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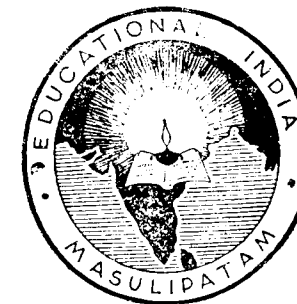
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INTERNATIONAL STUDENT SERVICE REGIONAL CONFERENCE OF SOUTH EAST ASIA

[The International Student Service Regional Conference of South-East Asia was held in the Government Banqueting Hall, Madras from June 10th to 16th under the presidency of Dr. Zakir Hussain, Chairman of the Indian Co-operating Committee of the International Student Service. Ten delegates from Burma, four from Indonesia, thirty from India, one from Viet Nam were present. There were also visitors to the conference from European countries, one from France, three from Czechoslovakia, and one from Holland. Representatives of the South Indian Teachers' Union and the College Teachers' Union were present as Fraternal Delegates. The following is a brief report of the opening session of the conference.]

WELCOME ADDRESS

By RAO BAHADUR DR. B. V. NARAYANASWAMI NAIDU

WELCOMING the delegates and visitors Rao Bahadur Dr. B. V. Narayanaswami Naidu said that the Conference had been convened under the auspices of the International Student Service, which was a non-political organisation striving to serve mankind through social and cultural amelioration programmes—objectives which cut across narrow and sectional loyalties—and had brought together on the same platform three different Student Organisations in India, the All-India Student Congress, the All-India Muslim Student Federation and the All-India Students' Federation. He expressed the hope that this would serve as a portent of a happier state of affairs to prevail in this country.

Proceeding Dr. Narayanaswami Naidu said that a faith in the inherent and ultimate values of life swayed men to constructive activity and it was the young men of the world who were the vessels of this faith. Fortunately this constructive spirit might well be harnessed to constructive ends without being distracted by any negative circumstances. Now was the time to develop all their resources not to satisfy sectional, denominational or

even national ambitions but to attain the maximum human benefit. It had cost two wars to make them realise that things material were but a means of attaining human happiness. Their economic system must be informed with the genuine spirit of human welfare and it justified itself only to the extent it was animated by that spirit. This was the motive force of the great upsurge that they were witnessing to-day in the Eastern countries. Dr. Narayanaswami Naidu pointed out the need for planned production and effective redressal of maldistribution, both in the national and in the international planes and said that development must be conceived in ever-widening concentric patterns of village, district, national and world economy and it required a full and sympathetic understanding of their neighbours and fellowmen.

After referring to the development schemes launched by the Madras Government, Dr. Narayanaswami Naidu said that Provinces and Governments of particular countries had still a large and even a vital part to play; but when their vision was narrowed to their own individual objectives, they violated the higher

ideals and aspirations of mankind. The fundamental unity of all mankind, cutting across colour, race, religion and climes had to be recognised. It would be the task of this Conference to devise concrete measures for knitting together into a grand mosaic the divergent national patterns. Their

activities were mainly concerned with relief work to student victims of the war by providing them with necessities of life and amenities for study. He could assure them, on behalf of the citizens of Madras their generous sympathy for such a noble cause.

OPENING ADDRESS

By THE HON'BLE SRI OMANDUR P. RAMASWAMI REDDIAR

Opening the Conference, Mr. Ramaswami Reddiar, Premier of Madras said:

I am glad that you have formed an organisation for service. It gives me great pleasure to be asked to inaugurate this Conference of International Students' Service. The idea of education and service going together is nothing new in our country. Our forefathers in various Ashrams and forests and universities like Nalanda and Takshasila lived a life of dedication and service to humanity. They were not actuated by any motive of personal profit or aggrandisement, but were imbued with a spirit of service. The relationship between the Guru and the Sishya was not regulated by any idea of payment or any return in kind. The Guru took his life as a life of dedication, and the Sishya also spent his life at the Gurukulam as a life of preparation for service.

Of late our education has become commercialised and debased. Our education seems to be intended to produce a class of people who are intent only upon self-aggrandisement. It is not a spirit of service that is inculcated among the present generation of students. The educated man thinks it his right to get the best in the world and behaves as though others are born in the world only to serve him. He has no respect for elders or a faith in the ultimate good of the world. Education

based on faith, fear of God and love of man, honesty and devotion to duty should be inculcated among our young people. It is lack of this spirit which applied in the scientific world has led to the creation of engines of destruction opening up very terrifying prospects for the future world.

It gives me great pleasure to see that our young people have now tried to turn the tide of commercialism and self-aggrandisement in education and are trying to inculcate a spirit of service among our young men and women. It is only such service that can bridge the gulf between the educated and uneducated and the townsman and the villager. It is in that hope and faith that I welcome you to this gathering and wish God-speed to your work. But at the same time, I won't be doing my duty if I do not say that I am pained to see that you students are also divided like your leaders on questions of politics. This life of students is a life of dedication and preparation for the world.

STUDENTS AND POLITICS

We in the East want a lot of technically trained people equipped to do research to rebuild our countries and raise them to their former glory. You must bestow your attention on equipping yourselves for the conditions of the world. That does not mean that you should take part in the day-to-day

politics. I see that your Conference has been convened by the Indian Students' Congress, the Students' Federation and the Muslim Students' Federation. What have students to do with politics? What I say may not be quite pleasing to your ears, but I feel it my duty to warn you against taking sides in day-to-day political warfare. You must of course study the political situation in our country and the problems facing the countrymen to equip ourselves to be able to serve them to the best of your ability. It would be a happy day when the students can have only one organisation which devotes itself only to the service of fellow human

beings and are not divided on the basis of political principles.

Whatever we elders may be it is up to you, the representatives of the younger generation, to spread the message of love and peace and eschew hatred and create a better world. I understand that your aims are to bring help and succour to a war-torn world and bring the milk of human kindness to the sufferers from the aftermath of war. I can assure you that you will have the full sympathy and blessings of the whole humanity in the noble task. I pray to God that your endeavours should be crowned with all success.

PRESIDENTIAL ADDRESS

DR. ZAKIR HUSSAIN

Delivering his Presidential address, Dr. Zakir Hussain welcomed the delegates to the Conference and for the work of organising fruitful co-operation of providing relief, of paving the way for mutual cultural appreciation and understanding among young University men and for the work of research into the many and complicated problems which student groups in the several countries must strive to solve, if they were to fulfil their destiny and to play their role creditably in the life of their peoples. He referred to the cultural and other contacts between India and the countries of South-East Asia and observed that once again they must resume their old labours and renew an immortal fellowship.

Proceeding, Dr. Zakir Hussain said: "The peoples of South-East Asia and of India are on the threshold of freedom rich with promise. To those of you who may have been following the march of events in India during the last few months it must seem that here brother is thirsting for brother's life and there is none to make peace

between them. Yes, these events are enough to make us all hang our heads in shame. But I know and wish confidently to assure you, that we have only been frightened by uncertainties and our unseemly strife will end as soon as we feel ourselves on firmer ground. India has ever been the land of peoples trying for adjustments of cultures evolving a new and, more satisfying synthesis. An old plan of life is yielding place to a new one, and we are passing through the inevitable disorders of a basic change. Let us, therefore, not be disheartened. The quality of freedom improves with the price we pay for it. Let us rejoice that our freedom, our life, will be our own, the fruit of our own labour, the desire of our own hearts.

"Whatever we did so far was done with a depressing conviction that the world and our own countries, our towns and villages, our homes and institutions did not belong to us, even if they were ours, that we had no choice but to take things as they were and leave them as they were. There was nothing

for us to create, nothing to add. This feeling sapped our initiative, killed whatever urge there was to achieve. Denied political power we had to worship political power. We allowed ourselves to be persuaded that political values were the only values, that we must above all possess power to enforce obedience in our own country and respect among other nations. A conception of narrow nationalism induced us to ignore the moral aspects of our development and the cultivation of the finer human virtues. Nations that have power to-day are still too deeply impressed by the resources required to wage total wars and manufacture of Atom Bombs. Perhaps they still imagine that the best use of political authority is to mobilise all energies and material resources for the enhancement of power. It is not for us to disillusion them and, may be, we shall have to suffer for their mistakes. But let us not forget that we stand for a different way of life, for other values in politics, for other ideals in personal and social culture, for a more organic development of humanity and more enduring achievements. We stand for a higher and a fuller democracy".

IMPLICATIONS OF DEMOCRACY

Dr. Zakir Hussain next dealt at length with the significance and implications of democracy. He pointed out that democracy in its present form had come to them from the West with many undesirable associations. If they remembered that, it would make their Democracy a part of their nature and express itself not only in the narrow sphere of political action, but in their culture, their whole way of life. They would contribute all that they had and all that they were towards the enrichment of their people's life and they would be ashamed to make a small or unworthy contribution. Others

would follow the example of co-operation, of understanding and tolerance which they established and on their patience and foresight would depend the future of the people.

