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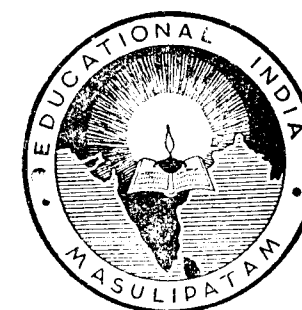
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# EDUCATIONAL INDIA

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

FREEDOM NUMBER



EDITOR :

Prof. M. VENKATARANGAIYA, M. A.

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happen, and we shall be sharers in their good and ill fortune alike.

The future beckons to us. Whither do we go and what shall be our endeavour? To bring freedom and opportunity to the common man, to the peasants and workers of India. To fight and end poverty and ignorance and disease. To build up a prosperous, democratic and progressive nation, and to create social, economic and political institutions which will ensure justice and fullness of life to every man and woman.

We have hard work ahead. There is no resting for any one of us till we redeem our pledge in full, till we make all the people of India what destiny intended them to be. We are citizens of a great country, on the verge of bold advance, and we have to live up to that high standard. All of us to whatever religion we may belong are equally the children of India with equal rights, privileges and obligations. We cannot encourage communalism or narrow mindedness, for no nation can be great whose people are narrow in thought or in action.

To the nations and people of the world we send greetings and pledge ourselves to co-operate with them in furthering peace, freedom and democracy.

—Jai Hind.

And to India, our much-loved motherland, the ancient, the eternal and the ever-new, we pay our reverent homage and we bind ourselves afresh to her service.

—Jai Hind.

### Mr. Nehru's Message To Indians Overseas

Today is a fateful moment in history for India, for all Asia, indeed for the entire world. After long years of suffering and sacrifice India attains her freedom and independence. A new star rises, the star of freedom in the East. A New hope fills the world.

On this day of liberation the motherland sends her affectionate greetings to her children abroad. She calls them to her service and to the service of freedom wherever they might be. Every Indian abroad is a representative of India and must ever remember that he has the honour of his country in his keeping. That is a proud privilege and responsibility. None of India's children, wherever they be, may submit to anything which is against national self-respect or against the cause of freedom. They must preserve their own freedom at all costs and respect the freedom of others."

—Jai Hind.

### Maulana Abul Kalam Azad's Message

THE first phase of our national struggle has successfully ended. We have achieved freedom. This we could not have done without the fullest co-operation, unity,



and steadfastness of the entire nation. We would need these qualities still more in our second and more vital stage of national reconstruction. We should endeavour to utilise our newly won freedom in a manner which will make our freedom a real fulfilment of our hopes. Every Indian must, in this hour of need, respond to the call of the country and perform his or her duty loyally in whatever station of life he or she may be.

—Jai Hind.

### Dr. Rajendra Prasad's Message

THANKS to Mahatma Gandhi and the great national leaders who preceded him, India too has taken its share in the historic pilgrimage of human freedom.



The Victory against foreign domination which we celebrate to-day is the nation's victory through its own efforts. But it is not the end of our job. Millions face privation, hunger and disease and to conquer these, petty quarrels will need to be forgotten and sectional self-interest laid aside. India faces a colossal task in harnessing the enthusiasm and energy of the people to the requirements of an Independent Nation.

Given the goodwill and co-operation of the people and the press, we are confident of our ability to surmount these difficulties.

—Jai Hind.

# TEACHERS' AND STUDENTS' PROBLEMS IN MADRAS

## I. S. S. Educational Convention's Proposals

By M. N. RAO, M. A.

[The International Student Service, Indian Co-operating Committee, held a Provincial Educational Convention on July 13th '47 to discuss some of the pressing problems confronting the students and teachers in the Madras Presidency. For the first time the representatives of the organised Teachers' and Students' movements met and discussed their common problems and worked out some solutions together and submitted them to the Hon'ble Minister for Education, Government of Madras for his consideration. The following is a brief summary of the Convention's proposals to the Education Minister.]

THIS academic year has started with very grim prospects for us. There is an unprecedented rush in all Colleges for admission and most of the students were refused admissions into Colleges and some of them are idle. By the time the Colleges reopened we found ourselves faced with another serious problem—the increase in tuition fees—which has restricted education to a privileged few. This means that the gates of Higher education are closed for a vast bulk of the poor students. To add to these two problems, it has become so difficult for students who got admission into the Colleges to get admission into a hostel. Many students are virtually on the streets with no roof over their heads. More than all these, the members of the teaching staff, who are the backbone of our educational system and on whose services the future of the Nation and national reconstruction rests are so disgruntled and dissatisfied with their lot that they have threatened to strike. All these indicate that a crisis in our present educational system has been rapidly developing.

Under these circumstances, it has been strongly felt that it is necessary for both the students and teachers to come together to study this fast developing crisis which affects both of them and find out ways and means of meeting

the present situation instead of agitating in their own way. So, for the first time, the members of the Teaching staff and the representatives of the Student Movements met and discussed their common problems in the Madras Provincial Educational Convention (July 13th, 47) which was held under the auspices of the International Student Service, Indian Co-operating Committee. The representatives of the South Indian Teachers' Union, College Teachers' Union, Madras Provincial Elementary School Teachers Federation, Muslim Educational Association, South India, Hindusthan Talimi Sangh, the Students' Federation, the Students' Congress, and the Muslim Students' Federation, have taken part in this Convention and the reports of this convention are the result of co-operative and co-ordinate thinking and also unanimous decisions. The Convention studied the four problems—Admission to Colleges and Schools, increase in tuition fees, problem of accommodation to students, and the living conditions of the teaching staff and tried to work out some solution.

