on social, economic and political questions. Besides the teaching of western languages, the school council rendered compulsory the teaching of the languages of the neigh-

bouring Slavic countries; a very complete library of political sociology made possible individual study. Perhaps more important than the teaching itself were the conditions of community life, the compulsion to share the meals, the dormitories, one's cares and hopes. These close human relations united the students who organized an exemplary division of labor: housework syndicates, kitchen syndicates, a "wall-news paper" syndicate were created in a spirit of emulation. In 1943, a "brother" college was founded at Debrecen. Shortly after, a popular agricultural college was founded in the same spirit at Pestszenterzseet, which, with about 120 acres of land, was able to remain open throughout the year 1944. In addition, the students completed plans for a new Gyorffy College of four stories, the organization of which was based on the experiences of community life. The students of the college soon organized a popular university where they gave public courses and seminars for some hundreds of workers and peasants. These students also became more actively connected with larger youth movements and entered into friendly relations with factory workers. In the course of these efforts, many boys were arrested by the political police and were often imprisoned. During the summer, big camps were held, at which the new inmates of the college were very carefully selected.

As early as the fall of 1943 the college came under attack. Many of the prominent persons who had financed the college walked out of the meetings where the students demonstrated in favor of peace, and demanded the suppression of the college's autonomy. Until the very end, the college students defended their rights and the liberty guaranteed by their statutes with energy. But the German

occupation put an end to their efforts in March 1944: a delegate of the Government was appointed director of the college; then one by one, and of their own free will, the young men left the college and became outlaws. The third, illegal phase of the life of the college began.

During this period, some of the students fought in the official resistance movement, the "national independence front," where they allied themselves with the workers. Many were sent to concentration camps or military prisons. After the "Arrow Crosses," (Hungarian Nazi organization) seized power in October 1944, the Gyorffy students founded the Hungarian students' liberty front, which remained in close contact with the resistance front of young workers and the committees of liberation in the regions from which the Germans had already been driven out. These were the constituent elements of what became after the liberation the Association of Hungarian Democratic Youth (MADISZ).

The illegal struggle deepened the knowledge and the political experience of the students, and helped to unite the divergent tendencies within the college.

After the liberation, in January 1945, the young people immediately re-established the life of the college, took part in the creation of the Democratic Youth Association, and participated in the activities of the political parties. In March 1945, following the law on agrarian reform, the student of Gyorffy, in the capacity of commissars of the Government, distributed more than 2 million acres to the peasants. These students moreover took an active part in the purging of the universities, in the fight against reaction, in electoral propaganda, etc. At the

present time, the college is endeavoring above all to develop cultural organizations among the workers and peasants.

Thus we can now redefine the function of Gyorffy College: an institution of higher learning which gives a home to the talented but needy sons of the agricultural proletariat, provides them with the necessities of life, gives them technical training and a political education.

The administration of the college is in the hands of the students, who draw up the schedule, divide responsibilities among themselves, elect their professors, etc. These democratic rights of the college are assured by new statutes confirming their autonomy of 1942. The college has three governing bodies: the executive committee, the co-operative, and the court

of honor, which provide for the smooth functioning of the life of the college.

But what is more important, Gyorffy College is a precedent for the development of intellectual life among the poorer classes. A whole series of college on the same pattern have been created in Hungary, both in Budapest and in provincial towns. These colleges must face immense and tragic material difficulties, but the common spirit which animates them enables them to overcome poverty, cold and hunger. The foreign observer, who has had the opportunity of taking with these new students, of hearing their plans, their convictions, their ideals, cannot but be convinced of the democratic future of Hungary, for they have undertaken an historic task: that of reconciling the intelligentsia and the working classes, which until now had been quite out of touch.

—I. S. S. *Bulletine*. Nov., 1946.

JUST READY!

FOR SALE!!

SOME OF OUR ECONOMIC PROBLEMS

BEST HELP BOOK FOR STUDENTS OF ECONOMICS

Deals with Current Economic Problems

By

Rao Bahadur Dr. B. V. NARAYANASWAMI NAIDU,

M. A., Ph. D., B. Com., Bar-at-Law.

Price Re. 1.