In the life which was blossoming forth in front of them, Dr. Zakir Hussain said, it was not only political institutions and political processes and their implications which would claim their devoted attention. Politics was fast becoming a function of economy and they had great and complicated problems of economic reconstruction awaiting solution in all their countries. "Your function is to understand the situation, to examine all the possibilities of improvement and then to do what your sense of justice requires you to do. You need not deliberately create ill-feeling to give what are called the masses their full due. You can be sure that a desire for co-operation if powerful enough, can give to each according to his need and get from each the fullest contribution he is able to make, without necessarily going through a prescribed routine of economic evolution. If you keep an open mind and insist on giving precedence to the general as compared to the private good, the need to catch up with the technically more advanced nations will not distress you. If your motive is the satisfaction of real need and not the acquisition of their abstract phantom, private profit, and if your objective is happiness and not power, you can fix fairly high standards for your people and attain them within a reasonable span of time."

Proceeding, Dr. Zakir Hussain said, "Friends, your pre-occupation with politics and economics during these your students days will be justified mainly by your concern for right education. It has been so ever since Plato. As those undergoing education

in its higher stages and those destined to be the intellectual and educational leaders of your people you can never be too vigilant about the way education is organised in your country. Good political organisation and a sound economic system are necessary to make good education possible and good education is essential to the maintenance of good political and economic institutions and to ensure their steady and healthy growth. You should, therefore, be desperately in earnest about how education is shaping in your country."

Pointing out that every democratic society should organise its educational work in accordance with the demands of the axiom of adequacy or correspondence between the objective and subjective mind, Dr. Zakir Hussain said that it would be obvious to them that they would have to transform their schools from "places of theoretical intellectual one-sidedness, into those of practical human many-sidedness, from centres of mere acquisition of knowledge to those of its right use, from places of passive receptivity into those of creative activity, from places of individual self-seeking to places of devotion to social end. The key-note of University work should be social responsibility—but social responsibility freely undertaken and not under duress. Your influence in the shaping of educational endeavour in

your country should be exerted on the side of essentially democratic principles. From individuality through their character to personality in the service of great ends, doubting in humanity and believing in humanity a full harmonious individual development and a dedicated life—that, as I see it, is your road.

Concluding Dr. Zakir Hussain said "On this road we will have many fellow-travellers some weary and worn, some who have lost their bearing owing to the ravages of war. You will help to reestablish their intellectual centres and dispel the darkness and the fears around them. Co-operation in constructive activity, in service of the highest human values, will be the strength and inspiration of the cultural relationships you will form and out of this will grow those deep sympathies which are far stronger links than the transcendent accord of material interest. Your research will be an endeavour to discover the hidden harmonies between the past and the present. It will be a sum total of diverse, ill-assorted pieces of work, but an organic composition evolved by living minds. All your plans must have a broad firm base. You will be artisans who work not for the day or for their time but for a limitless future. May you have the courage that never fails, the patience that grows stronger the more it is tried, the vision that sees and captures the glorious yet to be.

The Task of the International Student Service

By DR. M. S. ADISESHIAH, M.A., PH.D.,
Asst. General Secretary, I. S. S., Geneva.

Speaking on "the Task of International Student Service" Dr. M. S. Adiseshiah said that the I. S. S. originated as a service to the University on the basis of self-help. During the 26 years of its existence, it had been helping students and professors

in Abyssinia, Spain, China, Austria and Czechoslovakia. To-day it was at the service of the University which was facing a crisis. This crisis was first a material crisis. The devastation suffered by the Universities of Indonesia, Viet Nam, Siam and Burma

was indescribable. Western Europe and more especially Eastern Europe were to-day without food, books, equipment, clothing and heating. The University crisis was also a spiritual crisis and Universities everywhere were going through a spiritual transformation. Thirdly, the University crisis was also a cultural crisis. Unless Universities conquered and used the radio, the cinema and plastics, they would cease to be effective culturally. As a result of the triumph of democracy, University culture was in every country becoming popular culture. Lastly, Universities were also facing a political crisis.

It was to serve the Universities at these levels that the I. S. S. existed with its three-fold programme. To deal with the area of relief it had set up an over-all organisation, the World Student Relief, to which all student organisations were affiliated. Through it two million dollars had been collected during the past year and large sums spent on food, clothing, shoes, chemicals, T. B. Sanatoria and scholarships in Poland, Hungary, Yugoslavia and Austria. Money had also been spent in China on students' canteens, return of Universities to coastal towns, etc. As a result of the extension of the I. S. S. programme to South-East Asia, it would be the privilege of the I. S. S. to extend in the most effective manner its relief programme to Indonesia, Viet Nam and Burma. This Conference must

decide how this was to be done, for its decision would determine the decisions of the International Conference at Denmark. The I. S. S. had also a cultural department through which it helped the Universities to face such problems as the expansion of University education, democratisation of science, the access of peasants and workers to the Universities, the use of the radio and cinema and the transformation of University culture into people's culture. The whole object of the cultural programme of the I. S. S. was to make the University in every country the true centre of its national culture. To facilitate its relief and cultural programme, the I. S. S. through its publications, linked students and professors the world over in their common search and fight for better means of life. "On us assembled here lies the heavy responsibility for devising and initiating an I. S. S. programme of relief and culture and research adapted both to the conditions of each of our countries and to the region as a whole. In this task I am authorised to bring you the pledge and full support, help and sympathy from students and professors from every other country who desire that students and Universities of South-East Asia should take their share and play their part in making the University what it is meant to be a society of men and women seeking and searching for truth in the service of society.

Truman on Education

In his Economic Report to the Congress, President Truman said that he favours broad measures for aiding education as a means for assuring prosperity. His plans for economic well-being include :—

More federal aid for education, health, and nutrition. "Relatively small government expenditures for health and education yield a high national dividend. It is more economical to prepare people to earn a decent living than to care for them through relief."

ORGANISE FOR EFFICIENCY

A TALK TO TEACHERS

By Dr. G. S. KRISHNAYYA,

Educational Inspector, Bombay Division & Inspector of European Schools, Bombay.

BEFORE addressing you on the topic that I have been invited to deal with, I should like to say that at the threshold of a new year, we need to collect all the energy and enthusiasm that we can get to last us a while. After all, isn't it a fact that the best thing that a teacher can take into the class room, or a principal can take into a school, is himself or herself. And that self, you will agree, must be bright, informed, understanding, cheerful, capable, and stimulating.

I am glad to have this opportunity through your journal to address the heads and teachers of schools at the beginning of this new academic year. I hope you have had an enjoyable vacation and that you are feeling rested and refreshed and that you are ready for the work and worries of the new year. I hope your holiday activity included a bit of reading and thinking and planning aiming at making your work more effective and that you are adding somewhat to your professional stature each holiday. You cannot afford to feel bored, dried up and exhausted without becoming boring yourselves and unrespected and unpopular—to whom the pupils look for guidance, enlightenment and inspiration. There are, I am afraid, many persons in our profession resting, or rusting, on their oars and drawing increments and getting promotions merely because they happen to be breathing! Which reminds me of the significant inscription on a certain tomb stone—Arnold Brown died in 1880, buried in 1895.

I have been asked to deal in this opening issue of the academic year on

Organization. The fact is that good organisation is a condition precedent to good teaching. Your work is bound to be inefficient, no matter what it is, if there is no order, no method, no discipline, in other words, if the management is bad. Organisation helps to routinize details and thus saves time and thought, avoids waste and anxiety and reduces annoyance. Besides, well organized class work, teaches the pupils orderliness, engenders an atmosphere of calmness and builds up a whole series of permanently valuable habits. A school that is poorly organized invites avoidable irritation, leaves parents, pupils, teachers, peons, malis, everybody, in doubt on many vital points and propagates the fashion of disorder and lowers the tone automatically and seriously. If order was God's first law, it must be yours no less.

I propose to deal here with a few factors or activities which generally need to be carefully organized. I realize that to some they may appear platitudinous, but just the same, it is well occasionally to be reminded of their importance.

The Class Room

To start with, there is the scene of action, the *Class room*. Good organization is easily apparent here. The teacher should see that there is proper and adequate light on the black board and on all the pupils' desks. If necessary he should adjust black board and desks to suit. Care must be taken to see that fresh air is allowed in and that all the windows, and ventilators are kept as open as

possible. Arrangements for brief class drill during the day should be planned and announced and no further directions or explanation should be needed during or before that drill in the class room.

Roll can be brief and accurate if on the first day the seats are assigned, paying attention of course, to the size, handicaps and mischievousness of the pupils. In some schools there is a chart on the teachers' desk showing the names of the pupils and their places. This not only enables you to learn the names easily and quickly, but helps you to know at a glance who are absent. There is no need labourous to call out the names of the 40 or 44 pupils from the Register. Put the number present on the rolls, on a corner of the Board.