### I. Admission to Colleges and Schools

After a careful study of this problem, the convention came to the conclusion that the following are some

of the main causes which stand in the way of increased admissions.

1. Lack of proper buildings and building space.
2. Lack of equipment.
3. Lack of teaching staff.

It suggests the following short-term and long-term remedies.

#### SHORT-TERM

##### Lack of Building space

The convention suggests for this:

(a) the acquisition by the Govt. of existing buildings which are seldom used by the owners and military structures which are suitable for housing Schools and Colleges.

(b) The Government should assist private managements in securing accommodation for schools and colleges.

(c) An appeal for a vigorous propaganda by the Government should be launched with a view to induce philanthropists to place buildings, etc., at the disposal of the Government for housing Educational Institutions.

(d) Wherever it is necessary and practicable shift system might be arranged, if permitted by the University at least as a temporary measure to tide over the present crisis.

##### Lack of Equipment

(a) The Government should give priority in importing the necessary material and explore the possibility of procuring necessary materials from the war disposal stock.

(b) While the convention welcomes and appreciates the steps taken recently by the University of Madras in relaxing the rules regarding the opening of New Colleges for humanities, it is deemed necessary at the same time that opening of Science Groups in Colleges being the crying need at present, should also be encouraged.

##### Lack of Teaching Staff

Ways and means are to be devised by a bold policy of the Government for making the Teaching profession attractive with better emoluments. We suggest that a short teacher-training course be instituted, say for a period of 2 or 3 months, for training Matriculates and Graduates to enable them to fit themselves into the Teaching profession thereafter. Additional training may be given to them during holiday periods if necessary.

#### LONG RANGE SOLUTIONS

1. Starting of new courses like B. Com., Nursing, B. Sc., (Pharm.), etc., in the existing institutions.

2. Expansion of polytechnics and starting of new courses in these Institutions.

3. New professional Colleges which have already started functioning in a restricted scale may be put to full working order in their own places to enable them to admit more number of students.

4. Proper channels must be opened for Secondary School students in order to deviate in the professional studies. The courses suggested for this are:—

(a) Courses for Ministerial and clerical jobs (b) Trade and Technical courses (c) Commercial and Banking courses.

After Secondary stage, Government concerns may be induced to take more number of apprentices.

### II. Increase in Tuition fees :

The Convention is of the opinion that the Scheme of Free Universal and Compulsory Education between the age of 6 and 14 should be implemented and making Higher and Professional

15th August, 1947

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

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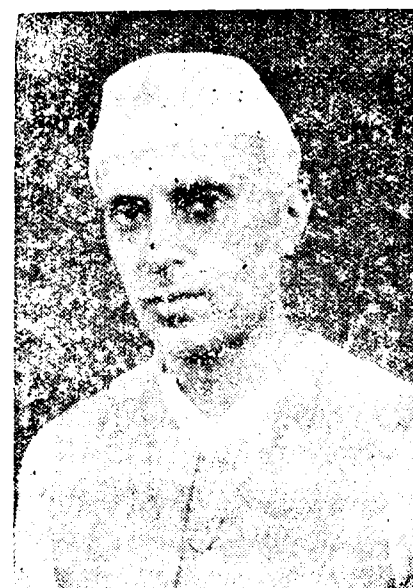
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## A NEW STAR RISES IN THE EAST

*Pt. Nehru's Message to the Nation*

THE Appointed Day has come—the day appointed by destiny, and India stands forth again after long slumber and struggle, awake, vital, free and inde-

We rejoice in that freedom, even though clouds surround us and many of our people are sorrow-stricken and difficult problems encompass us. But freedom brings responsibilities and burdens and we have to face them in the spirit of a free and disciplined people.



On this day our first thoughts go to the Architect of this freedom the Father of our Nation who, embodying the old spirit of India, held aloft the torch of freedom and lighted up the darkness that surrounded us. We have often been unworthy followers of his and have strayed from his message, but not only we but succeeding generations will remember this message and bear the imprint in their hearts of this great son of India, magnificent in his faith and strength and courage and humility. We shall never allow that torch of freedom to be blown out, however high the wind or stormy the tempest.

pendent. The past clings on to us still in some measure and we have to do much before we redeem the pledges we have so often taken. Yet the turning point is past, history begins anew for us, the history which we shall live and act and others will write about.

It is a fateful moment for us in India, for all Asia and for the world. A new star rises, the star of freedom in the East, a new hope comes into being, a vision long cherished materialises. May the star never set and that hope never be betrayed!

Our next thoughts must be of the unknown volunteers and soldiers of freedom who, without praise or reward, have served India even to death.

We think also of our brothers and sisters who have been cut off from us by political boundaries and who unhappily cannot share at present in the freedom that has come. They are of us and will remain of us whatever may

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Education less costly and accessible to all sections of the people.

After considering carefully the arguments put forward in favour of raising tuition fees, the Convention is of the opinion that to increase tuition fees is to restrict education to a few. Therefore it suggests the following means of raising the finance to meet the increased expenditure in education.

1. It suggests that priority should be given to education in the budget and alternative sources of taxation which are immediately realised should also be made use of in the present budget. The Government must cut extraordinary expenditure on police equipment, abolish huge sums spent on the Governor which is possible after August 15. There must be strict control over finance of private and aided Institutions by a Democratic Committee including representatives of Managements, teachers and parents.

