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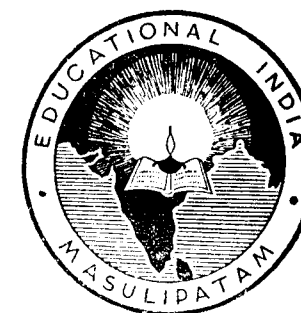
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EDUCATIONAL INDIA

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



EDITOR :

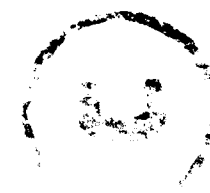
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teacher as well as with the students. For many educational reasons the speed of work has got to be stressed and carefully measured. As stopping to put down the questions arising in the minds of the pupils may result in the lessening of speed, both the teacher and the pupils might be unwilling to do so. A way out can be found by dividing the craft period into short, but not too short, portions, giving in between short intervals of, say, five minutes for putting down the questions arising in the minds of the students.

This division of the period will be decided by the length of time, carefully calculated, for which the children can work at top speed. Care should, however, be taken not to stress speed to an extent that stifles thought. A clever teacher will arrive with great care at a happy compromise.

All these questions written on bits of paper will be collected and copied down on the black-board. In free moments during the period or in the recess these questions will be working on the minds of the students and preparing them for the period of correlation. They will be reading these questions thinking on them, and discussing them with each other, so that by the time the period for correlation arrives an atmosphere for it may have been created.

When the period starts the questions will be taken up one by one. The name of the student who asked a particular question may be mentioned when dealing with the question asked by him. He may even be asked to stand up. This is to make him feel that it is really his game. The teacher is there only to help him.

Revision

A great practical difficulty faces the teacher at this stage. The knowledge of various subjects not having

been given in the systematic way the teacher is very often at a loss to know as to what the students already know and hence where to start. Therefore, a very careful record of what the students have already learnt should be kept. Even then in many cases it would be wise to begin from the beginning. The repetition of knowledge already gained would not be a waste of time. On the contrary it would provide natural and excellent opportunities for revision. And as we do not believe in drill methods, such opportunities should be fully availed of. For unless great care is taken there is every danger of the impression of knowledge remaining weak.

Diaries

All that is taught should go into an elaborately maintained diary, which should be carefully indexed. Against each subject should be noted the number of times and the dates on which it has been revised. Care should be taken that each subject gets revised at least once within two or three months, by an intelligent selection from the changing life situations. This need not mean any mechanicality. Selection from environment will be necessary at every step and preference of one topic to another to suit the requirements of the students need imply no unnaturalness.

Such diaries if maintained in the form of questions and answers as they arise in the class room will be invaluable. That, this method of teaching is natural and evokes immediate response from the children will be seen by even a glance at the diary of a teacher who knows his job. All the processes involved in the working of a child's mind are laid bare. It is seen opening up like a flower. I happened to see one such diary. It read like a piece of literature. Again such diaries

will also reveal whether the correlation has been natural or forced.

Charts, Graphs and Exhibitions

Besides diaries the 'investigations' of the class might be summed up in charts and graphs. Periodical exhibitions of such charts will also greatly help in fixing knowledge in the minds of the children and in a very interesting way. Moreover, it will give them pride in their own achievements, and thus add to their self-confidence.

Extent of Correlation

Another problem is how far to go in correlation. For a clever teacher there is no end to the amount of knowledge that can be correlated to a particular problem. The age and previous knowledge of the children alone can decide the extent to which he should go. Only two general conditions must be fulfilled; the child's interest must not weary, and the problem in hand should not be lost sight of. The connection of the tree to the wood should be established but the tree should not be lost for the wood.

One thing the teacher must guard against. He need never worry about the amount of knowledge he has been able to correlate so long as his method stimulates and does not attempt to stuff his pupils with knowledge. As Rousseau says "Don't hurt him by the various sciences but give him a taste of them and the method for learning them." Other teachers who follow may be able to correlate many more things in a natural way. When the experiences of all these are pooled together and guides are prepared the amount of correlation possible will automatically increase.

Advantages of the Method

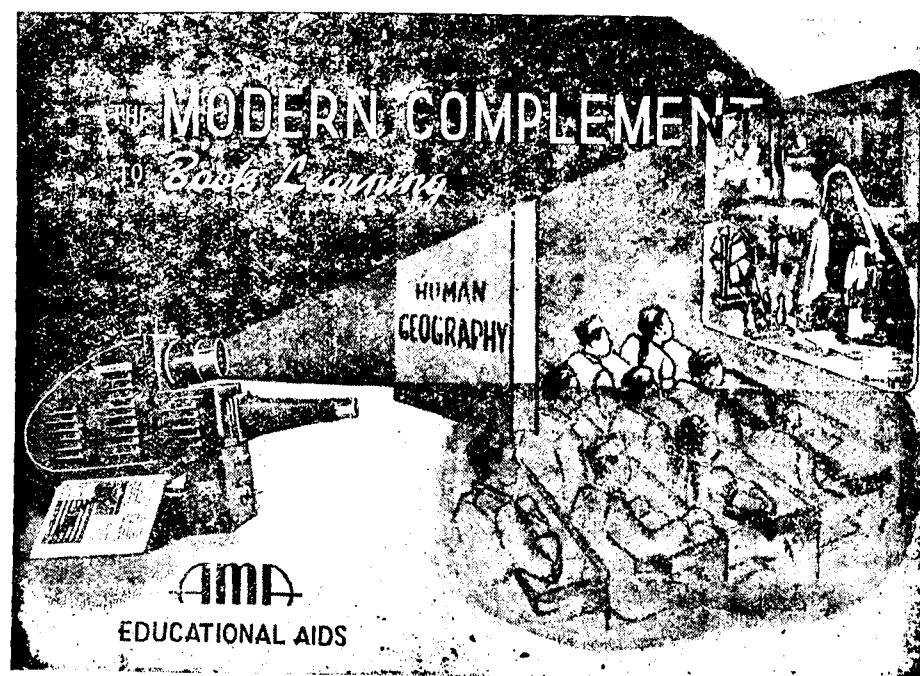
This method of education has positive advantages over the prevailing one. Firstly, this method of education

avails of the child's natural instinct for activity and sets about making it more interesting by deepening its significance, thus making the process of acquisition of knowledge a game full of interest. On the other hand the ordinary method forcing the child to sit still against its nature, concentrating on books, which appear lifeless to him, incurs his hostility from the very start.

Again as we start with actual life situations and problems which the child is anxious to understand and solve, the thought that is born, the explanation that is given, becomes a part of the child's growing personality. The thought has a reality for the child, and he can use it for solving similar problems. His resourcefulness and spirit of enquiry develop.

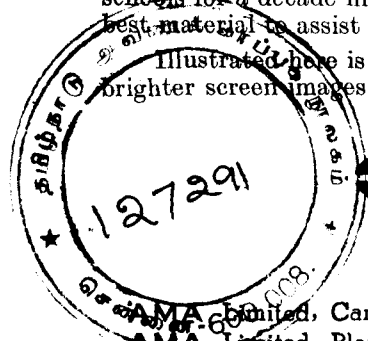
Again the child or the adult having been the whole process of the deduction of thought from experiences comes to understand the whole process of the birth of thought. Hence he develops right habits of thinking which becomes realistic and concrete and saves him from the evils of scholasticism.

Again as all subjects come to solve the same problem, the significance of the particular problem is deepened. One also develops a sense of the inter-relation of all knowledge and of the unity of truth. The one-sided thinking of the specialists is thereby avoided. Pestalozzi says that he who "breaks due connection between the different branches of his knowledge destroys in himself not only the true basis of knowledge, but the very end of such a basis (the development of "the forces of humanity") and becomes incapable of appreciating the advantages of truth." For the growth of an all-round personality the imparting of integrated knowledge is essential.



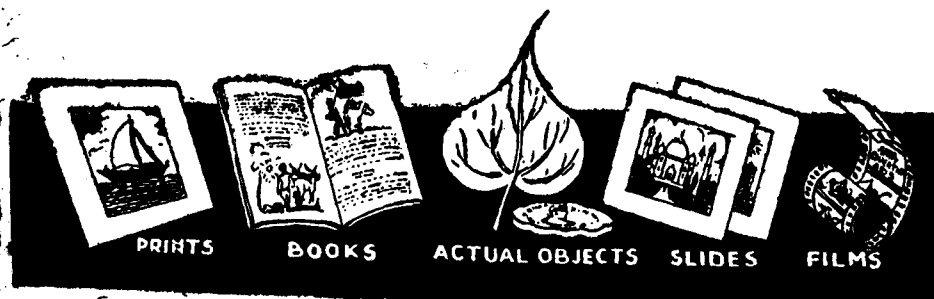
Ever since the Chinese invented movable type, the printed page has been the keystone of learning. It will probably ever remain so But it now has invaluable "partners".....in Educational Aids, Epidiascopes and Filmstrip Projectors, which project life-size images, impress situations indelibly on students' 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.