Posture while standing, sitting, asking and answering questions should be settled and announced and should not constitute a recurring problem. When ready with the answer, should the pupils shout in a chorus "Sir, Sir," "Miss, Miss," snap their fingers, and swing their arms in the atmosphere, or just raise their right forearm, till called upon? When wanting to ask a question, should they all jump up in various parts of the room and interrupt the teacher, or should they quietly raise their left arm and wait? Answering audibly for all to hear, should be understood by all to be an obligation. Inattention, loss of interest and consequent uneasiness often spring from not being able to follow. This is true also when illustrations are badly passed round or exhibited by the teacher or an experiment is demonstrated which only those can see who dash to the table. "First come, first served" is all right at bus stops and booking offices, but in the class room all who constitute a unit should know to form a semicircle to be able to see equally well.

A good organizer will remember to regulate within the first week the collection and the distribution of note books. These exercise books can be passed to the front or to the ends on the side i. e. vertically or horizontally. The distribution should be done regularly by 2 to 3 boys or the whole class will descend on the teachers' desk. All unnecessary uncertainty and movement should be prevented.

The formation of a class committee or council with a President or Minister or Prefect is helpful in developing class pride and corporate responsibility. It also ensures the performance of such tasks as getting maps, chalks, duster and securing the cooperation of all the pupils in orderly behaviour.

Work

Another thing which needs organizing is your work. If you are unmethodical, if your work is haphazard, your pupils will not learn order or love orderliness. In some countries College Professors and Lecturers plan their courses so carefully that they are able, on the first day of term to distribute lists of topics and summaries that they will deal with in the different periods during the term. There is nothing casual about their work, such as one gets used to in some Indian schools and colleges. Plan your work, first for the term, then by the month and then week by week and for each day. Break up the course in each subject and keep these forecast ready. I prefer these weekly forecasts to diaries or records or work done. They should be seen by the Principal at the beginning of each week. Make notes of adjustments that experience dictates, and next year your planning will be more exact. This planning ahead will enable your pupils to get the feel of achievement, moving forward, progressiveness. It will enable

you to fill the period, week, month, term adequately and avoid waste, distraction and indiscipline.

Put the title of each day's lesson or topic on the Blackboard at the very outset and let all your talk and chalk turn round it. See that your notes are systematic and methodical. Avoid digressions — oral or written. Get into the habit of sticking to your purpose, and letting your pupils see that you are working on one. If your pupils are fully and happily occupied and feel that they are growing and achieving, the problem of discipline will look after itself.

Look at your pupils' notebooks while they are taking notes. See if they have given the day's work a name and a date. Pupils' books must be seen once a fortnight by the teacher concerned and also by the Departmental head and Principal. What the teacher doesn't care to see will not be properly done. Therefore written work in school and at home, tests and essays, all need the teacher's scrutiny and the pupils must be aware that these will be examined. Make the children feel that the notebook is their creation and get them to take a pride in its neatness and thoroughness.

Your organization will include not merely what, or how much, you will do each day and week, but also *how* you will do it. Lesson planning, in other words, is not something you

say good bye to, when you say good bye to the Training College. The detailed notes, you may give up, but the why, what, and how, should be faced every day regarding each period's work. You will have to decide on the aim, or what you want to achieve. You will need to decide in advance on what questions you will put, what illustrations, verbal and visual, you will use, what will be the summary at the end on the board.

Conclusion

I have tried to point out briefly how the organization of the class-room, the class and class work would contribute to making your work easy and efficient. There is much more that one would like to drive home dealing with so vital a subject as this, but I must wind up. Let me close as I began, by suggesting that what needs organisation most is the teacher himself, the teacher's attitude and outlook. He must be an integrated personality working with single eyed devotion and earnestness of purpose. If he keeps constantly in mind that he is engaged in a worthwhile piece of work and that his greatest satisfaction can come from doing it to the best of his ability, he will not fail to find happiness in and through his work. His day of toil will then be as Tagore puts it, his day of joy. Such a year of happiness I wish you all this new school year.

Sir S. Radhakrishnan

Sir S. Radhakrishnan, has received an invitation from the authorities of the Australian National University to help them in the task of reorganising it. The work is expected to commence some time in July and occupy some weeks.

Owing, however, to pressing work in India in connection with the Constituent Assembly and the Benares Hindu University, Sir Sarvepalle has expressed his inability to accept the invitation.

Sir Sarvepalle will not be attending the meetings of the Committee of the UNESCO Commission on National Education at Simla in the next few days. He expects to stay on in India until October when he will proceed to Oxford.

"KALAKSHETRA"

By Dr. J. H. COUSINS

[On the 6th of January, 1936, the International Academy of Arts was formally opened at Adyar in Madras. In 1938 the name of the Academy was changed to the Sanskrit term Kalakshetra—a place dedicated to Art. The foundation of Kalakshetra arose out of the emergence of Srimati Rukmini Devi as an artist of the front rank. Today Srimati Rukmini Devi is the moving spirit behind the whole organisation. In this article specially written Dr. J. H. Cousins explains how the Kalakshetra came to be established and what it is.]

THE foundation of the Kalakshetra originally called the International Art Centre—at Adyar, Madras, in January 1936, arose out of the emergence of Srimati Rukmini Devi as an artist of the front rank. The revelation of her genius as a performer of Bharata natya (the classical dance of South India) was acclaimed by a large audience at Adyar which contained a number of experts and scholars in the art. A great artist and a revival of interest in the art which she had adopted had coincided.

There were other highly gifted exponents contemporaneous with the rise of the new artist. But it was noted that there was something about the art of Rukmini Devi that could not be altogether explained in terms of the "science" or style of her performance, superb as these were. It became clearer as time went on that a dance by the new artist was not simply concerned with the traditional presentation of incidents in Indian religious literature, but was itself a deeply religious act, an effort to bring into life the ideals and devotion of a sacred art, and by it to foster the sense of reverence in those who witnessed it.

While experts and the general public hailed her as a dancer of the first rank, Rukmini Devi discovered herself as not a dancer only but an artist in the all-round sense of the term. Something of the ancient Indian idea that a practitioner of any

art could only reach efficiency by knowing something of the other arts, since all arts are fundamentally one had been inherited by her; and to her own joy in experiencing release and power in the dance, she added the high satisfaction of giving a similar joy to others by initiating a centre of study and practice of arts and crafts, separately according to individual taste, collectively in mutual appreciation. On January 6, 1936, the International Academy of the Arts was formally opened at Adyar, Madras. In her inaugural address Srimati Rukmini Devi expressed her conviction that the Arts were not truly themselves when they were merely reactions to external impacts, but were so when they strove to express in various forms and ways some aspect of the vision and meaning and beauty that are involved in life. From this personal and traditionally Indian view of Art Rukmini Devi has never descended.

For three years of increasing experience and recognition the Academy carried on its work in the Bharata Natya, in Indian music vocal and instrumental, and with movements towards modelling and painting. But it learned more than technique and deftness; it realised that any art for Indians in India must be intimately related with the life and thought, the environment and the artistic tradition and subject-matter

of India. Consequently in 1938 the name of the Academy was changed to the Sanskrit term, Kalakshetra—a place dedicated to Art.

The change did not indicate any slackening of the sense of value of an acquaintance of the students and teachers with world art. It meant rather the laying of the foundations of indigenous craftsmanship and appreciation as the essential condition of a wider knowledge which would come by choice, not by compulsion. "Kalakshetra", Rukmini Devi said, "is not merely one of those places where students can learn some art and, as soon as possible, present themselves before the Public and win recognition. Kalakshetra is an Art Centre, international, but its root is in India". The international aspect was expressed in "the study of the culture of all Nations, the celebration of the sacred days of all Religions, and a knowledge of the lives of the great people of all Nations". Classes were established "for the understanding of both eastern and western Music and the production of plays from all lands".

On June 3, 1940, Kalakshetra was given legal status by being registered under Act XXI of 1860. Thus it became a responsible public body, with a President, Vice-President, Manager and Executive Committee. Its three registered Objects are.

1. To emphasise the essential unity of all true Art.
2. To work for the recognition of the Arts as vital to individual, national, religious and international growth.
3. To provide for such things as may be incidental to the above objects.

The emphasis and work and provision in the above Objects took in both the intellectual and technical sides of the arts and crafts; the in-

tellectual in the study of the history of art and of the aesthetical principles out of which such history arose; the practical in the development of skill in the chosen art under expert guidance. The combination of information and labour, with its mutually beneficial interactions, saved the Kalakshetra from the limitations of the purely academical lecture-hall or the purely technical studio. The addition of knowledge and thought to technique lifted the work to the level of scholarship demanded by Universities. Hence, the establishment of a section to carry artist-students on to the degree of Sangita Siromani in the University to Madras. The degree (parallel to the degree of Bachelor of Music in western Universities) had been instituted by the University in July 1944 but it remained for Kalakshetra, through the initiative of Srimati Rukmini Devi, to be the first institution to put the new degree to action. This was done in 1944, under the Principalship of the renowned scholar and artist in indigenous music, Sri Tiger K. Varadachariar; and the Siromani students are now (1947) working for the degree examination 1948.