2. It places the following sources which can be taxed to meet a part of the cost of education.

(a) Bring out a legislation for utilising huge sums accumulated in Religious Endowments.

(b) Tax foreign investments on a greater scale than at present.

(c) Use a portion of the Agricultural Income-Tax.

(d) Use a part of the profits of the Bus Transport and M. E. S. C. which are to be state-controlled.

(e) Bring Tramways under state control.

(f) Float educational loan for capital expenditure.

(g) Levy educational cess on persons earning more than average.

(h) Start publishing houses.

(i) Tax on capital gains may be made available for education.

### III. Problem of Accommodation for Students

The gravity of the problem is such that it requires immediate action. Short-term and Long-term remedies have been suggested. The short-term remedies could be given effect to immediately to alleviate the position at present.

#### SHORT-TERM

For Madras City it suggests the requisition of some of the buildings mentioned below immediately and converting them into students hostels. Some of the buildings taken for military purposes during war time, the military barracks and the officers' Mess, near the University Examination Hall, Red Shield Canteen in Egmore, I. E. M. Officers' Mess, Hunters Road, Vepery, Hope Club in Island Gronds, number of military barracks in Guindy, Tambaram, Fort etc. These are some of the buildings suggested which could be requisitioned by the Government immediately for use as Students hostels. This would relieve the seriousness of the situation at least temporarily. It is reported that in Madura College where there is accommodation for 500 has been rented out to the public. It is learnt that at Palghat, Bezwada, Masulipatam, hostels have been closed down this year. These are specific cases which require Government interference immediately.

*For the mofussil areas it suggests* taking over by Government of suitable buildings near each College and using some of the choultries, to house students temporarily.

#### LONG TERM

The convention suggests the encouragement of a policy of hostel building by the various Colleges and Associations.

(a) Every College in the city should have a hostel: e. g. Law College and Vivekananda College have no hostels.

(a) All the plans of the various Colleges to build new hostels should be implemented during the course of this year.

(c) Encouragement to institutions or organisations who are prepared to run hostels should be given and facilities in the form of grants, procurement of land and priority to building materials should be provided for by the Government.

(d) The Institutions which have already got funds like The Annamalai University, Trichy National College must be persuaded by the Government to build new hostels immediately.

(e) The following plots of land if available should be made use of for construction of students hostels: Spur Tank Maidan, Nungambakkam, open lands in Chetput and Kodambakam stations and corporation sites.

### Living Conditions and the Teaching Staff

After carefully going into the question of living conditions for the teaching staff, the convention suggests the following scales of pay to the three classes of teachers—Primary, Secondary and Collegiate, and ways of raising finances to meet the increased expenditure in education.

Primary School teachers—Basic pay—Rs. 50 plus D. A. Rs. 16/—

Secondary School teachers—Secondary Grade Rs. 60—120

L. T. Assistants from Rs. 100 to Rs. 200/—

Collegiate Teachers:—Professors: Rs. 400 to 800/—Lecturers: Rs. 200 to 400/—Tutors and Demonstrators: Rs. 100/—minimum.

The following ways of raising the finance to meet the increased expenditure are suggested.

1. Getting substantial amount from the educational reserve fund of the Central Government.

2. Floating of an educational loan by the Provincial Government for Capital Expenses.

3. Utilisation of the funds accumulated in Religious Institutions.

4. Starting of an educational fund and mobilising public support for it by placing before the people a concrete plan for educational expansion.

Unless the existing state of affairs is immediately remedied by giving them better pay and instituting social security scheme recommended for Government employees by the Pay Commission for teachers also, Primary and Secondary education in this Province will suffer.

Finally, the convention requests the Government to consult the representatives of organised Students' and Teachers' movements on vital decisions regarding the reorganisation of education.

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**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.

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# EDUCATION IN INDIA

## *The Past, the Present and the New*

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

*Secretary, Aborigines Education Section, A. I. E. C.*

AS a part of our educational background, we have to distinguish three stages in Indian Education. We lived under the old Hindu and Muslim system of education, till the issue of the famous *Wood-Despatch* on "Education in India." Between the "Wood-Despatch" on Education and now, we have had what may be termed educational ideas and systems, inherited from the English Prototypes in Educational Matters, with the spirit of dull routine, in which the Bureaucrats in the Educational-World have steeped all instruction. The present school education has many shortcomings. Its primordial sin, so to speak, is that the schools in India, have from their inception under the New Dispensation, remained and so right up till now, a narrow class institution, in which the children of the poor, and of the Harijans and of the Adivasis (Aborigines) could be found only as very rare exceptions. The second short-coming of the present School Education is its lack of unified programme of education. The unified system of Secondary education need not be uniform.

Despite these fundamental wrongs, the actual instruction, in our present class-schools, have stood on a comparatively high level. We have had progressive teachers who gave their pupils lasting knowledge, and inculcated ideas of progress.

Has the present system of Education given a powerful impetus to the Mental and Moral uplift of the Majority of our population? Has it completely uprooted the back-ward theory of the mental and social inferiority of the Harijans and of the Adivasis

(Aborigines)? Have the present schools helped all the girls, so long stigmatized by the term "Weaker-Sex", to apply their talents to the task of marching forward, shoulder to shoulder, with the boys, in taking up Rural-education and Social Service? Does the present system of education satisfy the different psychological and esthetic needs of girls and to better prepare them for practical life? In our girls' schools, have the pupils of the higher classes, opportunities to study psychology and pedagogy, as part of their regular school programmes, to visit kindergartens, and to have elementary practice in caring for children?