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The Methodology of Nayee Taleem

By Shri DEV PRAKASH NAYAR (Sevagram)

THE educational method of Shatsky, the man in charge of the First Experiment in Russia, was the "release of the creative energies of the children so that they individually and collectively will (would) press forward to theoretical and practical solutions of problems, acquiring 'en route' much worthwhile knowledge and skill." So with Nayee Taleem. The principal objective is the solution of problems as the drawing out of strong, fine and even yarn, the cooking of a healthy, and tasteful meal, etc., and even the solution gives way to, or rather is dependant upon, "right habits of thinking, right habits in individual work, right collective habits." It is very important to keep this perspective in view. For it dictates the whole methodology.

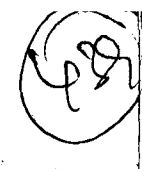
Practice guides Theory

In Nayee Taleem, as in the Complex Method, in contrast to the project Method, practice precedes and guides theory. The first thing to do is to push the child into action. Give him a 'takli'. Let him feel its problems, and seek their solution. If the child has not been already denaturalised by mishandling, the teacher will soon find him coming out with a bristling array of questions. If due to mishandling the child's natural curiosity has been dulled or you want to take him to wider fields or more intricate problems than he has been accustomed to, and his imagination comes to a halt, like a raw horse before a barricade, then you can stimulate it by suggestive questions. But beware that you do not kill his initiative. Your suggestions should be so clever that the child should still feel that he was the

principal agent in that pioneering enterprise. Otherwise experience shows that he loses the joy of it and becomes apathetic.

When to Correlate?

A practical question comes up here as to the time of answering these questions. Should it be done immediately that a question arises in any one child's mind, and thus distract the other children from their work and their own trains of thought? For while the child is working his mind is, or should be, active thinking of the why and wherefore of the various processes being performed. There is no doubt an advantage from the individual's point of view to receive the answer immediately a question arises in his mind. For it will give him further food for thought and fill his blank spaces—for even the most active thinker must have moments when no thought stirs up—with contemplation of the facts revealed by the teacher. Still it is impracticable in the class, and the collective loss will be much more than the individual gain. From another point of view it is better even for the individual that the teacher postpones answering his question for some time. For an interval is necessary between the arising of the question in the pupil's mind and its presentation to the teacher. It will prevent much lazy thinking, save the teacher from answering questions, put for the sake of putting them. The best way is found to be to let the class engage itself in a process in silence, each student with a pencil and paper in front of him. He can go on jotting down the questions as they arise in his mind. There is one consideration, however, which must weigh with the



The child also develops self-confidence, being the principal agent in the solution of problems facing him.

The method will be, moreover, quicker. Every one knows how painfully knowledge is 'learnt up', how painfully it is kept there, and how quickly it is lost—the useless toil leaving a bad taste in the mouth in the bargain, curing one of all love of knowledge for ever. Now it is a common experience that the time for which a thing will stick in the mind depends upon the strength of the first impression. Obviously in *Nayee Taleem* the first impression is bound to be very strong; the thought being slowly and carefully traced right from its founda-

tions in concrete life. Again as the situations to which knowledge is correlated are of everyday occurrence an unconscious and automatic revision of the thoughts arising from them is going on in the mind. This makes knowledge difficult to forget. Therefore, if only we teach the boy the habit of thinking in his work we have set him on the path of sound knowledge.

The method of teaching involved in '*Nayee Taleem*' is in agreement with the most modern researches in the field of education. But its supreme virtue is that Gandhiji has brought the fruits of those labours within the grasp of the poorest in the land.

"POSSIBILITIES OF THE FILMSTRIP"

By NEIL GOKHALE

ONCE regarded as not a very reputable hybrid—a cross between the lantern slide and the moving film—filmstrip is now accepted in educational circles, as a device having merits and a technique of its own.

It provides perhaps, the most convenient means of illustration to large numbers of people in small groups.

Filmstrips are light and compact. This is an important asset affecting the storage and distribution. A dozen filmstrips may contain a thousand illustrations and occupy a space normally taken up by a single volume of the *Encyclopaedia Britannica*. Moreover the cost of transporting these pictures, say from one school to other or from the departmental or District headquarters visual aids library to the schools scattered all over the country side is practically negligible. It is difficult to see by what other

medium such wide and rapid distribution of illustrative material could be made.

Virtues of Cheapness.

The comparatively low cost allows for great range and variety. Of equal importance, it makes frequent revision possible. Durability may not always be an asset. School buildings may stand firm on rocks long after the educational practices they were built to serve have become outmoded! And are not maps and text books kept and used long after they have become out of date, first because of the high cost of replacement?

Filmstrips are used of course by all types of schools—primary, secondary and technical. Then come Adult Education groups of all kinds mass literary drives, Boy Scouts and Girl Guides; another very large body of prospective users includes Government Departments of Agriculture, Cottage Indus-

tries, Co-operative & Credit Societies, Rural Development etc., etc., as also various charitable institutions, Missions etc. A wartime user is the National Recruiting and Information Offices of the Defence Services. Some of our Allies have distributed for general information filmstrips depicting life in their own countries.

The character and general make-up of a filmstrip will be modified according to whether it is to be prepared for universal distribution or from material supplied by a Society or Individual intending to use it.

Extra Illustrated!

General stock films are obtainable for purchase from many firms in India, specialists in teaching aids. It is recommended that bulk purchase by a pool consisting of adjacently lying schools and forming a sort of controlled renting library will enable a far greater variety of this material available at hand without incurring the comparatively high expenditure which would be the case were the investment to be made by a single Individual School. It is generally agreed that good range is available, covering most school subjects. There is a possibility that these may shortly be supplemented by filmstrips of topical interest, issued direct by the Department of Information and Broadcasting and other News Agencies.

In fact there would seem to be a wide field for the enterprising publisher who issued readers or text books "extra illustrated" by accompanying filmstrips.

Subjects lending themselves naturally to be used in this medium are Geography and Travel, (particularly Physical Geography) History, Architecture, Art and General Knowledge. Comparison between the still

and motion picture is inevitable here. For Scenic or Geological studies the filmstrip is obviously well fitted. So with Architecture and other still forms. For Human Geography a judicious combination of still and motion pictures is very effective, and for Industrial Processes the motion picture is the obvious choice.

Speaking generally, impressions made by the motion picture are deep but necessarily restricted in subject and ground covered. The filmstrip gives width. With each picture the scene changes, and the subject is seen from many angles and in many aspects. The resulting composite picture may come nearer to actual experience than the sharply defined but isolated impression given by the movie or the carefully selected textbook picture. This consideration applies particularly to history. Building up atmosphere from source or contemporary material is a slow and painful process compared with the glamour of the reconstructed episode. But the teacher who can make these dry bones live has laid the foundation of a real historical sense.

Physical science, nature study and social sciences are not wholly served by filmstrips, and under ideal conditions no one would suggest that they should be. The real thing, observation and experiment, whenever possible. But under present conditions the real work in these subjects can be helped by filmstrips of "background" type and sets designed for elementary introduction, or recapitulation of a series of lessons. Such would be biographies of famous scientists. Opportunity would be taken to use illustrations of which the originals were not available, e.g., comparison of foreign flora and fauna with familiar Indian types.

Almost any filmstrip can be used to provide exercises in oral expression. The conditions of display, semi-darkness with attention of the group focused upon the picture rather than the speaker, help to overcome self-consciousness, and the fact that there is something to see and describe, aids the pupil who is ordinarily at a lack for words.

The Limitations Of Stock Strips.

General stock strips are most suitable for younger and less technical groups. When the upper forms of secondary schools, and even more when the stage of specialisation is reached, it is less likely that such general treatment will satisfy the instructor who has worked out his own syllabus and method. He, like the societies and organisations, would do better to collect and arrange his own material, leaving only the work of reproducing this in filmstrip form to the photographic service experts. The societies will use material from their annual reports, publications photographs and sketches supplied by members, and so forth, as for instance strips compiled by the Society for the Prevention of Cruelty to Animals etc., etc. But from where is the individual teacher to obtain his illustrations? He may use camera or pencil himself (Miniature cameras using cinema type film, the cheapest film material yet available, are growing popular in India because of their plain and practical construction). Travel agencies Railway and other transport publicity offices, Trade Commissioners of the various Dominions etc. readily and Geographical and other matter, old books and pamphlets help with history. Current magazines and pictorial books (c.f. the best concerted attempt up-to-date in India was Times of India's Home Library Editions) will supply illustrations which will

almost certainly be copyright but permission is often readily granted for reproduction in filmstrip form for school use only.

Compiling a filmstrip is a fascinating job, from which the maker usually learns much. As a community enterprise it would afford opportunities for using all skills. Verifying facts and putting these into order, drafting pithy sub-titles and writing these: snapshots, sketch maps drawings from nature, all can find a place. Here is a real chance of learning by doing, and a record of permanent value.

The Place of Letter Press

The question of letter press on pictures is rather controversial. It is suggested here that the less there can be, it is better, unless it can be so complete that no conflicting oral commentary is further necessary. But for general use it is undoubtedly useful to have the pictures simply named, and may be for the different main sections to be indicated by very bold, simple sub-titles. Special notes to accompany filmstrips are sometimes asked for. But I must say the request must be emanating from either overworked or unimaginative and hence lazy specimen of teacher-world. Where these notes are supplied they are not for use verbatim as is thought of, generally. They serve rather to suggest the line of thought followed by the producer, and reason for a particular sequence as given. It is then possible to adapt or modify as needed.