As an example of the cultural service that the conjunction of scholarship and art may perform to the nation, reference may be made to the revival of one of the old-time Kuravanshis, or dance dramas in which a gipsy girl (Kura-vanji), who is a fortune teller, was an essential figure. The Kuravanshi fell on decay and became only a vague memory to the childhood of elderly living persons. The script, in Tamil, of one of these dance-dramas fell into the hands of Rukmini Devi, who recognised its literary quality and possibilities in Bharatanatya. But of the dance movements and the music that accompanied them no trace had survived. The author of the Kuravanshi, Thiru-

kudda Rajappam Kavirayar, wrote about the year 1650. It was called the Kurtala Kuravanji, as its scene was located at the temple now known as Coutralam. Srimati Rukmini Devi studied temple dances; and out of her reverence for tradition and her own sense of artistic fitness composed the dance-movements in the manner of the Bharta natya. This for a two and a half hour performance with its incalculable number of gestures, postures, movements and designs, produced a work of classical proportions, at the highest level of literature and dance drama, and in doing so has made art-history of great importance, on one side as a major contribution to Indian literary and dramatic scholarship, and on the other side to artistic creation in both the dance and the recreation of old dance music by Vidwan K. Krishnamachariar, then the head of the dance and music section of Kalakshetra. Performance of this master-pieces have stirred large audiences with delight in skill and beauty and ideal imagination. Its effect on the students of Kalakshetra, on its group of wonderfully talented dancers and its excellent musicians, who reside on the compound and are in constant touch with one another, is an addition of individual ability and taste, to be carried into other similiar master-pieces that are in Rukmini Devi's possession, and into other varieties

of the classical dance of India that the Kalakshetra is regularly producing.

From a single student at the inception of the Academy, the roll has grown to fifty, with twelve teachers, all excellent, some of the highest rank in their particular department of the art. Many more students could be given the advantages of a training in the expression of beauty and high ideas through the various arts, including Indian painting under an acknowledged master; but this requires land on which to erect its own tutorial and residential buildings, in lieu of the temporary premises it has heretofore occupied on the estate of The Theosophical Society by permission of the President. Such extension also means a larger staff and more equipment.

In the increased realisation among educational authorities of the national importance of bridging the Arts into the schools and colleges of the country in order to give the creative impulse in the young an opportunity of release and fulfilment in the satisfying and purifying forms of the Arts, it is urgently necessary that a large number of art-teachers be trained as soon as possible. For this essential national service Kalakshetra is more than willing, granted support, both official and non-official, for the extension indicated above.

Progress of Science in India

Russia who recently admitted Sir C. V. Raman as a Corresponding member of the Russian Academy of Sciences has given another example of her interest in Indian scientific research by sending a batch of about fifty subscriptions to the Proceedings of the Indian Academy of Sciences, of which Sir C. V. Raman is the President. These new subscribers represent various scientific and other institutions in the U. S. S. R.

Commenting on this gesture, Sir C. V. Raman said this showed the deep interest Russia had in Indian science and was indicative of the international prestige enjoyed by the Indian Academy of Sciences and its works. Recently many American universities went for complete sets of the Proceedings of the Academy. The Government of Mysore have sanctioned a sum of Rs. 50,000 as capital grant and Rs. 6,000 recurring expenditure for the Research Institute of the Indian Academy of Sciences.

Revised Scales of Pay of Teachers

By Sri Ch. V. G. KRISHNA RAO, B.A., L.T.

THE members of the Teaching profession cannot but note with feelings of frustration and humiliation the new scales fixed by the Madras Government. The Salaries Commission while publishing the communique specifying the scales, prefaced it with canons that were kept in view in evolving them. Two criteria among others that guided them were the typical family budgets, the respectability and status and the service rendered by the incumbents. And then, it was said that after mature deliberation and proper assessment of the value of services, the grades were drawn up taking it for granted that the prevailing present prices would, in course of time, scale down to 60 per cent above the pre-war price level.

The three crucial factors that determined the arrangement of scales for the various departments were all indisputably lost sight of by the Commission in fixing up the scales relating to teachers of all grades. Take any teacher's family at random, we find it abounding in members and the necessary corollary is very heavy expenditure. With regard to the respectability, status and value of service it is an acknowledged fact that there is no, nor can there be a nobler profession than that of the teachers. The status of the teacher invariably depends upon the salary he draws and the fact that the services rendered to the nation by the members of the Teaching profession are imperatively necessary and highly commendable. If that is the case, it passes our comprehension why a B. Ed. is given a meagre starting salary of Rs. 70 per mensem. The initial pay before was Rs. 65. The difference between the two is paltry and negligible. The

annual increment for a double graduate (a B.A., B.Ed.) is Rs. 5 which is devoid of any encouragement and the maximum is Rs. 140 which is doubtlessly low.

It is common knowledge that a teacher is put in the grade attached to his cadre and retires drawing increments in the same grade. There is absolutely no prospect of a teacher receiving a lift or being put in the higher scale. Hence, we quite see the sheer necessity and the justice that warrant the fixing up of a very decent grade for a B. Ed., or a Secondary Grade Teacher or for the matter of that a Higher Grade Teacher. The assumption that a man in one grade can elevate himself to the above grade by promoting his qualifications is erroneous, for, it never happens in ninety nine cases out of a hundred. Take any man in any cadre, he is destined to rot in the scale allotted for him.

The Popular Govt. did not give serious thought to the question of teachers whose work in life is to educate children, inculcate good habits, mould their character, and prepare them as good citizens. It is regrettable that the Commission was oblivious of the importance and admirable service rendered to the nation by the teachers. If they had been alive to it they would have been more liberal in their attitude and would have appraised the services of the teaching profession quite differently. This is the time when India needs greatly and widely the services of teachers who will have to do whole-hearted and unstinted service towards nation building. For that the teacher is to be kept above want and the profession must be kept so

alluring and revered that the best talented men are irresistably drawn to it. Education must be the first charge on the revenues of the state. The present revised scales are beyond doubt deplorably low and so will inevitably repel candidates and the profession is, therefore, bound to be charmless and neglected.

A B. A., B. Ed., must be granted the scale Rs. 100-10-250. This is just and fair considered from any point of view. A M. A., B. Ed., must be started at 120 in the same scale. The new Secondary Grade Scale Rs. 40-3-70 is ridiculous in that it is less than that granted to the junior clerks in offices (15 to 90). This anomaly is unaccountable. One fails to understand whether a clerk's services are superior or a teacher's. The more regrettable part of it is that a school-final man will suffice for a clerk's place while an S. S. L. C. candidate is to undergo two years' training to become qualified for the teaching profession. Perhaps he is to be penalised for choosing the calling of a teacher. The Secondary Grade post must carry with it a scale of Rs 70-5-120, if real justice is to be meted out to them. A graduate or an Intermediate with the same training must be given an initial pay of Rs. 85 and 80 respectively in the same scale. The scale fixed for a higher grade teacher is horribly low. Better if this training is abolished and if all the services of these teachers are terminated, for they will thereby be compelled to seek some other profession. When they can assuredly be much better off, or if they are to pass off as respectable persons doing useful work for the society they should be granted a scale of Rs 40-5-80.

The Headmaster of a High School has onerous and heavy duties to perform and being the head of a school he must be granted the grade Rs 250

20-500. The middle school Headmasters must be granted an allowance of Rs 35. The Pundits must be given due incentive and proper salaries especially in view of the fact that the regional language is assuming the place of paramount importance and the scale for them must be Rs 70-5-120 in the middle schools and for Vidwans with S. S. L. C. qualification a scale of Rs 85-8-150. Now-a-days the importance and utility of Physical education are being more and more recognised but the Y. M. C. A. candidates who undergo special training and possess the requisite professional qualification are not given the necessary fillip for work, nor are their grades gratifying in any way. They must be sanctioned a scale of Rs. 85-5-150. All these scales must be enforced without drawing invidious distinctions between Government and non-Government schools.

We, teachers, long to see the dawn of the day when the popular Government will bestow their sincere and earnest attention on these matters of vital importance and do all in their power to ameliorate the condition of the teachers and make them contented and happy.

Will the Popular Government examine this question *denovo* and promote the status of all teachers commensurate with their high educational qualifications and noble service?

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.

— THE EDITOR.

NOTICE

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Educational India

Masulipatam, July, 1947

Education in a Free India

NOW that the British are finally quitting the country on August 15 and political power is being completely transferred to Indian hands on that date the question that naturally arises is how this freedom should be used by the future government of the country so far as the shaping of the education of the people is concerned. The most essential point to be grasped in this connection is that education should be so reconstructed that boys and girls would come to feel that they are primarily Indians and that it is only secondarily that they are Hindus, Muslims or Christians or Scheduled classes. The communal spirit which has so long

corrupted our public life must give place to the national spirit. Every one should take a legitimate pride in the fact that he or she has become a citizen in a free India. The training of the right type of citizens should be the ideal to be aimed at so far as education is concerned.