2. From Mid-1948, our Country, including our State, has, in my opinion, to face a double problem. We must become different individuals, in order that we may have a chance of operating some good system of society with success, and at the same time, we must change the structure of our society, in order that we may have soon, a chance of becoming different individuals.

We cannot possibly exaggerate the importance of Education, in future India. We will not be concerned merely with the mastering of a few mental tricks, called "Reading", "Writing" and "Arithmetic". We will be dealing with the introduction of a human being, to the thrilling adventure of life, in New India. The subtlest impressions made upon the mind of a child in its earliest years may later emerge with vast potentialities for good or evil. There is yet much more to be found out from the children, and the task requires the

service of our *very best brain*. From mid-1948, the whole question of education will be closely tied up with the problems how men and women, in our State, will find the jobs they want to do, and we shall choose those, who will be promoted to positions of greater responsibility, and presumably, of greater reward.

3. When learning the history of our culture in our school days, we were not taught about the original Neolithic inhabitants of India, or of the unique layer of Indian Microlithic culture of an earlier date, as now disclosed by the excavations at Mohenjo-Daro and Harrappa and along the banks of the Sabarmati. On the other hand, we were taught that there were the Aryan Conquerors of India, who wrote the Vedas, and their successors who composed the Epics, Ramayan and the Mahabharata and evolved the caste-system. Then, there were other conquerors, the Scythians, the Huns, the Mughals, who all did their bit. Lastly, came the British, whose educational ideas dominate many in our country, especially the system of education, segregating the rich from the poor, as in the creation of such Institutions, as the Malharashram, the Daly College, in our midst. Schairer, the great educational authority—says:

"The University training is to form first the "back ground" of a man, to make him strong and resistant against temptations of a purely material advantage. He is to learn to act from the depths of his *convictions*, and is not to be influenced by the thought—what shall I gain, or lose, by this or that Course." Has this ideal weighed with the bulk of our present graduates?

4. Our new society, from mid-1948 should deliberately teach the child to know and understand and to challenge

the society in which he or she lives. He or she should have a deliberate education in politics and should be taught the structure of democracy, his or her duty to take part in it, the meaning of freedom, how it was lost in times gone by, and has been gained *recently*, some understanding of economics, trade Unions, Geography, and current-affairs. We should teach children to be ready to undertake their duties to others rather than to seize their opportunities for themselves. It is some times, assumed that men or women only take responsibility and initiative, when acting for *their own interests*, but it is also possible to train citizens to take responsibility and initiative, when acting for *the Community, and for the Country*.

5. I do not advocate that, when building the New Education in India and in our State, the existing educational structure should be scrapped. I am aware that each generation must build with materials from the past, *on pain of not building at all*. I advocate evolution in our "New Educational system." What I emphasise is, in the words of Mr. Paul Valenry—the great French "Symbolist-Poet"—that it is better to throw aside the weight of tradition, and embrace the New Indian Educational world with a *fresh Vision*.

6. The one detailed suggestion I wish to make, in the realm of education, in New India including our State, is that either from eighteen to nineteen, or from seventeen to eighteen, years of their age, all the youth of our State and of the Country, should give one year of service to the Community. Those, who are proceeding to more advanced studies, will join by a year's contact with real work in the Community, and those, who have already spent a year or two in the Country-side, will gain by a renewed contact, with education.

7. I will not try to deal in detail with the subject of school-syllabus, because I am only a layman, trying to think and place before you what education will be like, and what part it will play in our *New Indian Community*, from Mid-1948—education really run for the equal benefit of all its Members. The training, in our schools, in future, will be for world-citizenship, where the history of the development of humanity should be taught. I shall make no detailed observations upon the ages at which children will probably pass, from one school to another; nor upon the ways, in which our educational Service will branch out, in our New Educational system, so as to cover the specialised needs. It should however be made quite certain that all children (including Harijan and Adivasi Children) would receive whole time education, in our State as well as all over India, up to twelve years. After that, their paths may differ according to their inclination and abilities. Technical Education should have a planned basis, in the New Educational System.

8. As soon as we talk of higher or more specialised education, we are talking about something, which can hardly be given to every body. There is bound to be competition among students, for the higher places. Whatever tests may be adopted for deciding on the advance to higher or more technical education, those, who pass the test, will clearly be directing themselves towards the more responsible jobs.

The New Education system, from the next year, should however offer, to every student, facilities for a graduated and progressive course of technical instruction suited to his or her requirements. The public mind should be weaned, in the New Educational system, from the idea, that

certain subjects are *high*, and others *low*.

9. In our Country, as in our State the Harijans and the Adivasis stand in need of educational uplift. The Harijans, in Indore city, are like a pitcher with leakage. They do not send their children to school for education, nor are they able to control their expenses. They are earning as much as, and even more than, an ordinary clerk. The clerk manages his affairs, and educates his children. But the city Harijan fritters away his earnings and those of his wife, in drinking and gambling. Our educated people should earnestly take up social work, and serve the Harijans in Indore city, so that the Harijans themselves might soon become *reformists*, and mould their character for better living.

The example of the "*Soviet Educated*", in Central Asia should be a guide to us in our educational activity in New India. To the future historian of our Country, reformation and renaissance of Hinduism, through the New Education, should be some thing to marvel over. Our enlightened Ruler's Proclamation should be backed by the rising tide of educated support as a result of our new Educational system, and the hostility and uncompromising attitude of the great majority of caste-Hindus, in Rural areas, towards the Harijans, should be made, ready to change their traditional beliefs and practices in order that the Harijans may be put on a level of equality with others, *in fact* as well as *law*.