The fixed order of the filmstrip may be regarded as merit or demerit. For use by schools a film compiled by the experts (who sell it on a royalty basis to the regular trade organisations) has usually been carefully assembled and approved. It is then a definite advantage that the pictures

cannot get out of order. However in teaching practice different arrangements may be needed from time to time. This has led to the development of "filmslides"—which are individual pictures of a filmstrips, cut out and "mounted" between two sheets of glass, forming—to remind us of an anachronism in Visual Education—tiny sized magic lantern glass slides. These

may offer scope to the enthusiast, but not for the instructor who has got used to filmstrips manipulation. By holding a sheet of paper a short way in front of the lens, the roll can be turned to and fro without distracting the attention of the class, when the desired point is reached, the temporary screen should be removed and the lecture continued ahead undisturbed.

THE M. Ed. SECTION AT ALLAHABAD

By Mr. P. S. NAIDU,

Reader in charge of Education Department

THE University of Allahabad is the first in the U. P. to institute and organise a course of studies for the Master's Degree in Education. A long tradition of research in the advanced branches of arts and science formed the favourable back-ground against which an advanced degree in Education could be instituted here with ease. Philosophy of Education, Advanced psychology, Child Psychology, Experimental Education, Comparative Education and University Education are the major subjects of study. Instruction in certain optional subjects is also provided. But the distinguishing feature of the course is the Dissertation which a candidate for the Final Examination for M. Ed. Degree may submit. The thesis has to embody the results of an original piece of research carried out by the candidate under the direct guidance and supervision of the staff of the M. Ed. Dept. The following Dissertations which have been submitted and approved by the Examiners, since 1944, when the M. Ed. Final Examination was held for the first time, will give an idea of the type of research in Education carried out here.

1. Adaptation and standardisation of Performance Tests.
2. Construction and standardisation of a Geography Test for Class VII
3. A Comparative study of Few Mental Functions of two groups of Indian children.
4. Construction and standardisation of group verbal intelligence Tests for 11.
5. Standardisation of aptitude Tests for compositions, Machinemen, and Binders.
6. Construction and standardisation of Aptitude Tests for Textile workers.
7. Construction and standardisation of a scholastic Test in Geography for class IX.
8. Verbal and non-verbal Group intelligence Tests for 16.
9. Standardisation of Richey's and Drever and Collins Tests for European schools for 14.
10. Vocational Education and Vocational Guidance.
11. Suggestion and suggestibility in young children.
12. The Gestalt Theory of learning and its bearing on Education.
13. The Adolescent Girl in India.
14. Craft Education.

PRESIDENTIAL ADDRESS AIMS AND IDEALS OF EDUCATION

By Dr. Sir A. LAKSHMANASWAMY MUDALIAR

WE realise that we are meeting at a time when both in the International and national spheres of activity great changes are inevitable. Two world Wars have shaken humanity to its very foundations and no nation has yet found it possible to get over the devastating effects of the last Great War—devastating not only in the physical plane but in the social and ethical planes as well. We have realised, as never before, that the world has shrunk in proportion, that time and distance have been annihilated, that global wars are inevitable in the future, if Wars are forced and that trouble or mischief somewhere will invariably lead to mischief spreading everywhere. No longer is isolationism possible for any country and safety lies in promoting goodwill, concord, understanding and mutual trust among nations and in establishing unity and friendship between all nations. It is with this objective that the United Nations Organisation has been established and it is to promote such cordiality and cultural counterpart, the U. N. E. S. C. O., has been inaugurated.

Nearer home in the national sphere, we are meeting at a time when the whole atmosphere has changed and when for the first time one can visualise the tremendous possibilities that lie ahead of us, if only we have the large-heartedness and the firm determination to rise above the somewhat narrow, ephemeral, conflicting emotions of the moment. India is on the threshold of a new era of inexpressible irradiant beauty: the sun is peeping through the Eastern sky with a promise of a brightness and glory all its own, and those who

look heavenwards, instead of concentrating too much and too long on the earth nearby, can see the grandeur of the vision thus vouchsafed.

And from this educational and cultural Conference let us send forth a fervent prayer, that those unto whom the shaping of the future destiny of this great land has been entrusted for the time being, will be vouchsafed the divine guidance to rise above the limitations of environment and recent historical events, that they will forget and forgive and that they will by one more supreme effort bring about a happy settlement of apparently divergent and conflicting ideologies, safe in the conviction that the ideal need never be dimmed by a realistic approach to problems, that occasionally one may stoop to conquer and that life's success may, after all, be through a series of adjustments and compromises to attain the ultimate goal.

World Citizenship—Ideal of Education

If I have ventured to refer to the International and National situations, it is because we educationists should take note of modern trends in these spheres of activity and so shape our educational policies that the main purpose of all education is achieved. That purpose is to produce in the finished product at all stages of education, the good citizen, who, while realising his rights and privileges will more clearly appreciate and fulfil his duties and obligations. The claims of nationalism and inter-nationalism are not conflicting and men of education and culture should prove to be worthy citizens of the world as well as of their own country. And this ideal of a

world citizenship being in harmony with the noblest of patriotic impulses should form the central theme through all education imparted from the Nursery school to the highest stages of University education.

From time to time the present system of education has been subjected to criticism and in recent years, there has been a considerable amount of dissatisfaction felt and expressed about the worth of education as imparted at present. It is but right that we, as educationists, should take note of all such criticisms. Realising as we do that we are not living in a static world, that change and progress are symbolic of vitality, that education should keep pace with modern requirements and fit in with the spirit of the age, none of us would be prepared to deny the need for change and adaptability, much less to assert that the system is perfect. But to accept the need for periodical review and change whenever necessary, does not however imply acceptance of the proposed changes, nor does it signify a readiness to deviate from those strict standards and ideals which must be the guiding principles of all educationists for all time. The eternal verities of life which education should seek to implement and foster cannot and should not be jettisoned for a temporary advantage or suit the prevailing fashions and to seek cheap popularity.

Indian Universities have not Failed

And here let me enter a caveat against the oft-repeated criticism that Indian Universities have failed in their purpose and that they no longer serve the needs of the country. Have our Universities failed so ignominiously as critics would have us believe? I ask, Does a country that has through its University portals ushered into public life statesmen and savants like

Gopalakrishna Gokhale or Ranade, Mehta or Tilak, a Surendranath Banerji or a Bepin Chandra Pal, a Sankaran Nayar or a Panagal, a Subramanya Iyer or a Sivaswami Iyer, a Srinivasa Sastri or a Vijayaraghavachari, a Pandit Madan Mohan Malaviya or a Srinivasa Iyengar, a Swami Vivekananda or a Keshab Chandra Sen—to mention but a few of the immortals who are no longer with us—I ask, Is such a country to be ashamed of the part played by its Universities or to wear sack cloth and ashes just because a critic here or there feels dissatisfied about the work and worth of those citadels of learning. It is not from any false sense of self-satisfied security that we feel unabashed, but because our approach to such problems is different and we say, our institutions have done well in the past, but let us work them better as befits the age and our future destiny.

"Haste makes waste"

There is one pitfall however against which we have to guard ourselves in our anxiety to implement new reforms and new approaches to education. Our zeal should not outrun our discretion and nowhere is there greater need than in the sphere of education to proceed on the basis of *Festina lente*. And let us realise that there will be always forces which seek to utilise education as a stepping stone to forge ideologies—political, social or economic. The best of educational reforms would be shattered on the rock of practicability and realism, if the pace of such reforms is forced; in no sphere of activity more than in the educational, is the truth of the maxim more evident that 'Haste makes Waste'.

Utility is not the Ideal

But whatever the changes that may be felt desirable let us realise

15. Dynamic Tendencies in Indian Education.

16. Adult Education Movement in India.

17. Training of Teachers in U. P.

18. Analysis of High school Examination marks of the U. P. Board for the year 1941.

19. The Development of Health Education in the schools and colleges of U. P.

20. A study of scholars Registers in the Anglo-vernacular schools in U. P.

21. Annie Besant as an Indian Educator.

22. Motives and Motivation in Education.

Projects which will be completed in 1947

1. An Educational Survey of Ajmer city.

2. A Neo-Hormic Foundation for Educational Theory and Practice.

3. The Montessori Method and contemporary Psychology.

4. Koh's Block Design Test and Sohan Lall's Verbal Group intelligence Test a correlational study.

5. A Study of errors in English in the High school.

6. The Evolution of some Muslim Educational Ideas in India.

D. Phil. in Education

The Education section of the University has recently worked-out Five year plan for the construction and standardisation of all types of Mental tests in *Hindi and Urdu* for ages 9 to 13. The age level will be ex-

tended both ways after the five years plan is worked out. One of the immediate objects is to gauge the Psychological soundness and Educational ability of bifurcation at 11. Individual and group verbal and non-verbal tests, tests of mechanical and academic aptitudes, scholastic tests in the fundamental subjects, personality and interest tests—all these will be framed in the mother tongue and standardised for conditions prevailing in U. P. The aim is to forge Psychological tools needed by those in the practical fields of Education, Commerce, Industry etc. The main aim is to make Psychology useful and helpful in practical life.