SO important is this that unless urgent and immediate attention is paid to it there is a danger of disruptionist forces gaining ground and of our losing the freedom that we have achieved after so much sacrifice and suffering.

WE are not really as jubilant as we ought to be at this moment of the achievement of freedom, as the freedom that we now got is accompanied by the division of the country on a communal basis. How happy we would have been if we could have secured freedom in a united instead of in a divided India? It is our failure in this respect that constitutes the real tragedy in the present situation.

ALL this could have been averted if in the past the British had not directly and indirectly encouraged through their educational policy the communal divisions in the country.

THE characteristic feature of British educational policy has been the recognition given by them to communal and denominational schools. In all spheres and stages of education—Elementary, Secondary, Collegiate and University—they did this.

They deprived the youth of the country to come together and understand each other and feel that they were the children of the same soil and that they should work together for a common cause. On the other hand through these communal institutions they were encouraged to think that they were primarily Muslims or Hindus or Christians and that though the differences among them were only in matters religious, their political and economic interests were also divergent. In such an atmosphere it was impossible to develop a spirit of common citizenship or patriotism.

IN the educational institutions of free India it is this spirit that should be cultivated. The first place should be given to it. And this is possible only when the rulers of free India, whether it be at the centre or in the provinces, have the courage and the imagination to do away with communal institutions and replace them with national institutions.

THIS means that there should be no schools or colleges, no hostels or boarding houses of an educational character devoted exclusively to the youth belonging to one community or another. No recognition or grants should be given in future to purely Hindu or Muslim or Christian institutions. Every institution should be open to the members of all communities. They should be completely secularised; and

they should not be used either openly or covertly to inculcate in the youth the tenets of one religion or another or as centres for insidiously carrying on the work of proselytisation.

THE authorities should also draw up a scheme of civic education and this should become a part and parcel of the training imparted in educational institutions.

THE abolition and the closing of communal institutions is necessary not only to create that sentiment of oneness among the people of the country without which the communal spirit now rampant cannot be destroyed but it is also necessary if we are to preserve the freedom which we have achieved. A certain amount of uniformity in essentials—it may even be regimentation of a sort—is absolutely needed if the sentiment of unity is to be fostered. This is an uphill task, no doubt, but it is a task which has to be accomplished if we are to escape from perils of a disruptionist character which still threaten us.

EDUCATION therefore must be so reshaped that it will create a body of young men and women who cherish a feeling of love and reverence for the country as a whole and who take a pride in a bond of common citizenship. Every other piece of educational reform should fit in with this supreme ideal.

South-East Asia Students' Conference

IT is a happy augury of the times that the students of South-East Asia should have met in a conference at Madras to discuss problems of common interest to all of them. It was also very appropriate that they should have met in India.

THEY all came from countries where colonialism is still in the existence and where people are struggling to emancipate themselves from foreign yoke. India is naturally looked to as a leader in this struggle not only because she has hitherto been the most important centre of western colonial exploitation but also because she is the biggest and the most populous of the countries fighting for liberation from the foreign yoke and also because she has practically come out victorious in this struggle and that through the adoption of the method of non-violence. She has therefore a message of a constructive character to give to all peoples struggling for freedom.

INDIA had in the past served as a centre of culture for most countries of South-East and East Asia. Some of these countries formed parts of what is styled "Greater India" may still have relics of the cultural contacts established in old days when Buddhism and Hinduism were more virile than they are today.

IN his presidential address as well as in his concluding observations, Dr. Zakir Hussain one of

the foremost exponents of modern trends in Indian education drew pointed attention to the constructive role of students in the building up of the future world, a world that should not be torn into rival camps by an undue emphasis on narrow nationalism. It was for a broadbased humanism that he pleaded, a humanism that will not ignore the moral aspects of our development and the cultivation of the finer human virtues. He made it clear that the preoccupation of the students of India and South-East Asia with politics and economics during their student-days—which is a feature of their history now should not interfere with their securing the right type of education. This preoccupation is justified only to the extent to which it serves an educational cause. He also cautioned the youth on over-exaggerating the importance of economic values and asked them to pay adequate attention to the cultivation of arts, especially art derived from the people and to the development of values other than economic. There is a danger to-day of students dividing themselves into rival camps because of the great importance they attach to mere ideological differences whose objective and scientific validity is doubtful. This danger has become greater in India than in other countries. Dr. Zakir Hussain rightly appealed to the students to work on a common basis and devote their talent, enthusiasm and energies to constructive work for which there is urgency every-

where. He however threw a heavy responsibility on them when he said, "You must determine the nature of the great edifices of national life in your different lands. To build the edifice you have to build yourself. You will have to be more deliberate and exact. Deliberation and precision would promote the achievement of efficiency, which can result only from sustained conscientious effort". Let us hope that these words of counsel based on wide observation and a deep understanding of the forces at work in the creation of the contemporary world will bear their fruit and that the students and professors in the various universities and centres of learning in India and South-East Asia will bear their share in the creation of a true democracy standing for the uplift of the masses of people everywhere.

Reactionary Policies of the Madras Government

AS in every other part of India the problems that the congress ministries have to face in the Madras province are of a multifarious character. They are also highly complicated. To some of these reference was made by Mr. Avinashalingam the minister for Education in his address to the Provincial Educational Board which met in June. One of the problems consists of the steps to be taken for the expansion of adult education and the place that the Library Movement

should occupy in this expansion. Another problem is the health of school children and the possibility of improving it through a system of medical inspection. A third and perhaps the most important is that of elementary education. Of the seven-million children of school going age less than half are in schools. The education they are getting in them has not produced any permanent result. It does not make them really literate or add to their economic efficiency. Even though expenditure on elementary education has increased by nearly 250 percent in the course of the last eight years, there has been an increase of only 16 percent in the number of school going children. In spite of the increase in expenditure "the schools have not come to the required level in the matter of equipment and buildings, in the qualifications of the teachers, and the quality and output of their work". Then there is the question of provision that has to be made for satisfying the demand for additional secondary schools and colleges which is showing an all-round increase.

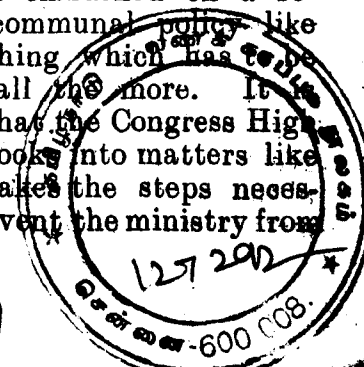
IT is a pity that instead of finding a solution for these and other problems which are in immediate need of solution the Madras Government should be embarking on a policy of reaction creating unnecessary and undesirable irritation among the public. One item in that policy is that relating to the enhancement of fees in educational insti-

tutions. It may be argued by certain defenders of government policy that the cost of education has gone up, that managements are called on to meet heavier expenditure on equipment, teachers' salaries etc., and that there is no reason why parents should grudge to pay a higher rate of fees than they have been doing all along. It may even be argued that the public is paying more for food, clothing, house-room etc. and that there is nothing wrong in their being called on to pay more for their children's education. In spite of all these arguments it appears to us that government should not have sanctioned an all round enhancement of fees applicable to pupils and students irrespective of their economic position. They should have drawn a distinction between the children who can afford to pay the enhanced fees and those who cannot. They must have taken the income of parents and guardians into consideration. Even now it is not too late and they may modify the rule by putting it into effect only in the case of those whose incomes are fairly high.

A more reactionary item in the policy of the government is the re-introduction of communal proportion in respect of admissions into colleges, especially professional colleges—Medical, Engineering, Agricultural, etc. Nothing is more unjust or inequitable than to grant or refuse admission to a student on the ground of his community, sect or

religion. These are all irrelevant considerations. Even if accommodation is limited and rationing has to be resorted to, the basis of rationing should be individual need and the capacity of the individual to be benefited by the education he tries to get and not the religion he professes or the community to which he belongs. Even the society as a whole will receive the maximum advantage if the teachers, the doctors and the engineers that are trained to serve it are those young men who have shown distinct and superior merit in the qualifications required for admission to these courses. We have suffered a great deal in the sphere of politics by adopting a communal approach to the solution of our problems. By so doing we have only intensified the communal problem instead of solving it. In addition to this we have perpetuated communal differences, kept them alive even at a time when they were dying. The communal approach which the Madras Government is now making to the solution of our educational difficulties is sure to prove to be a worse disaster. It will keep alive the caste and the sectarian spirit. That a ministry calling itself the "Congress Ministry" should have embarked on a reactionary communal policy like this is a thing which has to be regretted all the more. It is high time that the Congress High Command looks into matters like these and takes the steps necessary to prevent the ministry from

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using the prestige which is rightly due to the Congress for carrying out policies which are inconsistent with the ideals that have all along been put forward by the foremost leaders in the Congress organisation.