10. On the Problems of the Adivasis (Aborigines), I had occasion to speak, more fully, at the Indore Rotary Club, some time ago. Utter neglect on the one hand, of this weakest of the State's Minority Communities, and unchecked exploitations, on the other, have fallen to the lot of the Adivasis (Aborigines) in our State

(as in all over India). I would respectfully suggest that our Government should have soon, a five-year, or ten-year programme of educational, economic and social uplift of the Adivasis, so that they will be able to climb up the highest of civilisation and culture, "in New India" from Mid-1948. It is necessary our educated men and women should take keen interest in the Tribes in our State, and take part in the work of the Agencies, attempting to ameliorate their condition. In a nut shell the problem of the Aborigines (Adivasis) in our State is one of improving the physical, educational and economic condition of these "Swadeshi products" before whom all of us are strangers to this land. The great Asoka's edicts direct the then officers, to treat the tribes men as *Members of the Royal family*; and since then, nothing has been done to implement in that direction.

11. For these reasons, it is essential to raise the status of the teaching profession. At present, it seems to be the CINDERELLA of all professions in our state (as all over India). This may be partly due to the fact that by far the greater part of the teachers' work in the state schools about which there still lingers an atmosphere of rather grudging charity.

I believe that, in the coming years, the teaching profession will spread itself over its present boundaries, and will intermingle with callings, from which it is now largely separated. In the coming years, there will be a gathering up of the medical care of children, the nutritional care of children, the study of child-psychology, education, training, Industrial-psychology, sociology and religion. Out of this, a new profession will arise, vastly different from the teaching profession, as we know it to-day, and the new teacher will be well-up, in at least

two languages, of which one will be a foreign language.

12. Teaching cannot be a cloistered profession. Men and women should not, in my opinion, begin to teach children about the world, without having spent two or three years in the world themselves and even the Head-Masters could well afford to take a six months course of Lorry-driving, as a refresher. It is essential that, in future, our teachers go to different States and Provinces in India—even to the adjoining foreign Countries going off to teach in schools there, and teachers, from other States and Provinces in India, or from other Countries, coming to teach over here, in our State and in India.

13. As direct result of a consistently applied system of education and training on one hand, and of the spiritual wealth of our young people on the other, our young men and women of the future, as they close the doors of the Secondary schools behind them, should be able to possess the broad mental out-look, the high moral principles, firm will, sober realism, optimism, social ideals, patriotism, courage, physical hardiness and health, enabling them to become worthy members of "New India."

14. Though every child is thrilled by the contemplation of one or more of the responsible and exciting occupations in our Country, fortunately Providence arranges matters, so that, when it actually comes to the point, the overwhelming majority of us prefer a less exacting life. The same Providence also supplies an ambitious minority, large enough to provide us with more than necessary applicants for all Jobs, requiring special skill.

The education, now given by many teachers for genuine citizenship, must always remain a sad mockery.

# PRIMARY EDUCATION

## India in General and Bengal in Particular

By SAROJARANJAN CHAUDHURI

Lecturer, Ramananda College, Vishumpur

IN India, education began with the Aryans. But the education was given mainly to the high caste people.

Education used to be given generally from the age of 6 years. In those days there were no schools of the present type. Pupils had to remain in the house of the Guru throughout the whole period of their education and to serve the Guru in all possible ways, and this was generally the remuneration which the teacher got for his teaching.

Gradually this crude method was changed into three distinct forms; (1) Pathshala for teaching the three R's—Reading, Writing and Arithmetic. (2) Tolls for teaching religion (3) Parissods for teaching political affairs.

Even at this stage, there was no systematic educational institution and

*Continued from preceding page.*

as long as their pupils have to emerge from schools or colleges into a world of "Catch as Catch can." Man is not merely a consumer of goods, or a labourer, or a peasant. He is primarily a human being, with a distinct inward life of his own. If, in his thirst for power and self he mutilates that inward life, then he has sacrificed the most essential element of civilisation.

15. I feel I have placed my views rather strongly before you. From what I have said, pray do not assume, for a moment, that I do not appreciate the many good results of the present Educational system, as it should not be forgotten that there is a marked correspondence between "the distribution of poverty and the distribution of educational retardation."

the right of education still remained in the hand of the upper classes as their birth right.

Great changes were, however, brought by the Buddhistic teachings and lastly with the advent of the Mahomedans. Their idea was to spread religion and with that view they established Mosques and with each of them attached Maktabas and Madrassas. Their teachers were Moulvis and Moulanas and they introduced first Persian and then Urdu language.

But the real education began with the advent of the East India Company. In Madrassas they formed two bodies:—

- (1) The society for promoting Christian knowledge.
- (2) The propagation of Gospel Society. They started Schools for the Indians and the children of the people under military service.

In Calcutta, the Calcutta Trade School Society established some schools for the education of the children of the European residents. First, Indians were not admitted into these schools. Later on, the Government found it necessary that the Indians should also be taught and educated for the efficient administration of the country. The law givers of the East India Company found that they could not administer justice as they were ignorant of law and customs of the land nor were there competent people to help them in this respect. So Calcutta Madrassa was started in 1782 for the training of Moulvis, and also Sanskrit College was started at Benares for the training of the pandits in 1791.

In 1792 Charles Grant became the Director of Education. He first put the question of Indian Education in the Parliament in England, and as a result a lakh of rupees was granted.