The projects which the D. Phil scholars in Education are taking up immediately for their work here are :

1. Construction and standardisation of Academic Aptitude Tests for 9 to 13 in Hindi and Urdu.

2. Do do Mechanical Aptitude Tests.

3. „ „ Group Tests of Intelligence for 11 to 13.

Nor have theoretical subjects been neglected. Two D. Phil scholars are working at :

1. Recent trends in Educational Ideologies.

2. A new orientation of the Psychological Foundations of Education Plans for the re-organisation and expansion of the Department are under consideration by the authorities of the University.

NEWS ITEM

The ninth Provincial Physical Education Conference (under the auspices of the Madras Provincial Physical Education Association) will be held on the 14th, 15th and 16th February 1947. The theme of the conference will be national physical fitness. An interesting programme of lectures, discussions, exhibitions and demonstrations will be arranged.

The XXII All-India Educational Conference

[The XXII All-India Educational Conference was held at Trivandrum from 28th December to 31st December 1946, under the presidency of Dr. Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University. We give below the Opening Address by His Highness The Maharaja of Travancore and some extracts from the Presidential Address.]

OPENING ADDRESS

By His Highness The Maharaja of Travancore

DURING the last few years, organisations and foundations of All-India and of International outlook and aim have gathered at Trivandrum and carried to the far south a reminder and a message of the unity of the great subcontinent, which, from the Himalayas to Cape Comorin, we acclaim as our motherland. These organisations owe their origin to the inspiration of enlightened personalities and are designed to reconstruct in a comprehensive way that unity of India, but none can lay a firm foundation or rear a lasting structure for it except through education.

Under the auspices of the All-India Federation and through continuous research, investigation, publication and propaganda and a Conference from year to year, the aims of this body are clarified and promoted and the programme set for action, and it gives me great pleasure to open this twenty-second Session of the All-India Educational Conference at the Capital of this State. Educationists of eminence have gathered here today from far and near. They have recognised that all through the past there has been here a constant endeavour to keep alive the torch of learning and to give to it, progressively and harmoniously, that modern bias which we see all around us. From a state of superior individual standard the goal has been to raise the general

level and in that endeavour the association of a body like yours is at once a stimulus and a corrective. In Travancore we have endeavoured through many years to promote primary, secondary and recently University education and have attempted a comprehensive reorientation of effort suited to modern conditions but consistent with our ancient culture.

I hope we may be able to show our visitors how we stand in these directions and the outcome of this Session will be to the advantage of those engaged here and elsewhere in the diffusion of knowledge and the renaissance of our culture.

I also hope that your visit will prove pleasant and interesting, brief as it may be, and that your deliberations will be marked by another progressive step in your scheme of enlightenment.

With these words it is now my pleasing duty to inaugurate this Session and wish it complete success.

WANTED Special Correspondents in every Provincial and State Headquarters to report News on the Progress of Education.

Professors and Teachers connected with Provincial Educational Associations will be more helpful in this respect.

M. N. RAO, M. A.,

Asst. Editor

force acting upon the child. The mother plus the child's friend constitute an even more powerful and perhaps happier union. This accords with the findings of psychological research that the parental patterns imprinted upon the plastic mind of the young child determine to a very large extent the character of the adult and his notions of morality and religion." The subject is one that evidently requires much careful thought and there is no room for dogmas and fads.

There is another problem that deserves our earnest attention. For some years past, there has been a violent swing of the pendulum in favour of the study of what are popularly known as scientific subjects to the almost complete neglect of humanities. This is due to a mistaken impression of the comparative value of such studies and to an imperfect realisation of the fact that all subjects lend themselves to a scientific approach and that the dividing line between Science and Humanities is thin and almost arbitrary. One method of countering this unhealthy trend would be to utilise and encourage students of the Humanities in spheres of activity where a knowledge of the pure Sciences is by no means essential.

The criticism is not infrequently levelled that in this country education like administration is top-heavy and that a disproportionately large number of students take to University studies. The criticism while to a certain extent justified does not take note of the conditions that led to such a state of affairs. In a country where the State is looked up to for all facilities needed, it should not be a matter of surprise, if in the absence of alternate portals

for educational advance, the school-leaving population had to seek entrance to the University. Nor could the system of recruitment to Government services in this country, which is unfortunately adopted by other agencies, where the age limit is fixed at 25 calculated to help in diverting the students at convenient stages to more fruitful avocations better prepared than at present for the duties expected of them. The various public Service Commissions set up in the country have not helped to bring about a scientific and rational method of recruitment in the country. The whole question needs careful study and a radical change is indicated.

This conference is meeting at a time when great changes are contemplated in the future of our country. After years of frustration, strife and struggle, a dim hope is springing in the human breast and there is an ardent desire on the part of all Indians that the dark clouds that seem to overhang the Indian sky will disperse ere long and there will be ushered in, a constitution which will promote peace, prosperity and good-will, forging the bonds of brotherhood between man and man and friendship with all peace-loving Nations of the world. That ideal is not unworthy of the past heritage of this ancient land and nothing will promote and preserve that noble vision so much as the spread of education with all its idealism and all its cultural, moral and spiritual influences. If undue optimism may not be justified, pessimism may be a folly. Let us then be up and doing, bearing in mind that excellent concept of duty: To work you have the right but not to the fruits thereof.

Collegiate and Post-Graduate Studies

Madras Minister's Questionnaire Answered

By The Hindu College Teachers' Association, Masulipatam

(a) 1. The present syllabuses and courses of study need revision.

2. The regional language and literature should form Part I taking the place of English language and literature in the existing arrangement.

3. Under Part II (Compulsory) English should be retained, the aim being a command of the language for understanding and use:

Instruction should be provided in the elements of politics and economics, and in the final year of the degree course, in the elements of teaching (if conscription of all graduates is to be resorted to for the spread of literacy or elementary education)

4. Under Part III, throughout the degree course, instruction should be provided in any three subjects to be chosen by the student (from among the sciences or humanities) as in the present Intermediate Course.

5. In view of the advantage to be expected from the use of the regional language as the medium, the degree course may be reduced to three years, the Intermediate course being abolished.

(b) 1. The abnormal demand for seats in colleges is a temporary phase. If the proposed bifurcation of courses in the secondary stage is given effect to, though we are in favour of its introduction only at the end or in the later stage of the secondary course, there may be no such rush for admission to the colleges.

* Please vide p. 110, Vol XIII No. 4 for the questionnaire on collegiate & postgraduate studies

2. The shift system in itself is very undesirable in educational institutions. But if it is inevitable it is better every student attends three morning sessions and three evening sessions.

3. The question does not arise in view of the answer to 1.

4. The present abnormal demand for University education of the liberal type will go down if more technological institutions are started to meet the requirements of the country. But the real desire for University education on the part of those qualified for it should not be discouraged.

(c) 1. No. The provision for research is not adequate.

2. The results so far achieved are not satisfactory.

3. Government should encourage research particularly on the applied side in special institutions (apart from the Universities) started by the Government or Private agencies. It should be obligatory on Industrial concerns to have research sections of their own whose work may be co-ordinated with that of similar institutions controlled by the Government or the Universities.

4. It is desirable that Universities of the affiliating type should confine themselves to post graduate teaching and research work. They should not compete with the affiliated colleges in the degree courses. Where affiliated colleges are able to undertake post-graduate teaching and research work, they should be encouraged. Students and members of the staff of affiliated colleges may be permitted to submit theses for research degrees after work

that the true purpose of education should be creative and that it should free us from the thralldom of forced views and should tend to lead to independent thinking, frank expression, freedom from prejudice and bias, rancour and antagonism and it should promote mature judgment. Education does not consist in a mastery of many facts, in the mere acquisition of knowledge, for knowledge is but a means to an end, and not an end in itself and unfortunately most of the present-day tests are essentially defective for they are designed to test knowledge only.

We realise that education would not have fulfilled its purpose if it did not enable its votary to carve a useful career for himself. Education should be purposive but the present trend to place too much stress on the utilitarian ideal of education is inimical to true progress. Let us realise that ideas have wings, that great seers, great reformers and saints should not have their worth tested by utilitarian standards as the world understands them. Kalidasa and Shakespeare, Aristotle and Spinoza, have contributed to the world's progress and enlightenment at least as much as James Watt or Faraday, Lavoisier or Lister.

Duties and Rights of Teachers

I have ventured to stress the need for an adequate appreciation of the Teacher's role, for adequate pay and emoluments to enable him to lead a life of moderate comfort, free from the cares and anxieties of gnawing poverty, so as to pursue the great and honourable calling with composure and devotion.

I shall not say more on this subject, but if I have stressed the rights and privileges of the teaching profes-

sion, it is not because I am unaware of the duties and responsibilities of that profession. Let us frankly confess that not all of us can lay the flattering unction to our soul that we have striven to live up to the great ideals of the profession. Freedom from passion and prejudice, a serenity of temperament and urbanity of manners, devotion to duty and an urge to look to the welfare and progress of all the wards entrusted to our care—these should be the daily rule of conduct to the teacher. He alone sets about his task in the proper spirit, who believes that no child is born with a defect which is irremediable and that the failure of any pupil, is an indication of the failure of the teacher rather than of the pupil.