THE latest amendment to rules in the secondary school leaving certificate course relating to the study of languages under which no provision is made for the study of Sanskrit is also of a highly reactionary and retrograde character. That Latin and French should find a place in the S. S. L. C. course and that Sanskrit should have been removed completely from the list of languages to be studied shows how narrow is the outlook of the ministry in regard to educational matters. The amendment is to take effect from the examination to be held in 1948. This means that those who studied Sanskrit in the earlier Forms and who are appearing for the examination in 1948 are now called on to drop and study their mother tongue or some other regional language. This is reaction with a vengeance.

Educational Advisers for the Provinces

THE Prime Minister of Bombay deserves to be congratulated on his wise decision to have an educational adviser to assist him in the work of educational reconstruction. Bombay is much ahead of other provinces in the matter of education. During the

last quarter of a century the progress of education in Bombay as measured by the increase in the number of schools and colleges has been considerable. The steady expansion of primary education and the introduction of basic education are some of its praiseworthy achievements. Yet even so there is still a great deal of lee-way to be made. The further speed of primary education so as to cover all the villages, the progress of physical education and the liquidation of illiteracy among the adults are some of the objectives that the Government of Bombay has set before itself and in the successful carrying out of this onerous task it seems to have felt the desirability of appointing an Educational Adviser to be in complete charge of the guidance and direction of the educational programme. The choice is particularly happy, as the person that has been appointed to hold this very responsible post is Dr. K. G. Saiyidain, one of the leading educationists of the day, a man of versatile talents and one of the authors of the scheme of basic education. Under his able and wise guidance the educational advancement of the Bombay province is assured.

IT behoves other provinces to take a leaf from the book of the Bombay province and to have a whole-time Educational Adviser. Today we are at the threshold of many momentous changes in the methods as well as the content of our educational system. Vigorous planning is being

attempted towards the eradication of illiteracy! In this heavy task the Minister for Education will do well to enlist the assistance of an educational expert. It must be a source of great strength to him if he can fortify his own lay judgment with the corroboration of a technical expert. This practice is in vogue in the United Kingdom, America and other countries and it is well worth while to adopt it in our own country. In a democratic government where changes of ministers are frequent the presence of permanent official like the Educational Adviser would make for educational advancement by ensuring continuity of policy and programme. The Director of Public Instruction and the Deputy Directors are, of course, there to fulfil this purpose. But it must be said that in the Department of Public Ins-

truction promotion often goes by seniority and the question of direct recruitment and the appointment of leading educationists to these posts of trust and responsibility has not received from the government the attention it deserves. The result is that these posts are not seldom held by academicians and persons accustomed to secretarial duties. This is partly the reason why the pace of educational advancement has not been as rapid as it ought to have been, considering that education has been in the hands of popular Ministers for the last 25 years except during the Adviser regime. It is therefore highly desirable that there should be a technical expert working in close collaboration with the Minister for Education for the furtherance of schemes of educational reconstruction.

OUR BENGAL LETTER

Sardar A. T. MUKHERJEE, M. Sc.

Prabasi Banga Sahitya Sammelan

Owing to disturbances in Calcutta the 24th Session of the Prabasi Banga Sahitya Sammelan was held in the Ashutosh College Hall at Bhawanipur instead of at the Senate Hall of the Calcutta University. It was a momentous session and there was a very representative gathering which held sectional meetings where various topics were discussed. The permanent President in the course of his speech regretted that the link between Bengal and her sons who were forced to live outside was daily weakening and that the Bengalees were dubbed

as aliens beyond Bengal though within Bengal they were asked to be Indians. It was a travesty of nationalism, he said, to stir up provincial bias against them. The President of the Science Section in his address said that India was now on the threshold of full independence and if she was to maintain her new status all energies of people should be devoted to the cultivation of Science which must be given the first priority in her programme of reconstruction. The President of the Literary Section said that Bengalees living outside Bengal were faced with a critical situation. Their culture which found expression in their mother-tongue

was not being properly recognised in the educational systems which were in vogue in their respective provinces and that their economic life also was likely to be disrupted. The cleavage of social life and literature was widening and the literature of the middle ages had not the same grip on the minds of the people as they hankered after new ideas and expressions. The President remarked that though literary activity had increased greatly in the present age its depth had not increased in the same proportion. Present day literature caters more to the pleasures of the moment than it leaves a lasting impression on life.

Delegates from Russia and Burma

Calcutta students gave a warm reception to Russian and Burmese delegates to Inter-Asian Conference at the University Institute Hall. The function which was a grand success was organised by Calcutta City Students' Congress and University Students' Union. The President said that India was threatened by anti-civilized forces and tormented by Communalism and induced mistrust. She must know how to overthrow the mis-leaders. Prof. Akhvlediani replied on behalf of the Russian delegates while Mr. Rachid Ali spoke for the Burmese delegates. While greeting our students on behalf of students and professors of Soviet Russia the learned Professor said 'Be as your ancestors were, who built the high Indian culture, literature and art.' He advocated the unification of Indian and Soviet youths and asked them to strengthen their friendship and to exploit science to the fullest, because science would renovate their lives. The Burmese spokesman, Mr. Rachid Ali, General Secretary of the Council of World Affairs, Burma, gave a succinct account of Burma's youth movement and referring to the part women played in Burma's freedom movement, he said that the womanhood of Burma took keen and equal share in all spheres of activities in the titanic struggle for freedom.

Primary School Teachers

As reported before, the Primary School teachers of Bengal went on strike

on the refusal of the Government to redress their grievances. It is gratifying to find that the Government have now accepted most of their major demands and the All-Bengal Primary School Teachers' Conference held at Kushtia decided, therefore, to call off the strike. It is never too late to mend and we are glad to find that better sense prevailed at last and the crisis that seemed imminent was tactfully averted.

Secondary School Teachers

The 25th Session of the All-Bengal Teachers' Conference was held at Burdwan in April last. The Conference decided that the All-Bengal Teachers' Association would be registered with the All-India Trade Union Congress and that a token strike would be observed on July 15 and 16 next in support of the teachers' demand for higher salaries. The Conference suggested that discussion of national politics, economics and social science should be introduced and the present bane of communalism, which was giving rise to a progressive dilution and decadence in education, should be wiped out once for all.

College Teachers

The All-Bengal College Teachers' Conference which was scheduled to be held at Jalpaiguri has been postponed sine die due to the communal disturbances prevailing at present in various parts of the province.

(a) A draft for the proposed Secondary Education Bill forwarded by the Bengal Government to the Calcutta University for opinion was considered by the Syndicate. The various provisions were taken up and discussed.

(b) The University has sustained a heavy loss by the death of its Registrar, Mr. J. Chakravarti. M. A. With all his scholarship and administrative ability he rendered very useful service to the University for 27 years. May his soul rest in peace!

THROUGH different PROVINCES

DELHI

ALL-INDIA COUNCIL FOR TECHNOLOGICAL STUDIES

The Government of India have set up an all-India Council for Technical Education to promote and co-ordinate technical education, says a Press communique. In order to attain a uniformly high standard of education and examination throughout the country the All-India Council has established six All-India Boards of Technical Studies in the following main branches of engineering and technology: Engineering and metallurgy; Architecture and regional planning; Chemical engineering and chemical technology; Textile technology; Applied art; Commerce and Business administration.

The All-India Board of Technical Studies in Commerce and Business Administration conducts examinations for the award of an All-India Diploma and Certificate in Commerce. The All-India diploma course is full-time three years course with five compulsory and two elective subjects, together with one academic year's practical training in some recognised industrial or commercial concern. This diploma has been recognised as equivalent to a university degree for the purposes of certain appointments under the Auditor-General of India. Diploma holders are also exempted from passing the Registered Accountant's first examination and are allowed to practise as Income-Tax practitioners under Section 61 (2) (IV) (B) of the Income-Tax Act if they have passed in auditing as their special subject.

The All-India Certificate Course is a part-time day or evening course of three years' duration open to candidates who have read at least upto Matriculation standard. This course has been instituted with the object of affording opportuni-

ties to persons engaged in full-time industrial, commercial or banking concerns for acquiring further knowledge in the subjects relating to their profession and thereby improving their prospects.

EDUCATION OF THE BLIND

A uniform Braille code covering all the major Indian languages, devised by a committee of experts, was finally approved by the expert Braille Committee of the Central Advisory Board of Education at its meeting held in Simla on June 17. Sir John Sargent, Secretary, Education Department, Government of India, presided.

The uniform Braille will replace more than half a dozen Braille systems in use at present and will make it possible to publish literature for the blind on a commercial scale. This removes a long-standing obstacle in the way of the education of the blind.

SCHOLARSHIPS FOR AFRICAN STUDENTS

Outlining some steps in the direction of Indo-African relations, Pandit Nehru said that the Government of India has sanctioned a number of scholarships for African students in Indian universities. He hopes that this number will grow in due course. Students who come to India from Africa will not only learn something of India but teach India something of their country. Thus, he hopes, closer relations will be established between the two countries and mutual understanding will grow.