When Lord Minto became the Viceroy, he also advised the Home Government to allot some expenditure for higher education in India, and as a result another lakh of rupees was sanctioned in 1814 for the studies of Science and Literature.

In 1815 Lord Moira submitted a Minute for the improvement of Indian Education and said that the present system of education and expenditure fell short of the need, so some more money should be sanctioned for the village schools. But his minute was not taken into consideration for nearly 8 years.

In 1814 Rev. Robert May, a Christian Missionary, established 16 schools in and about Chinsurah. These schools proved very successful and drew the attention of the Government as well as of the Hindus and Mohammedans alike. Consequently, Government made a monthly allowance of Rs. 600/- (afterwards increased to Rs. 1,800/-) towards the maintenance of these schools and these schools were increased from 16 to 36. About 3000 pupils attended these schools.

The Serampore Missionaries established 20 schools in the vicinity of Calcutta and published some vernacular books, and it was from that time we printed vernacular books.

In 1816 the Church Missionary Society began to open vernacular schools in and around Burdwan. Ten of them cost Rs. 16/- each a month and gave instruction to 1000 children.

During the year immediately preceding 1817 David Hare in co-operation with Raja Radha Kanta Deva, a Sanskrit scholar, started one Verna-

cular and one English school, and he drew up a scheme so that vernacular school began from sunrise till 9 A.M. and the English school from 10-30 A.M. to 2-30 P. M. and again vernacular school held from 2-30 P.M. till sunset.

Mr. Adam, the then acting Governor General, appointed a General Committee of the Public Instruction and asked the members of the Committee to submit suggestions how to improve the Elementary and Higher education. But Mr. Adam did not take up their recommendations. He enforced the rule that Primary school teachers ought to have the system of grants according to the results of the examination. This system failed as the teachers put emphasis to the top classes, and the lower classes were entirely neglected.

During the Governor-Generalship of Lord Bentinck, Lord Macaulay was appointed President of the General Committee of Education. He accepted English as the medium of instruction in the Secondary schools and established the Filtration system in which English Education was given to the higher classes of people who in turn would diffuse the English Education to the lower classes. For this purpose, Zillah Schools were opened and education was imparted only in English. This policy, however, met with vehement opposition, and the Government had to modify the policy and appointed Vernacular teachers to teach Vernacular.

Lord Bentinck appointed Mr. Adam as a Special Commissioner, to survey the then existing conditions of education in Bengal. After 4 years' survey he reported that there were 10,000 vernacular schools of which some were indigenous, some not indigenous and some for imparting higher education. He recommended the following for their improvement:—

1. Grant by result system.
2. Co-ordination with Anglo-Vernacular schools.
3. Improvement of the teacher by opening Normal schools
4. Inspectorate for effective control.

But his recommendations were set aside.

When Lord Hardinge became Governor-General he started 101 schools in his own name. But on account of some defects—in text books, realisation of fees, being purely vernacular type and for localising in unfavourable villages—these schools could not survive long. He accepted, therefore, Mr. Adam's Inspectorate in 1844.

In 1854 the famous Education Despatch was issued by the Court of Directors, the most important proposal therein being the institution of the Universities at the Presidency towns in India, and the appointment of a Director of Public Instruction in each of the Provinces of British India. And besides, it prescribed the establishment of institutions for the training of teachers for all classes of schools, the maintenance of the existing Government Colleges and High schools, increased attention to vernacular schools and the introduction of a system of Grant-in aid. It also advocated a comprehensive system of scholarship to be so instituted as to connect lower schools with the higher ones and higher schools with colleges. Female education, according to this Despatch was to receive cordial support of the Government.

This Despatch is known in India as the Charter of Education. The result was that the council was replaced by D. P. I.

After Sepoy Mutiny and Queen's proclamation, Lord Stanley on behalf of Queen's Government sent a despatch in 1859 supplementing the despatch of 1854.

The grant-in-aid system as hitherto in force was pronounced unsuited to the supply of Vernacular education to the masses of population. The Despatch, therefore, strongly recommended that means of Elementary Education should be provided by the direct instrumentality of the officers of Government and it asked to relinquish the existing Grant-in-aid system as a means of providing popular vernacular schools throughout the country. It commended to the careful consideration of the Government, levying of a special rate on land to defray the expenses of schools for the rural population.

The controversy between the Government of India and Bengal regarding the levying of an educational rate in the Presidency lasted up to 1875, the year of a terrible famine sweeping over Bengal. The question of levying the land tax was, therefore, dropped.

The Government now thought of improving the existing indigenous schools by giving encouragement to circle school system. A Chief Guru was appointed to supervise the work of small number of schools in close proximity to one another. His position was like that of a visiting teacher. He was required to instruct the upper classes of the small group of schools placed under his charge as well as to help the local Guru in his difficulties. This system worked well for some time.

In 1877, however, at a conference held in Simla it was resolved that (1) the Bengal Text Book Committee be established and (II) that Government by result system, already recommended by Adam, be introduced.

In 1882, an Education Commission with Sir W. W. Hunter as President and 20 other members—was appointed by the Government of India to enquire into the working of

the existing system of Public Instruction and to the further extension of the system on a population basis.

For the improvement of the indigenous schools they recommended:—

(1) That schools should receive encouragement from the State. (2) That payment by result system would serve as a great stimulus (3) That school masters should be encouraged to undergo training (4) That the standard of examination should be so arranged as to suit local conditions of each province (5) Schools should be opened to all classes and castes specially backward and low class people (6) Indigenous schools whether aided or unaided should be placed under supervision of municipal and local Boards (7) Such Boards should find the money to be given as aid (8) General Control over primary schools' expenditure to be vested in the school Boards whether municipal or rural.