To-day the atmosphere in our schools and colleges is far from congenial for quiet study and proper training. The heat and passion of the outer world is infrequently imported into the institutions and outside influences have not altogether been as helpful as one would expect or desire them to be for the proper development of the student's career or the fulfilment of the objectives of the educational institutions. Discipline is a poor expression to indicate the ties that should knit together the teacher and the taught. In spite of these difficulties, which I hope are evanescent, I trust that ere long our educational institutions would be free from such deleterious influences and that a happy atmosphere in the class room will be prevalent. May I in this connection venture to express my personal conviction that the success of the teaching profession will depend on the extent to which the teacher keeps himself aloof from all controversial political issues. I hold that during the active practice of two of the noblest of professions, Teaching and Medicine, no one who is a true devotee of either

can afford to get entangled in acute controversial politics of the day. This does not mean and should not be interpreted as a desire to see that the teacher or the student should be secluded from the reverberations of the society or the country and should lead a cloistered life. The student should not be kept in ignorance and suddenly thrown into an inhospitable world and asked to face the acute problems of life. A free and frank discussion of current problems, of political and social ideologies, of men and matters carried in a spirit of mutual tolerance in an atmosphere of academic freedom, guided and encouraged by the teacher is not only welcome but is desirable and necessary.

The teacher who is and should be the friend, philosopher and guide of the students, should not only be above all political parties, but should like Caesars' wife be above all suspicion of partisan leanings. If we cannot all succeed in our endeavours and free ourselves completely from such active partisanship let us at least keep the ideal before us and strive towards that objective.

Adult Education

Adult Education is something much bigger than Adult literacy. The need further to educate the literate is as great as to eradicate Adult illiteracy. The ignorance of the so-called educated classes is abysmal and if, as we all apparently are anxious that some form of democracy should function without serious detriment to the welfare of the people at large, classes and schools of adult education are needed. In this connection may I draw your attention to Denmark's "People's High Schools", which are not High Schools but residential Colleges for adults. These men and women in their late twenties leave

their jobs for three to five months to study the humanities and live a community life. As Sir Richard Livingstone, the distinguished Vice-Chancellor of the Oxford University says "Only in this way can everyone repair the omissions and fill the gaps of early education, think afresh about the problems of politics, morals, religion and keep abreast of the current. Human beings like Motor cars need reconditioning."

Religious Education

Another subject of importance is religious education. I am a great believer in the value of religious education and hold to the firm conviction that a life divorced from a religious background lacks the sheet-anchor which will enable man to steady himself against the billows and hollows of world's surging tides. The problem is not one of the value of religious education but when, where and by whom and under what conditions such education should be imparted. We cannot shut our eyes to the perils with which we are surrounded, and if religious instruction opens the flood gates of passion and prejudice, encourages fissiparous tendencies and gives fillip to mischievous propaganda under present conditions, it is the path of wisdom to pause and consider where necessary and not to force the pace of any, even the most ideal of reforms.

But whether religious education forms a part and parcel of school and collegiate education, whatever be the zeal and earnestness with which such teaching be imparted, one cannot ignore or belittle the part that the home should play and the share of the parents in such building up of character.

"The mother plus the father evidently constitute a powerful moral

the experts and the skilled personnel that we need for industrialising the country on any worth while scale. Although this may be necessary in the initial stage those who are planning for the future of education should have as their foremost objective the starting of institutions of all grades in the country itself for securing as quickly as possible technical experts of all kinds.

BESIDES this there is the question of mass or general education which has to do with ordinary men and women who may not ultimately become specialists or experts in any industry or business. It is now realised that every child should be educated and that even in the case of unskilled labour literacy and a certain degree of elementary education will be of the greatest use.

APART from general matters like these Mr. Rajagopalachari referred to certain practical problems that have now arisen in connection with educational reform. One is that the time has come not so much for merely formulating schemes—this has been already done by several expert bodies. What is now needed is the most difficult task of their execution. It is gratifying to hear from him that for this purpose it is proposed to spend 125 crores of rupees during the next five years. This is sure to go a great deal in the matter of the schemes being given practical effect.

THE other problem is that of the Teacher. As he observed, "we will have to get the right type of teacher before we can achieve anything..... the inspectorate, the control, the finance, —all these are secondary things, most of them negative in character." The main positive link in the chain is the teacher." It is not merely by raising the salaries that we can secure the right type of teachers. More important than this is the need for giving proper training to prospective teachers. "We have to begin with the teacher's teacher. We have to get the right type of teachers for the training colleges." Even today Governments in our country have not realised the importance to be attached to these colleges. They are not manned by specialists. They are not adequately equipped for discharging their function. They have so far contributed very little through research to any new developments in the art of teaching. Reform therefore should commence here.

Unless the right type of teachers are found there is the danger that efforts at mass education will not only fail but will also make all education unpopular in the country.

Rights and Duties of Teachers

IN the address delivered by Sir A. Lakshmanaswami Mudaliar, as the President of the twenty second All-India Educational

Conference emphasis was rightly placed on the pivotal position occupied by the teacher in all plans for educational reconstruction and advance. He pointed out the need in this connection for the grant of a Charter of Rights for the teaching profession, rights which will guarantee to them adequate pay and emoluments to enable them "to lead a life of moderate comfort, free from the cares and anxieties of gnawing poverty, so as to pursue their great and honourable calling in the composure and devotion." The charter should also guarantee them freedom from "the irksome and meddlesome interference and control" of their managements—whether they happen to be local bodies or private committees. With such a charter granted to them it may be assured that the teachers as a body will be in a position to really shape the character and the ideals of the youth of the country which is their legitimate duty as well as function.

AS Sir A. L. Mudaliar pointed out the need for teachers discharging such a function is far more urgent today than at any other time. At present the atmosphere in our schools and colleges is far from congenial for quiet study and proper training. The heat and passion of the outer world is not infrequently imported into the institutions and outside influences have not altogether been as helpful as one would expect or desire them to be for the proper

development of the student's career or the fulfilment of the objectives of the educational institutions." A heavy responsibility therefore lies on the teacher to-day and a charter of rights should be so framed that it will enable the teacher to shoulder his responsibility.

IT is in this context that the spirit underlying the following resolution passed by the All-India Educational conference should be understood. "This Conference recommends to the Government of India, the Provinces and states that a declaration of the rights of the teaching profession be made by the enactment of a Teacher's Charter in consultation with organised teaching opinion and in this connection invites the attention of the Government of India to the "Teachers' charter" approved by the Federation at its Nagapur session in 1935."

Adult Education

IN his presidential address to the Fourth All-India Education Conference Mr. K. G. Saiyidain Education Adviser to Rampur State and one of the delegates to the UNESCO not only pointed out the importance of a sound system of adult education at the present juncture in the history of our country but also suggested various practical steps to be taken to make it a real success. Adult education has gained in importance in many countries in the World because it ensures greater technical and general

of the approved standard in their own institutions.

(d) An effective tutorial system of the kind obtaining in the Universities of the west is possible only with small classes as in the post-graduate and research stages. For the ordinary degree courses, unless the numbers are strictly limited, it will be very costly though very desirable if we can afford it.

(e) (Yes) It is desirable to fix a maximum number for a college.

1. 200 in each class with not more than 100 in each section and not more than 600 or 700 in a college, should be the limit.

2. The appointment of a Vice-Principal will certainly help but it is desirable that the appointment of the Principal as well as Vice-Principal should go by rotation among the senior members of the Arts and Science sections of the staff. The staff should all have sufficient leisure to enable them to effectively organise extra curricular activities and get into closer contact with the students.

(f) Correlation of collegiate education with local industries is possible in the case of technological studies and research.

Medium of Instruction

1. Yes. The Regional language should be made the medium of instruction in colleges.

2. No, after the necessary arrangements are made only.

3. For each language area a standing committee of experts should be constituted to fix the terminology in the various subjects and arrange for the preparation and publication of the text book in the regional language and afford guidance to the teaching institution during the transition period.

Such committees of the different language areas may also consider the desirability and practicability of evolving a common terminology.

1. The question of managements of affiliated colleges is not raised in the questionnaire. It is necessary that in addition to the donors, the parents, the public and the teaching staff should be effectively represented on the managing committee of each institution and in such proportion as to safeguard the various interests concerned.

2. The question of salaries of the teaching staff in affiliated colleges also is not raised. Improvement in the salaries and grades and conditions of service and maintenance of uniformity in the same are essential. Government and the authorities should insist on the maintenance of uniform and proper standards in these matters in all colleges whether managed by the Government or the University or Private managements.

3. Teachers doing lecturing work in oriental languages should be given equal status and grades along with lecturers in other services.

4. Members of the teaching profession of all grades should be privileged to work till the completion of the 60th year.

Personal Notes

DR. AMARNATH JHA has submitted his resignation from the post of Vice-Chancellor, University of Allahabad. Dr. Jha has expressed a wish to be relieved soon. It is stated that the post of the Chairman, Public Service Commission, U. P. has been offered to him.