PUBLISHERS:

M. SESHACHALAM & CO.

7, Sunkuram Chetty St., G. T., MADRAS

Letters to Editor

Dearness Allowance and First Grade Colleges

Sir, In response to the repeated appeals of the teachers of institutions under private managements the Government issued orders permitting the Managements to grant Dearness Allowance to their employees at the rates fixed for Government servants. But as most of the managements were reluctant to give full effect to the recommendation, further appeals had to be made to the Government to make the payment of Dearness Allowance at Government rates obligatory on the part of managements of private institutions. The Government, however, in their G. O. No. 1753 Mis. Edn., dated 11-9-46, while expressing unwillingness to compel the managements, offered to pay their contribution of 50% of the Dearness Allowance at Government rates irrespective of the rate of allowance paid by the managements. Orders have also been issued subsequently by the D. P. I. directing the managements of Secondary Schools and Second Grade Colleges to disburse immediately the amounts due to their employees from the Government under the above mentioned G. O. for the year '45-46.

These instructions of the D. P. I. for implementing the G. O. No. 1753 Mis. Edn., dated 11-9-46 have not been communicated to the managements of First Grade Colleges. It is not known why this distinction between First Grade Colleges and Second Grade Colleges has been made in the instructions for implementing the G. O. while the G. O. itself does not imply it. Further, such a distinction is not at all justified in view of the fact that

in many First Grade Colleges the salaries and grades of pay are no better than those obtaining in Second Grade Colleges and the teachers there of are as much in need of relief. It is hoped the Government will recognise the injustice in this distinction and enable the teachers of the First Grade Colleges also to secure the much needed relief of Dearness Allowance at Government rates under this G. O. or otherwise.

Hindu College, } K. SIVAKAMAYYA,
Masulipatam } Secretary, T. A.

Kurnool Dt. Teachers' Guild

Sir, The following resolutions were passed at the Half yearly Conference of the Kurnool District Teachers' Guild held at Dronachalam on 15-2-1947, under the presidency of Mr. S. P. Syed Khadar, B.A., L.T., Headmaster, Ml. Muslim High School, Kurnool.

RESOLUTIONS:

1. This Conference submits to the Government for their serious consideration that schools by whomsoever managed are public institutions as they are subsidized by public funds, and as such the schools have every right to expect equal treatment to all teachers of the same grade serving therein in the interest of their harmonious and efficient working.

2. This Conference of the Teachers' Guild views with despair the unjust perpetuation of the invidious distinction between teachers in Government Schools and local body schools, between teachers of local body schools and aided schools in the matter of scales of pay. It respectfully appeals to the popular ministry to do justice to the teaching profession by effecting the following measures; (a) to fix the same scales of pay for teachers of the same grade irrespective of the

Book-Reviews

TEACHING Vol. XIX No. 2 —
Published by the Oxford University
Press—Price 12 as.

It is one of the encouraging signs of the stirring times through which we are passing that physical education is increasingly coming into its own today. The education that aims at developing the mind to the practical or total neglect of the body is lop-sided and badly stands in need of a corrective. What shall it profit a man if he gain the whole world of knowledge and lose his own physical self? We cannot have an A₁ mind inculcated in a C₁

Continued from preceding page

managements they happen to serve. (b) to grant immediately the interim relief and one month's bonus to teachers in non-Government schools also.

3. This Conference requests the Government to place adequate funds at the disposal of local boards and private managements to enable them to give immediate effect to the enhanced and uniform scales of pay as submitted above.

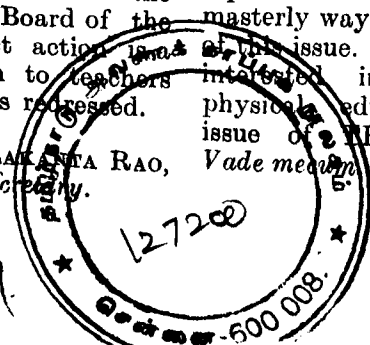
4. The Guild requests the Government to insist upon the managements of private schools to adopt immediately the same conditions of service as are prevailing in Government and Local Body schools.