By the Act of 1882 measures were passed to transfer the charge of Primary and Indigenous schools from Official District Committees to the local authorities created by the enactment.

In course of time, defects were noticeable—the chief defect being that the teachers devoted more time to the top classes and neglected the lower classes.

In 1901 Mr. G. K. Gokhale moved a resolution in the Imperial Legislative Council recommending that the Primary Education should be free and compulsory. He also urged that (1) compulsion should be applied to the boys and not to the girls (2) The period of compulsion should be between 6 years and 10 years of age. The proposal failing, Mr. Gokhale again in 1911 introduced a private bill with a modification that education should be compulsory but not free.

But no fee was charged from a pupil whose parents' income was less than Rs. 10/-per month.

To this India Government replied that:—

1. There was no popular demand for free and compulsory education. (2) Local Government did not favour the idea (3) Land-holders were against it (4) Educated Indians thought that education might be given otherwise.

The Bill, therefore, was rejected in 1912. Though Mr. Gokhale's attempts failed in three consecutive years, yet Primary Education in India received a great impetus upon His Majesty's utterance in 1912.

#### NEW POLICY OF THE INDIA GOVERNMENT 1913

(1) Board Schools (2) Liberal subsidies to Makbabs and Pathshalas (3) No reliance on Venture Schools (4) Training of Primary School teachers (5) Middle vernacular schools to be multiplied (6) Bengal Government scheme of "Panchayati Union" Viz. one Model Primary school within the area of 14 sq. miles.

In August 1917 the famous Montague Declaration aimed at betterment of Primary Education in India.

Accordingly, the Bengal Primary Education Act of 1919 provided that (1) Municipalities should at once take up the cause of Primary Education.

(2) Municipalities should make a survey of educational needs in their respective areas and should submit to Government detailed statement on number of Primary Schools, accommodation, receipts, expenditure etc., specially on the eligibility of imposition of education cess.

In 1921, the Bengal Primary Education Act was amended to permit of its application to Union Boards, authorising them to exercise and per-

form all and any of the powers and duties conferred on Municipal Commissioners—subject to control by—District or Local Board.

In the same year and in the year following Mr. Evan E. Biss, on special duty to draw up a scheme for expansion and improvement of Primary Education, submitted two reports on the following lines:—

(a) Distribution:—School should be so distributed that each house-hold would have a good permanent school within half a mile, and there should be no mutually debilitating competition between schools in the same locality.

(b) Concentration:—Useless schools are to be amalgamated and standard is to be raised so that economy and efficiency may follow.

(c) Popularisation:—Schools must have public sympathy—by means of better housing condition of schools and better teachers.

(d) Co-ordination:—Admission into M. E. or H. E. schools should be possible for boys passing from primary schools—the linking, therefore, being a good means of organisation. Mr. Biss's scheme was partially accepted by the Government of Bengal and made applicable to several localities.

The Bengal (rural) Primary Education Bill of 1930 had its origin far back in 1927 by Lindsay's draft scheme. The draft was to have been introduced in the Bengal Legislative Council—Mr. B. Chakrabarty's Ministry failed till 1930, when the Hon'ble Mr. K. Nazimuddin after his remarkable tour in various districts of Bengal, had it passed on the floor of the house. Its object was to exclude municipal areas in order to provide for Elementary Compulsory Education for boys of rural areas.

The Act creates in each district a controlling body—viz. The District

School Board. Subject to prescribed conditions, the District Board will have full power to manage, maintain and grant-in-aid to all primary schools within its administrative jurisdiction.

The District school Board will consist of:—

(a) Officials (1) District Magistrate (2) S. D. O. (3) D. I. of Schools.

(b) Non Officials:—

(1) Chairman and Vice Chairman of D. B. (2) Chairman of Local Board (3) Elected Non-Officials.

(i) As many members as there are sub-divisions (ii) One member from each Sub-Division—elected by Union Board or Union Committee (iii) One teacher elected by Primary School teachers.

Majority will be non-officials. The District School Board should prepare schemes for extension of Primary education, the maintenance of primary Schools, appointment of teachers, management of Provident Fund or Annuity etc.

The Act proposes to provide fund by the levy of a Primary Education Cess similar to Road and P. W. Cess (Public Work Cess)

The education cess will be at the rate of 5 pice in the rupee of which the cultivators will pay three and a half pice and the landlord one and half pice. As the cess does not touch those whose income is derived from trade, business or profession, a special section of the Act empowers each District Magistrate to assess a tax upon persons whose income is derived from sources other than the cultivation of land.

On account of the financial difficulties of the Government of Bengal the new Act has, by now, been enforced only in several districts in Bengal.

It is hoped that the Act will have enforcement throughout the whole province in very near future.

A new plan for the organisation of Primary Education in Bengal:—

Since the Government is unable to enforce the Primary Education Act of 1930 owing to the economic depression of the country as well as to the inability of the Government to spend the required amount of money (estimated) about 3½ crores and a half (annually) for the Free Primary Education, so a new plan has been schemed by the Government to spread Primary Education in an improved way to remove the illiteracy of the mass.

Proposal for four classes of Primary Schools:—

(I) To make the Elementary Schools four-class Primary Schools (II) The distinction between Upper and Lower primary schools should be done away with.

#### STAFF

(I) Each School must have four teachers in order to get aid or recognition.

(II) If a school be started with a smaller number of classes, there must be as many teachers as there are classes. (III) Provision should be made to trained Primary School teachers.