CORRELATION OF DEGREES

The All-India Council for Technical Education discussed the need for correlation between University degrees in Engineering and Technology and corresponding National Diploma. It was considered desirable that the Inter-

University Board should be acquainted with the proposals of the Council in this connection and that it should be requested to consider the desirability of reviewing the position of technical education in universities in co-operation with the Council.

The Council also suggested the setting up by the Central Government of a high level Co-ordinating Committee consisting of representatives of departments concerned to take action on the Council's recommendations and report to the Council.

MADRAS

TEACHING OF CRAFTS IN CORPORATION SCHOOLS

As the services of teachers who recently underwent training in spinning are available, the Commissioner, Corporation of Madras, has formulated proposals for teaching spinning in four Corporation Schools and tailoring in two others.

KURNOOL MUSLIM COLLEGE

NIZAM GOVT. DONATES TWO LAKHS

Mr. Abdul Hamid Khan, President of the Osmania College Committee, Kurnool, in a communication to the Press, says;

"H. E. H. the Nizam's Government have donated a sum of two Lakhs to the Osmania College, at Kurnool which will commence work from the 30th of this month (June). Admission to this college is open to all the communities. This college will on account of its situation, afford educational facilities to students from the Hyderabad State and particularly those coming from the neighbouring districts in the State."

COLLEGE FEES INCREASED

The Government of Madras have passed orders that the tuition fees leviable in the Government Arts Colleges in the Province be increased by 25 per cent from the academic year, 1947-48.

Special fees such as the Medical Inspection fee, will be levied at the usual rates in addition to the tuition fee.

The enhanced rates of fees will apply to students who will be admitted to the Arts Colleges from 1947-48 and also students who are already on the rolls of Colleges.

Orders have been issued by the Government that tuition fees in the Government Engineering Colleges leviable from students of the B. E. course be increased by 20 per cent of the existing rates with effect from the academic year 1947-48.

SCHOLARSHIPS FOR STUDENTS

Out of the proceeds of the additional fee income derived from the colleges as a result of enhancement of tuition fees, the Government have decided that one-fifth should be set apart for granting half-fee scholarships to poor and deserving students.

CHEAPER DESIGNS FOR SCHOOL BUILDINGS

Cheaper type designs for schools, it is understood, will be introduced shortly. These will result in the reduction of the cost of an elementary school building by 30 per cent and a high school building by 20 per cent.

REORGANISATION OF ELE. EDUCATION

The Provincial Advisory Board of Education, at its meeting held on 23rd June considered at length the subject of reorganisation of the management of elementary education and expressed the view that the proposed Educational Councils should be vested only with advisory functions and that executive functions should be left entirely with the executive officers.

A committee was constituted by the Board to consider the matter in detail and make recommendations. It will be composed of Sir A. Lakshmanaswami Mudaliar, Rev. J. D'Souza, Mr. S. K. Yegnanarayana Aiyar and the Director of Public Instruction.

While generally welcoming the Libraries Bill proposed by the Government, the Board made suggestions for the modification of the clauses so as to ensure that the school and its library formed integral parts of the same institution with the common objective of dissemination of knowledge.

On the subject of medical inspection of schools, the Board recommended that the scheme should be put through as soon as possible.

BOMBAY

SOCIAL SERVICE COLLEGE

The Social Service College in memory of the late Mahadev Desai was opened at Ahamadabad on June 29th by Mr. Morabji Desai, Home Minister, Bombay.

BENGAL

FUTURE OF CALCUTTA UNIVERSITY

DR. MOOKHERJEE'S SUGGESTION

The establishment of a residential University near about Calcutta to provide the highest education facilities to brilliant students was visualised by Dr. Shyama Prasad Mookherjee, Chairman of the Calcutta University Council for Post-Graduate Studies, addressing a meeting of the University Senate on 28th June.

Dr. Mookherjee said that in view of the far-reaching changes in the constitutional position of the province the jurisdiction of the University would be curtailed. But he did not despair of the future of the University. During the last forty years they had waged an enormous struggle and they did not get legitimate treatment from the Government. There was opposition from those quarters from where help was most expected.

Dr. Mookherjee added that numerous letters had been received by him from the authorities of educational institutions in East Bengal, enquiring whether they would be able to continue their connection with the Calcutta University. That, he said was a constitutional question. But when in India it was possible for them to

appear for examinations of Cambridge and London Universities, he did not see why students from schools in East Bengal could not be examined by the Calcutta University.

He urged the Senate to appoint a special committee as soon as possible to investigate the problems, not from a political standpoint but from a purely academic point of view.

U. P.

LITERACY DRIVE IN U. P.

The U. P. Government has prepared a scheme to open 22,000 new primary schools within a period of ten years, to wipe out illiteracy in the province. A beginning is being made with 2,200 new primary schools with effect from July 1.

There will be a corresponding expansion and reorganisation of secondary education and the Government, it is announced, proposes to bridge the existing gap between the Hindustani and Anglo-Hindustani schools.

The Government have decided to introduce the theory of Education, including Educational Psychology, School Management and History of Education as one of the optional subjects for the Intermediate Examination to meet the shortage of suitable teachers.

MYSORE

NEW TEACHERS' COLLEGE FOR MYSORE

The Government of Mysore have sanctioned the opening of a Teachers' Training College of the University at an estimated cost of about Rs. 2,00,000 non-recurring and Rs. 35,000 recurring. Provision for Rs. 50,000 non-recurring expenditure and Rs. 25,000 recurring has been made in the University budget for 1947-48.

It is also intended to establish an experimental and research educational laboratory in order to initiate, stimulate and guide experiment and research in education. The College is to have practising schools of all three grades as model institutions in the State.

BASIC EDUCATION

DR. ZAKIR HUSSAIN'S VIEWS

A number of interesting points relating to Basic Education (Nayi Talim) were elucidated by Dr. Zakir Hussain President of the Hindustani Talimi Sangh in the course of a discussion he had with a gathering of workers and students on June 13th at the Hindi Prachar Sabha, Madras.

Basic education, he said, had now been ten years in the field and in a limited way it had been practised. They knew its faults and its good points also. With a view to clearing up any misapprehension in the matter, and facilitating fruitful discussion, he would define basic education broadly as follows: "Basic education is a scheme of State education, free and compulsory for all boys and girls between 7 and 14 years of age, to be conducted through the mother-tongue of the pupils, with some productive manual activity as the core round which other information, habits and skill considered socially desirable to be imparted, inculcated or produced in the boys and girls during that age span can be correlated and integrated."

For over an hour and half, Dr. Zakir Hussain answered questions, giving information and explaining difficult points, mingling these with humorous repartees, which kept the whole proceedings lively.

To a question whether "Nayi Talim" was intended to displace the present education, Dr. Zakir Hussain said that it should so displace, during the age-span he had referred to namely, 7 to 14.

In consequence, higher and university education may suffer, remarked one member in the audience. Dr. Zakir Hussain replied. "If university education suffers by good and sound education at the bottom, it might well do so."

DIVERSIFICATION

"How do you propose to correlate basic education to the subsequent stages of education?" was another question asked. This, Dr. Zakir Hussain, replied, was not a problem of basic education, though it was an important problem relating to education. The principle underlying good education was that there should be correspondence between the minds to be educated and "the goods of culture" through which they were to be educated. The post-basic stage of education should be "a diversified system" which would take cognisance of the various types of mind that have to be educated. Where that diversification should begin was the question. He had previously advocated the age of 12 for this, but his feeling now was that it should begin at 14. After 14, there would be diversified secondary schools leading on to the university.

Replying to another question Dr. Zakir Hussain said that the working and results of the basic education had been assessed as impartially and scientifically as possible in the circumstances and the result has been found to be very encouraging.

Asked about the number of hours that he considered desirable for teaching crafts and other subjects, Dr. Zakir Hussain said that the question indicated that the "subject conception" of teaching still persisted. Basic education was a "psychological approach" to instruction and not 'a logical approach' as would be valid in the case of adults for instance—Craft was itself education,—as much education as teaching of certain subjects. But since the "Subject conception" prevailed, allocation of time became a

consideration. There need, however, be no hard and fast rule in this matter and it might be elastic according to the circumstances and condition of each school.

One member asked: "Basic education might fit all right in a system of Gandhian economics. But would it fit into modern conditions of economics?"

Dr. Zakir Hussain answered that although it was an important part of Gandhian economy, it need not be exclusively an adjunct of that philosophy. That was a point on which he said, there was no more difference of opinion even among his own friends. His own conviction was that even in a thoroughly industrialised, socialistic or communist order, basic education would be the best system to have. Even in such a society, schools serving children between 7 and 14 should be craft-centred.

MR. T. S. AVANASHILINGAM AT THE SOUTH-EAST ASIA CONFERENCE

Mr. T. S. Avinashilingam Chettiar, Minister for Education, welcoming the delegates to the South East Asia Conference held last month in the Banqueting Hall, Madras, said that two world wars had come and gone but they had not raised very much the status of the common man. The slogans uttered during the war were mostly forgotten very soon after the war was over and it seemed as if they were in a worse position to-day than ever before. But there seemed to be a golden ray; a ray which promised hope and cheer. God willing they would have complete independence within a few months.