5. The Conference endorses the view of the Executive Board of the S. I. T. U. that the direct action is a legitimate remedy open to teachers in getting their grievances redressed.

G. SIVA RAO, K. NEELAKANTA RAO,
President. Secretary.

physical constitution. The old adage—*mens sana in corpore sano*—impresses on us the vital importance of cultivating a strong physique in our endeavour to develop our minds. The rediscovery of the paramount importance of physical fitness is one of the fruits that the western world owes to the global war with its terrible carnage. In India this fitness-consciousness is a new phenomenon as physical education has had no status worth mentioning in the schools or even in the whole educational field. Thanks to the large emphasis that is now laid on the importance of physical fitness, we are, however in no danger hereafter of underestimating its value or neglecting its cultivation. *TEACHING* has rendered an inestimable service to the cause of physical education by bringing out a special number bearing upon this all-important phase of educational activity. The editor feels that the response from contributors has not been commensurate with the importance of the subject. At the same time we have a few informative and instructive articles. Two important landmarks in the recent history of Physical education in this country are the convocation of the All-India Conference at Amaraoti and the submission of the report by the physical education committee set up by the Government of Bombay. The present issue of *TEACHING* contains a critical study of the one and a luminous summary of the other. The play-way in education, the value of indigenous games, standard tests for the measurement of physical fitness are other topics that have been dealt with in a masterly way by experts in the pages of this issue. Those who are genuinely interested in the furtherance of physical education will find this issue of *TEACHING* a valuable

V. M.



Approved by the Madras T. B. C. Vide Ft. St. George Gazette p. 1, 2, & 9 D/ 14-5-46

NEW METHOD GOLDEN READERS

BY
IRENE H. LOWE, M. Sc. (London)
Indian Educational Service (Retd.)

PRIMER: 0-8-0; Book I: 0-10-0; Book II: 0-12-0;
Book III: 0-14-0; Book IV: 0-14-0.

These little books aim at familiarising the Indian pupil of English with about 1,600 words of common use, short, easy, concrete words, most of them. If he learns these well during the first five years of his English schooling he will find no hardship in picking up as many of the bigger words as may be found necessary in later stages.

M. SESHACHALAM & CO.
MASULIPATAM :: MADRAS

Behind the Name
"SADHANA"



Adhyaksha JOGES CHANDRA GHOSE
Ayurveda Sastri, M.A., F.C.S. (London), M.C.S.
(America), Formerly Prof. of Chemistry,
Bhagalpur College

SADHANA AUSHADHALAYA
HEAD OFFICE & FACTORY: DAGGA
MADRAS CENTRE: 7/A, BROADWAY

The
SOUTH INDIAN TEACHER
IS
THE OFFICIAL JOURNAL OF
The South Indian Teachers'
Union

*It is therefore the Journal of the
Teacher*

AND
No Teacher should be without it
Annual Subscription Rs. 4/-

Apply to:

The Journal Secretary,
250, HIGH ROAD,
TRIPPLICANE, MADRAS



"AMRUTANJAN"
50 Years Old Pocket-Doctor
Cures All Pains and Aches
"1893 Golden Jubilee 1943"

Don't Scratch : Use
RISING SUN
Ringworm Ointment

The Product of
AMRUTANJAN LTD.



The Indian Journal of Education
(Organ of the All-India Federation of Educational Associations.)

ANNOUNCEMENT

The Indian Journal of Education will henceforth
published as a Quarterly in March, June, September
and December.

EDITOR-IN-CHIEF

Mr. A. N. Basu, M. A. (London),
Head of the Teachers' Training Department,
Calcutta University.

Annual Subscription Rs. 4—8—0.

to members of the Federation Rs. 3—8—0.

Subscribers are requested to register their names with
the Managing Editor,

The Indian Journal of Education,
6 B, Hindusthan Road, Calcutta.

Printed and Published by M. Subbalakshmi, B. A., at the Hindu Press, Masulipatam.

தமிழ்நாடு ஆவணக்காப்பக நூலகம்,
எழும்பூர், சென்னை-600 008.

உவனாத்தாள்.

சே எண் : 127800. ப. எண் :

[illegible]