DR. TARA CHAND was elected Vice-Chancellor of the Allahabad University by the University Court at its annual meeting.

NOTICE

All communications concerning Editorial to be addressed hereafter to :—

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G. T., MADRAS.

Address all Subscriptions and business communications as usual to :—

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



Educational India

Masulipatam, January, 1947

Education the Basic Industry

THE place of education in any scheme of our national reconstruction was most aptly brought out by Mr. C. Rajagopalachari. When presiding over the thirteenth meeting of the Central Advisory Board of Education, he significantly observed that education is the basic industry of the country to-day, that its importance is not different from that of other industries and that it is really a part of the scheme of industrialisation which most enlightened people have in their minds just now.

It is necessary that this point of view is firmly grasped by

the public and by those who are as holders of authority responsible for the spread of education in the country. In a few words it reveals the great significance that education has in any attempt to create a better and happier India.

THIS view is bound to appeal in the first place to that section of the public which is powerfully swayed by utilitarian considerations in measuring the value of any piece of reform. And such considerations should not be regarded as irrelevant. For, although education has ultimately to deal with cultural and spiritual values it should not ignore the practical aspect of life. Measures for providing the people with all material means of life and comfort are an essential foundation for the development of culture and higher values. This point requires special consideration in the circumstances of our country as it is now agreed that one of the most serious drawbacks of the system of education as it has been organised by the British in this country is its total divorce from the practical and the economic needs of the people.

It follows from this view of the subject that, as pointed out by Mr. Rajagopalachari, education should provide the industrial concerns which we propose to start in the years to come with the right quality of trained men and women. To-day we have to depend on foreign countries for

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efficiency in organising large scale enterprises where success depends on the intelligent and sympathetic cooperation of workers and leaders. This is as much true of India as of any other country. Besides this however India has certain special requirements of her own at present. She is on the verge of great political changes which will determine for centuries to come, the shape of things in the country, and such changes cannot produce the results expected of them unless the grown up people are really educated. Moreover there is the tremendous problem of creating communal understanding and good-will. As Mr. Saiyidain observes, "what has happened recently in the way of communal frenzy in the different parts of the country is a sense of shame, almost of despair, to all who work in the field of education and who have watched helplessly, the decencies and civilized ways of life crumbling to pieces before their eyes." Beastliness is triumphing over humanity and this has to be arrested at any cost. Adult Education is the only effective instrument for this purpose. There is also what Mr. Saiyidan calls the human justification for the spread of adult education. The life of every individual and not merely of those that belong to the privileged classes and groups should be enriched with significance. The poor peasant and the labourer is also "a human being in his own right with a capacity to enter into the kingdom of the

mind and the riches of the spirit" and opportunities must be created for enabling every one to realise this right. All this makes out a strong case for the provision of adult education not only on a larger scale but also quickly and in a generous measure.

NO one need be scared by the fact that we have to educate a nation of 400 millions. We have resources more than adequate for this purpose. There is nothing utopian in this undertaking. It has been tried and it met with phenomenal success in a short period of time in countries like Russia. We can learn a great deal from the methods pursued in those countries. And in this connection he particularly referred to the British scheme under the Education Act of 1944 for the establishment of people's colleges where "all young persons above the age of 15 or 16 will be required to attend either two or three half days a week or (in rural areas) for a whole term continuously."

ONE point to which he drew the attention of the public is the part that agencies of propaganda like the film the radio and the press can play in this field. These should be used to the full. They should be improved and they should not be allowed to pass into the hands of the moneyed classes who are only interested in utilising them to their private advantage. All these agencies should be properly integrated into an educational structure.

THROUGH different PROVINCES

DELHI

INDIA'S CONTRIBUTION AT UNESCO GENERAL CONFERENCE: WORK DONE IN VARIOUS SUB-COMMISSION MEETINGS

"India played a vital part in the UNESCO General Conference held in Paris and her brilliant and constructive co-operation was warmly applauded by her fellow delegates", says Miss Lilo Linke, Literary Consultant, Literature Section, UNESCO appraising the contribution made by the Indian delegation.

"The Indian delegation was carefully chosen so as to be representative of modern Indian thought in various fields", says Miss Linke, "and from the very beginning, their chief object seemed to be to keep alive before the Conference the idea of the importance for spiritual values and the admission that UNESCO must be truly a world organisation embracing all races and nations, even those defeated in the last war and those which have not yet joined like Soviet Russia and Yugoslavia."

Continued from preceding page

IT is in this connection that we should take note of the ten-year plan of the Bombay City Adult Education Committee to liquidate illiteracy, to start handicraft training centres and to afford training in citizenship. The Government of Bombay accepted the scheme in principle and it is estimated to cost fifty lakhs of rupees over a period of ten years. The whole country will watch this experiment with much interest.

"It was in recognition of his importance as a philosopher and spiritual leader that Sir Radhakrishnan was elected by the Conference as one of the eighteen members of the UNESCO Executive Board. The drawing of lots determined that he would remain in office for the next two years. Professor H. J. Bhabha was made Chairman of the Sub-Commission on Natural Sciences. It was here and in the Sub-Commission on Education (attended by Rajkumari Amrit Kaur and Professor Saiyadain) that the Indian delegation made perhaps the most important contribution."

NUTRITIONAL SCIENCE

"The Sub-Commission on Natural Sciences not only adopted the Indian proposal to institute a group of Nutritional Science Field Teams, but instructed the UNESCO Secretariat to proceed at once with the organisation of such teams in India, China and other countries, each consisting of from two to three scientists of high quality with their assistants, based wherever possible on existing laboratories, but made fully mobile by special transportation aids."

FISHERIES INSTITUTE FOR INDIAN OCEAN

"The Indian delegation also called attention to the fact that fish forms an extremely valuable food for large sections of the population of India, Ceylon, Malaya and other countries bordering on the Indian Ocean, and therefore proposed the establishment of an Oceano-graphic and Fisheries Institute for the Indian Ocean. For the time being, because of lack of funds, the Secretariat has been instructed to explore the possibilities for the foundation of such and similar institutes and report on the findings to the Conference next year."

INTERNATIONAL RELATIONS CLUBS

"A resolution which was strongly supported by the Indian delegation", says Miss Linke, "was that asking for the formation of International Relations Clubs in schools and colleges. The Indian delegation emphasised that all member states should welcome this proposal whose object was to make children and youth 'world minded'. If it was true that children of each nation were the wards of that nation, it was also true that they were the trust of the world community, and loyalty to world order should be inculcated in their minds. The proposal has been adopted."

TECHNICAL TRAINING FOR EX-SERVICEMEN

All Provincial Governments have, it is understood, accepted in principle the technical training scheme for ex-servicemen instituted by the Government of India in the Labour Department and have agreed to participate in the scheme.

The scheme provides training in 48 building and engineering trades to begin with. The period of training extends normally to 12 months. Each trainee receives a stipend of Rs. 15 per mensem with free board and lodging at hostels attached to the centres. Where a trainee is permitted to live outside the hostel, he receives in lieu an allowance of Rs. 23 per month in a presidency town and Rs. 20 in a non-presidency town.

Upto November 30, 1946, 16, 175 ex-servicemen had been selected and posted for training as turners, machinists, blacksmiths, electricians, tin and copper-smiths etc., in the 91 technical training centres organised by the Resettlement and Employment Organisation of India. Most of the training centres which were established under the war-time technical schemes have been switched over to the training of ex-servicemen for peace-time occupations.

The scheme has been sanctioned for a period of three years and has been drawn up in the light of the recommendations of the Advisory Committee on technical training appointed by the Government of India in March, 1944.

MADRAS

TECHNICAL TRAINING FOR EX-SERVICEMEN

The Government have sanctioned the application of the Technical Training Scheme for the training of demobilised services personnel in three trades with a total seating capacity of 40 at the Corporation Electrical Workshop, where, during the war, the War Technicians Training Scheme was in operation. The present scheme envisages the training of demobilised services personnel in technical work with the double object of equipping them with the necessary knowledge and capacity for suitable employment and also to serve the large demand for technical men in the country due to post-war reconstruction, industrialisation and other development schemes. The entire cost of the scheme will be met by the Government of India.

GRANT TO ANNAMALAI UNIVERSITY

A grant of Rs. 40,000 has been sanctioned by the Government to the Annamalai University towards the cost of the course of studies in Road Construction and Minor Irrigation in the University College of Engineering.

BILL TO AMEND ANDHRA UNIVERSITY ACT

Mr. Abdul Hameed Khan has given notice of a Bill for the next meeting of the Legislative Assembly to amend the Andhra University Act, seeking to secure a larger representation than at present to Muslims on the Senate and the Syndicate of the University.

CHRISTIAN DEPUTATIONS TO EDUCATION MINISTER

Members of the Executive Council of the Christian Educational Council of South India led by its President the Lord Bishop of Madras, met the Minister for Education on 20th and discussed with him the question of organisation and management of schools in relation to the questionnaire issued by the Government of Madras recently.

The Director of Public Instruction was present in the latter part of the discussion.