Proceeding, the Minister said: Our problems are immense. The poverty of

our people, want of food and shelters these must be tackled at once. Wealth has been concentrated in a few hands and it is essential that there must be a more even distribution of it among the people. More than distribution, what we require is the creation of wealth. It is human effort that is the sole creator of all wealth in this world. This basic understanding of wealth is something which every one of us should appreciate and with this understanding must come a tremendous effort to put in the best labour we can in every walk of life.

It was unfortunate, the Minister continued, that students in this country and possibly elsewhere had learnt to take life very easy. No man or woman who took things easy could achieve great things in life. "Shouting slogans, strikes, and such other things may be methods which might have been useful in times of agitation, but when we are setting down to building a new India and a great future for this country, what is wanted is patient and persistent work, and indomitable resolve to set high standards and to achieve them. This means steady and patient work. I want every one of you, young men and women in this great country, to get immense and unbounded strength and, let me tell you, discipline, purity of personal life, character and devotion to a cause are the sources of strength."

Concluding Mr. Avinashilingam said that if this old sordid world was to be re-fashioned into one of hope, love and beauty, it could be done only through their students, who had ideals, strength of mind, intelligence and application. "I have no doubt that the proceedings of your Conference will be characterised with that sense of brotherliness, love and vision which are the real foundations of true civilisation."

NEW TRENDS IN EDUCATION

Great Changes under Way in Britain

By Mr. ROSETTA DESBROW

AS the provisions of the Education Act of 1944 are being implemented, Britain's education system is passing through great changes. The school leaving age was raised this year from 14 to 15, but this was by no means the most important change envisaged by the Act.

An alteration in the names of schools draws attention to the changes in the system of education which are being made throughout the country. Formerly, free education for children from 5 to 14 years was called elementary education. Now, children from 2 to 11 are educated in primary schools and from 11 upward in secondary schools.

EMPHASIS ON APTITUDE

The principle underlying the new nomenclature is the idea that up to the age of 11, it is only the child's age that should be taken into account in determining the type of education he should receive. After 11, his special aptitude should be considered, and the type of work he will do.

Schooling is not compulsory for children between 2 and 5, but nursery schools for these ages have to be provided. In the compulsory stage of primary education, the children are grouped into infants, from 5 to 8, and juniors, from 8 to 11. Where there are sufficient numbers, the schools themselves may be housed in separate buildings.

LOCAL AUTHORITIES

These schools which provide free education, can only loosely be described as State schools. It is true they are provided by statutory authority, but they are the responsibility of local

education authorities, of which there are 146 scattered through England and Wales. These local education authorities form part of the system of local government in Britain.

The functions of local education authorities are described in these words of the Education Act:

"The statutory system of public education shall be organised in three progressive stages to be known as primary education, secondary education, and further education; and it shall be the duty of the local education authority for every area, so far as their powers extend, to contribute towards the spiritual, moral, mental, and physical development of the community by securing that efficient education throughout those stages shall be available to meet the needs of the population of their areas."

DECENTRALISATION

This decentralisation of education is one of the characteristics of the English education system. It must not be thought, however, that the State does no more than to enact that there shall be schools. The tax-payers' money must be properly spent, and rather more than half the money spent on publicly provided free education comes from central Government funds, the rest being contributed from local rates.

The Minister of Education exercises his functions in a number of ways. Government inspectors visit every school, to see that efficient instruction is being given, and to advise teachers and local authorities. Teachers have to be "recognised" by the

Minister of Education as suitably trained and qualified.

Since the curriculum in schools is not laid down by the central authority, it varies from school to school. This allows the special needs of town and country districts to be taken into account.

OUT-DOOR ACTIVITIES

The tuition the child receives is not confined to class-room lessons. There are visits to museums, art galleries, public utilities and swimming baths. Great emphasis is laid on physical education.

Wherever possible, and particularly in country schools, the children may keep hens, rabbits and pigs, and do gardening. In most schools, girls are taught cooking and housewifery, and boys carpentry and metal work. Art and singing are never neglected. The emphasis is on the children learning by doing things for themselves rather than on learning parrot fashion from what the teacher tells them.

PLANS FOR NEW SCHOOLS

Suitable buildings are essential if the newest ideas of the functions of education are to be carried out. Building labour and materials are short in Britain, but plans are being made to build new schools.

Many schools still being used are no longer considered suitable for their purpose. Some are over 60 years old, with small dark and unheated classrooms, no outdoor playgrounds, and no water laid on. Additional space is needed to keep pace with developments in the theory of education.

The school plays an important part in looking after the health of the children. Not only is there regular medical inspection, but until the National Health Service is set up in 1948, local education authorities must

ensure that any necessary treatment is received.

Eventually all schools are to provide children with a mid-day meal, and the vast majority already do. Free milk is now provided as a matter of course.

SHORTAGE OF TEACHERS

One of the biggest problems today is the shortage of teachers. It is the despair of teachers that they have to deal with classes which often include as many as 50 children. This position, however, is steadily improving.

Teachers are needed to reduce these numbers so that each child has what individual attention is necessary, and to meet the increased school population arising from the raising of the school leaving age. To catch up on the loss of potential teachers during the war, and to increase the total numbers, there is an emergency scheme of training, which is proving popular, especially with ex-Service men and women, and is providing schools with new and fresh blood.

While these two shortages of teachers and buildings are causing anxiety and difficulties all over the country, it is recognised that the Butler Act—as the Education Act of 1944 is known—opens up a new vista for education. Education in Britain today is by no means in an ideal condition, but it knows where it is going.

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Correspondence

Democracy in Secondary Schools

UNDER this caption I wish to impress on the managements, teachers, and parents the urgent need for the introduction of changes which will guarantee the smooth running of administration on efficient lines.

The factors involving in the efficiency are the school, the teacher, the boy, and the parent. As our country is not rich enough to hold schools on the western fashion it is impending on the Educationalists to revolutionize the system prevailing in schools.

1) The School must have the portions with suitable and simple type of furniture, two retiring rooms, one for children, and another for teachers.

9) Headmaster's room and clerk's room with seating accommodation for visitors.

3) A good hostel under the students management having a warden.

4) A good library and a refreshment room.

5) A dispensary for children and teachers—free of cost.

6) A visitors' room.

7) A garden.

On the whole the school must appear to the young minds as a fancy thing, and attract them. It should not be quite different from school and appear like a prison.

I know there is a cry for funds. This want was a national cry. But nowadays every man having an idea to spread education is doing a great service by granting donations in kind and coin. I am very sorry for there is no such initiative on the part of teachers. They prove, of late, to be on a mean society.

After the assumption of office by popular ministers, the teachers have risen up from torpor to improve their lot. It is really a merriest turn of events in the country. I think it is proper for every

man in the street to stop this kind of brute force and take up the law to drive away the illiteracy in the country. It is the duty of one and all to do their best to educate the masses. It is the only feasible thing which at present can be carried out with ease.

It is not improper to mention a word about the poor status of teachers. It is not due to any outside influence but inward impurities existing in the teachers. It is not due to the agitation of the teachers' association that an attempt is made to raise the status of the teacher. It is the purity of mind of the congress that have forced the people at the helm of affairs to do a bit to raise the pay and status of teachers. I appeal to the teachers who agitate for higher pay and status that none can raise the status of another by mere raising the salaries. It is the teachers' service to people that can raise the status of the teacher. The teacher is considered to be above the commoner and he should not behave in a way causing worry to the Indian leaders. They have to wait and see the future of their lot. It is the purity of mind alone that can work wonders. It is God to believers. It is a ghost to non-believers.

Promotions and Examinations have to be followed as per the majority wish or people relating to the area. It should not be thrust on people who are unwilling to accept. If the school authorities impose their conditions on peoples, people take their turn to do justice. Therefore it is the wish and need of the people that can change the present confusing system of Examinations and promotions.

It is the duty of every teacher, whether he is in College, High school or Elementary School, to win the sympathy of people. It is not our ability to speak of our great literary attainments that can bring good status for us, but our sincerity of purpose, free service to people in wiping out illiteracy, and our campaigns against brute force. At a time when the country is passing its hard days for food and clothing it is not proper for the teacher to raise his threatening weapon of strike and resignation.

— A Lover of Education



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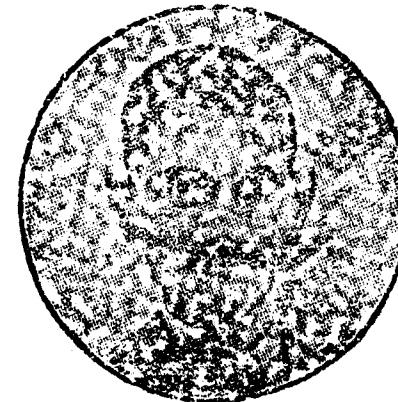
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