The deputation consisted of Rev. A. J. Boyd, Messrs. K. Kuruvilla Jacob (Secretary), T. R. Foulger, Miss Matthew Mrs. Pithawadian, Rev. D. Thambuswami, Rev. C. J. Lucas and Rev. Paul Ramaseshan.

BASIC EDUCATION CENTRE OPENED

The opening ceremony of the Basic Education Teachers' Training Centre at Vinayasramam was held on December 13 under the presidency of Hr. G. Harisarvottama Rao, who explained the significance of Basic Education.

ANDHRA TEACHERS

A deputation on behalf of the Andhra Teachers' Federation and the Teachers' Guilds of the Kistna and West Godavari districts, met Mr. T. Parkasam, Prime minister, on 25th Dec. and presented a memorandum urging that the revised scales of pay recommended for Government servants be made applicable to the teachers employed under Local Boards, Municipalities and Aided Managements, that the bonus and interim relief granted to Government servants be extended to all classes of teachers, that due consideration should be shown in the calculation of increments to the total service put in by each teacher and the intermediate scale for Intermediate trained teachers be created between L. T. and Secondary Grade scales.

The deputation consisted of Messrs. B. Seshacharyulu, M. Narasimha Rao, A. Satyanarayana, V. V. Appiah and Jogiah.

The Prime Minister promised to consider the representation.

BENGAL

TEACHERS' TRAINING INSTITUTE AT SANTINIKETAN

A colourful and impressive ceremony took place when Mr. C. Rajagopalachari, Education Member in the Interim Government, laid the founda-

tion-stone of the newly established Teachers' Training Institute.

Announcing a non-recurring grant of Rs. 4,95,000 and another recurring grant of Rs. 75,000 to the institute by the Government of India, the Education Member said that the Government had done well to select such a sacred place with sound traditions to initiate their adventure for national education. "Here Gurudev's spirit hangs paternally so that the undertaking may succeed. Gurudev advocated education of the young in the midst of joy and affection, so that their heart and mind may expand. We want this method followed all over India in thousands of schools. Teachers of this training institution will imbibe this idea and hand it over to other teachers until the whole scheme of education is revolutionised. It is the poet alone who can build—who has the mental telescope wherewith to see the distant future. Henceforth joy and activity will form the basic method of teaching. May we have in ample measure strength, wisdom and courage to fulfil our future tasks."

Before the function was over, Mr. Rajagopalachari announced an additional grant of Rs. 4,75,000 in appreciation of the good work done by the Visva-bharati during the last twenty-five years.

NO PROPOSAL FOR MUSLIM UNIVERSITY

A separate Muslim University for Bengal is not under contemplation at present. It is, however the intention of the Bengal Government to expand the Islamia College, Calcutta, on a residential basis, for which a scheme has been prepared and it is under consideration. So far no money has been allocated for this scheme.

BOMBAY

DONATION TO THE TILAK VIDYAPITH

A donation of rupees one lakh towards the starting of an institute to

guide village reconstruction in Maharashtra, has been made by Mr. Murlidhar C. Loya, a noted businessman of Poona, in memory of his grandfather, to the Tilak Maharashtra Vidyapith.

HYDERABAD

ENGINEERING RESEARCH IN HYDERABAD

Permanent engineering research laboratories are to be established in Hyderabad for furthering research work in various branches of engineering, including roads, buildings, housing, irrigation, water-supply and public health.

Making the announcement Nawab Zain Yar Jung Bahadur, Public Works Member, H. E. H. the Nizam's Executive Council, told a conference of Engineers that in order to provide adequate and continuous supply of water for large scale hydraulic experiments with scope for future expansion, the laboratories would be situated close to the 33 square mile Himayatsagar Lake, about eight miles from Hyderabad. It was proposed to make the laboratories self-contained with staff quarters and civil amenities.

Mrs. SAROJINI NAIDU'S DIAMOND JUBILEE

A souvenir literary volume to commemorate the Diamond Jubilee of Mrs. Sarojini Naidu is being compiled for publication.

It is understood Sir S. Radhakrishnan has consented to be a member of the Committee of Advisers, while the Committee in charge of the compilation includes Dr. Mulk Raj Anand, Qazi Mohamed Abdul Ghaffar, Mr. Ramgopal Sanghi, Mr. Prakash Rao, Mrs. P. Gupta and Mr. Iswar Dutt.

Contributions are expected from Pandit Jawaharlal Nehru, Dr. Rajendra Prasad, Dr. Pattabhi Sitaramayya and other leaders.

Besides articles on Mrs. Naidu's life and activities the volume will contain

selections from her writings published and unpublished poems and contributions by eminent writers from India and abroad on Indian cultural and literary subjects touching particularly on her recent history.

MYSORE

INDIAN INSTITUTE OF SCIENCE: PROPOSAL FOR DEPT. OF SOCIAL STUDIES

The Governing Council of the Indian Institute of Science, at its extraordinary meeting under the presidency of Sir V. N. Chandavarkar considered a proposal for the establishment of a Department of Science at the Institute and it was decided to make a request to the Government of India for funds necessary to implement the scheme. It was reported to the Council that an initial advance grant for the first year of Rs. 5,00,000 has been made by the Government of India for the establishment of a Department of Power Engineering at the Institute.

COCHIN

TECHNOLOGICAL INSTITUTE FOR TRICHUR

Sanction has been accorded by the Government for the establishment of a Technological Institute at Trichur consisting of the Craftsmens' Course, Diploma Course and the Technical High School classes. The Craftsmen's course has been started already. The Diploma course in Electrical, Mechanical, and Civil or Automobile Engineering, each of three years duration, will commence from the next academic year (June 1947).

The estimates include a capital expenditure of Rs. 195,000 for buildings and equipment and a recurring expenditure of Rs. 23,230 per year on establishment charges.

PUBLIC OPINION

MR. C. R.'S APPEAL TO UNIVERSITIES

Inaugurating the All-India Philosophical Congress, Mr. C. Rajagopalachari said that while other sciences were applied in life, philosophy, which was a truly basic science, stood isolated from application. To-day philosophy had come to mean what was not practicable and was not applied. In his opinion there must be something wrong in it. Either its principles must be wrong or there must be something wrong with man. Whatever the reason we must correct it. He hoped that philosophers in India would not think that they were engaged in useless and impracticable work. They must work and endeavour to bring philosophy into the details of practical, every day life. If they were not carried away by dejection and defeat, they could do a tremendous job for their country.

Mr. C. R. referred to the unpopularity of philosophy among young men and said that this was natural and it was as well that immature youth did not care for the subject. He would however, urge young men and women who had finished some course in science to study philosophy at a maturer age.

PANDIT NEHRU'S ADVICE TO STUDENTS

Addressing the outgoing Students of the Benares Hindu University during the Convocation, Pandit Nehru stressed the necessity of receiving the right type of training to shoulder the burden of India to-morrow. They could rise in life only up to a point where their capacity could carry them.

It was nonsense to say that one could be pushed up merely by patronage or nepotism. At the highest rung of the public life, the great problem was to find first class men. There were always jobs for the first class men.

Pandit Nehru said that the time was coming fast when India would need a large number of first rate men. All the non-Indian Civil Servants in India would have to change their character and many of them would have to leave India because a free India would have to be manned and conducted by Indians. Indians would have to take the place of non-Indians. Pandit Nehru mentioned in this connection that he had received hundreds of applications for foreign service. There were many applications from men who were good, but there were very many from men who were not good enough. Therefore, he advised students to get the necessary training for service of India that was developing. He wanted students to train themselves for specialised jobs and not to fritter away their energies in petty conflicts and small controversies.

AVINASHILINGAM CHETTIAR ON SCOUT MOVEMENT

Opening the Provincial Conference of the Commissioners of the Hindustan Scout Association, Mr. T. S. Avinashilingam Chettiar, Minister for Education, referred to the need for a single united Scout movement in the province and pointed out that as a result of his talks recently with the

representatives of the various organisations, he was glad "to be able to say that they are all anxious and willing to come to a common line."

Mr. Avinashilingam Chettiar, pointed out that youth movements were essential in any country. Bodily and mental strength and intellectual alertness rarely came from mere study of books. While they should have high standards of learning and achievement in their schools and colleges, they should not at the same time forget the other qualities essential for success in life. Bodily and mental courage, strength of character and leadership were absolutely necessary for every boy and girl who wanted to make a mark in life.

Appealing for giving their best in promoting a united scout movement in the Province on national lines, the Minister said their own past history might be responsible for the growth of three different scout organisations. He was glad to see that a general feeling had been gaining ground that these different organisations should be united into a single, great scout movement.

DR. B. V. N. NAIDU ON ROLE OF COLLEGE TEACHERS

"As students of the past and as guides to the future, we have to take courage into both our hands and range ourselves unreservedly on the side of a United India which will stand strong among the nations of the world—as one great unit, economically, politically and culturally—one united voice which will be respected, honoured and admired in the assemblies of the world," emphasised Rao Bahadur Dr. B.V. Narayanaswami Naidu, Principal, Pachaiyappa's College, Madras, while

presiding over the first Madras Provincial Conference of Collegiate Teachers of the Madras, Andhra and Annamalai Universities, held at Salem.

In the ultimate analysis, the heroes and great men of a land were not manufactured to order; but the educational system of a land should at least secure a state of things wherein genius would not be condemned or allowed to pass by unnoticed. Adverting to criticisms of University education, Dr. Naidu admitted that there was a certain element of truth in much of the criticism but some of it had been very much exaggerated. Whatever be the causes for the mistakes committed in the past, they were not beyond remedy; they were yet corrigible, provided they took thought and, realising the supreme value of University education, set themselves to reorganise and reorientate it regardless of cost and regardless of pet aversions and the shibboleth of the hustings.

As regards the standard of Indian Universities, the President stated that there was yet scope for improvement and greater co-ordinated effort among them. He felt that a better selection of students was always possible and that the best and most intelligent in the land must be attracted to the profession of teaching. "To a large extent this depended upon a change in the angle of vision regarding the importance of University teaching. University teachers should be men of outstanding intellectual attainments and unfailing strength of character," he said. The public must look up to these men for expert and disinterested advice and assistance in all matters of national importance. They must be placed above want and not be considered as belonging to a service not so very essential.

Technical Education in England

Sir George Nelson's Address

The Need for Variety

"Technical education and human personality" was the subject of the presidential address given by Sir George Nelson at the 51st annual meeting of the Union of Educational Institutions in Birmingham on October 26. Increasing industrialization would call for more pure scientists, applied scientists, and engineers, and to this end he stressed the need for improved methods of selection and training.

The implementation of the Percy and Barlow reports should result in an increase in the number of first-class scientists and technologists, but present arrangements to select and train administrators were far from adequate. To supply this demand, selection should be made as early as possible, perhaps even during the last stages of primary education. It was sometimes contended that administrators had no need to understand technical and practical issues, since qualified technicians and accountants would always be at hand. A manager would, however, achieve a far better understanding with his technical and operating staff if he was known to have a working experience of all sections of his organization.

The world of the future would look to this country for the best machinery and technical methods. Although in the first place this depended on the scientists, engineers, and administrators, there would be small hope of success if sufficient craftsmen were not available to make practical use of the technologists' ideas. This was a weakness in the present organization of industry as the supply of recruits to the skilled trades was increasingly threatened by the counter-attraction

of repetitive employment in other fields. This might well endanger industrial stability in years to come, causing unemployment among the less skilled workers. Already, as a result of industrialization in under-developed countries, certain industries had lost their export markets, and the need for craftsmen was more than ever urgent.

THE RIGHT MEN

In view of these factors, Sir George called upon the Union of Educational Institutions and the City and Guilds of London to intensify their craft training courses, and to give increased attention to the selection of the right men for technical training. The Union must cooperate with the industrialists and the City and Guilds in order to ensure that the training provided was really first-rate. Educational and vocational guidance was of the utmost importance as an initial step and called for more careful and enlightened consideration.

It would be foolish to insist that a residential course at a university provided a universally applicable solution to the problem of technical training. For some students, the experience of living in a limited college community at this stage would be positively harmful. The less formal routine of a continental university was far more suitable for such men. Education must always consider individual needs.

Sir George proceeded to speak of the role of higher technical institutions such as the Massachusetts Institute of Technology in America and the Imperial College of Science in London. For many students these colleges

undoubtedly provided the best form of technical training. The Percy Committee on higher technical education, had advised that several of the larger technical colleges, should be expanded as soon as possible to the size and status of higher technological institutes. It was most important that the degree given by such institutions should be equal in value, albeit different in content, to that given by a university.

Turning to the work of technical

colleges, there were, he said, a great many engineering apprentices who would benefit most by dividing their time between the practical activities of the shop floor and the more theoretical instruction provided by the technical colleges. The diversity of recruits to technical industry called for a corresponding variety of educational provision, and every effort must be made to avoid a system that was in any way rigid or stereotyped.

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Book-Reviews

A SHORT APPLIED WORKSHOP MATHEMATICS by E. G. W. Brown. Published by Messrs. Macmillan & Co., Ltd., London. Price Sh. 3-6

The development of science has undoubtedly been hastened in an amazing way by the Second World War, catastrophic as it has been in other directions. Mathematics—technical mathematics—the handmaid of Science had to follow suit.

The author deals in this little volume with elements of mathematics—simple arithmetic, algebra, geometry and trigonometry. Knowledge of these with some elementary notions of mechanics is necessary for a trainee in a workshop.

The elementary principles of mathematics have been illustrated by the simple bending of metal plates, by screws and screw threads, by tapers and the length of belting, etc. This book is therefore intended to help the trainee. Throughout it had been the author's endeavour to present the subject matter to the reader in the simplest form possible free from the natural vigour and rigidity of mathematics. He was successful in his attempt and could make mathematics a tool in the hands of the workshop trainee. The book is abundant with labour-saving methods of working practical problems. Numerous examples have been added at the end of every chapter, which give sufficient mental exercise to the reader. The experience gained by the author by studying the methods employed in the Government Engineering Training Centres in England, set up by the Ministry of Labour and National

Service, must have been of immense value.

With the advent of National Government at the Centre and in the provinces, India is on the threshold of country-wide industrialisation. This necessitates the training of workshop technicians on a large scale. Books of this type fill the incidental gap created in the field of publications. The author and the publishers deserve congratulations for introducing this book into the market at the right moment. —K. M.

GLIMPSES OF FAMILY LIFE—
China—Pages 64, Price Rs. 1-4-0.

GLIMPSES OF FAMILY LIFE—
The Soviet Union—Pages 64, Price Rs. 1-4-0 — Published by Messrs. Macmillan & Co., Ltd.

The educationists of to-day have blazed a new trail by laying stress on the inculcation in the young of the ideal of world citizenship. What is to be aimed at in this respect is the ideal of the International fellowship—"Under Heaven One Family." In order that this purpose may be best realised it is of the utmost importance that the young boys and girls of one country should have a clear idea of the customs and manners and ways of living of the boys and girls of other countries. It is to make this possible that the present series of little books has been projected. They are planned on a picture and story basis. Each of the chapters centres round a series of interesting pictures and the facts of geographical interest are woven into an interesting story which holds the attention spell-bound. The most important words are featured and exercises at the end enable the pupil to recapitulate the contents of the chapters. Excellent books of this type dealing with all the coun-

tries of the world will help in the realisation of the brotherhood of man under the fatherhood of God.

"THE STORY OF RAMA AND SITA"—By Stella Mead—Published by Oxford University Press—Parts I & II. Price 9 As. each.

The story of the great epic of the Ramayana has been narrated in simple readable English which makes the book an ideal supplementary reader for the higher forms of the High School. The illustrations designed by Stewart Hardy add to the attractiveness of the book. Originally published in 1936 the book has been popular in our High Schools and the present edition gives a new lease of life.

—V. M.

TRANSITION IN INDIA FROM WAR TO PEACE—By Gyan Chand—Pages 31—Price 8 Annas.

INDIAN EMIGRATION TO AMERICA—By S. Chandrasekhar Pp. 23—Price 6 Annas.—Published by Oxford University Press.

These pamphlets have been published under the auspices of the Indian Council of World Affairs, which is described as an unofficial and non-political body founded in 1943 to encourage and facilitate the scientific study of Indian and international affairs. The first of these pamphlets written by the well-known professor of Economics of the university of London canvasses some of the momentous problems raised by the transition from war to peace. The fitting of the demobilized soldier into the pattern of civil life, the stepping up of production, the stabilization of prices and the determination of the pattern of trade are some of the problems which

are discussed in these pages and helpful suggestions have been put forward.

The other pamphlet deals with a subject of topical interest and traces the history of Indian emigration to America from the earliest times and deals with the legal restrictions under which the useful, self-sustaining and law-abiding Indian community in America have been labouring. "Mulum in parvo" seems to be the motto of these pamphlets and they provide much useful information in a narrow compass.

—V. M.

THROUGH THE LOOKING GLASS

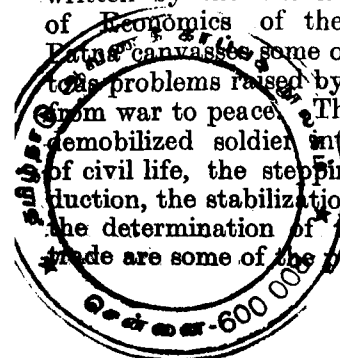
—By Maud I. Findlay—Pages 39, Price 4 As.

SCOTT'S WOODSTOCK—By E. C. Abbott—Pages 40, Price 5 As.—Published by the Oxford University Press.

The former is a dramatic adaptation of Lewis Carroll's famous and popular story book in ten arresting scenes. In addition to being suited for supplementary reading it may also be used for dramatic representation with great interest and profit. Tips in respect of costume for the production of this interesting fantasy on the stage can be had from "Fifty illustrations by John Tenniel." Any attempt to modernise the dress will deprive the piece of all its charm.

The latter is a similar dramatic rendering of Scott's famous novel of "Woodstock". The stage representation of the piece will afford considerable delight to the children and it will also be a profitable instruction in the history of England in the Commonwealth and Restoration period.

—V. M.



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