#### FREE INSTRUCTION

(i) Instruction will be free more for those who are poor and cannot pay. This will save a few lakhs of rupees in fees but will throw Elementary Education open even to the poorest.

#### THE QUESTION OF COMPUSSION

Primary Education will not be made compulsory for three reasons (1) Free compulsory education would be entirely beyond the financial resources of the

private fund and also of the Government (2) In the second place, compulsion where it has been tried in India has not yet proved unqualified success in rural areas (3) The well designed net work of four-class Primary Schools will provide the opportunity for education to a large number of children of school going age.

But there should be a certain kind of compulsion. The parents of boys will be compelled to keep their sons in schools up to the end of the highest class, if once they are admitted. This is to prevent wastage. No boy should be kept for two years in the same class.

#### Curriculum with a Rural Bias:—

(i) The curriculum should be made to meet the needs and environment of the majority of the children. (ii) The curriculum should be completed in itself as far as practicable. (iii) Primary Education will, thus, for the village boy not only a grounding in the rudiments of the general knowledge but also in some sense, a preparation for his own vocation.

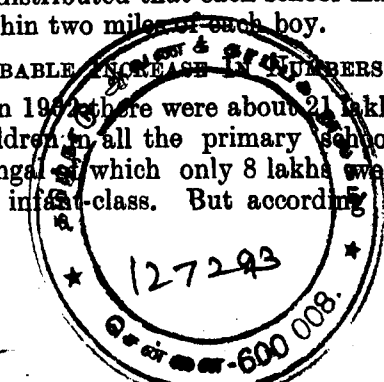
#### NEED FOR ORGANISATION

There are at present about 1,60,000 Primary Schools in Bengal. Most of them are one or two-class schools with one or two teachers. These schools are very inefficiently managed and do not remove the illiteracy of the mass. These schools are not well-housed, well equipped, staffed or taught. These schools should be reduced to 16000 to increase efficiency in an improved teaching. These schools should be so distributed that each school may be within two miles of each boy.

#### PROBABLE INCREASE IN NUMBERS

In 1932 there were about 21 lakhs of children in all the primary schools of Bengal of which only 8 lakhs were above infant-class. But according to

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the new plan there will be an even number of boys in every class i.e. there will be a well distribution of boys in all the schools and classes.

#### SAME TYPE OF SCHOOLS

Of the 43000 or more of boys' Schools which we have now, about 16000 are Maktabas, and 27000 are general schools. Of 18000 Girls' Schools about half are Maktabas. But it is proposed that under the New Scheme all classes of children should attend the same type of schools, provision being made in the curriculum for special Islamic subjects.

In consequence of this new plan 16000 men and women will get employment as teachers, the Head teachers, getting Rs. 20/- and assistant teachers getting Rs. 15/- a month. There will be a total expenditure of Rs. 1,44,00,000/-.

#### INSPECTING STAFF

There should be a competent Inspecting Staff to supervise the work of Primary School teachers. Each Inspector will have 100 schools under him. He will visit every school at least twice a year. The Inspector should be trained in the affairs of the Primary Schools.

## WE USE THE FILMSTRIP IN OUR SCHOOL

By NEIL GOKHALE

It is easier to be enthusiastic about a subject, if it is the only one you have to teach in the whole day. But this is hardly practicable if one has to handle seven assorted subjects during one summer day.

The latter is true for us who teach the lower high school classes and in course of a single day we teach anything from English, Arithmetic to History and Physical Drill.

That means roughly forty books to correct every alternate day or one hundred a week. Illustrations, and other aids to teaching are sought by the conscientious teacher, but what a time it all takes and how often it is that the time factor rules out many of the pictures which mean so much to successful teaching.

The filmstrip has helped many such harassed teachers. Many have adapted the ordinary magic lantern but we preferred to buy out of the school funds a projector designed primarily for filmstrips.

It is of the universal type with a 250 Watt lamp working on the electrical mains. A three inch focal length objective projects very good pictures for a small hall accommodating three classes or more than 150 students. (a well defined image of 4 ft. x 3 ft.).

Filmstrip pictures can be projected horizontally or vertically since it is but a matter of turning the filmstrip holder arrangement through a right angle; the arrangement, incidentally, can be removed and replaced by a slide carrier for individual 35 m. m. filmstrip pictures cut from a regular filmstrip. The whole apparatus weighs but a few pounds and can be carried in a case measuring 6" x 8" x 12" (along with one dozen rolls of filmstrips) containing a good thousand pictures sufficient for a month's lecture tour).

One school projection room has a white matt screen, the hall an aluminium painted screen. The former was made by us from a clean washed

cloth of extra width and cost us Rs. 27 including the wooden frame on which it is mounted.

The aluminium screen is bought ready made in the market and shows the pictures relatively brighter inspite of the usual difficulty of darkening our big hall.

In addition to the projector we have a filmstrip viewer. This small light piece of apparatus—it fits comfortably into the side pocket—can be plugged in to either a two pin mains point or lamp holder.

#### THE SCHOOL LIBRARY OF PICTURES—OF FILMSTRIPS

When a teacher wishes to use a certain film from the school's library of filmstrips, the viewer, the filmstrip and their notes are borrowed beforehand for preparation. If the filmstrip has not been used before it is usually studied during this preview and a note made of the pictures suitable for the particular aspect of the lesson under reference.

It is surprising how easily the sequence of the pictures can be memorised as a whole with the filmstrip as compared with a set of glass slides. Usually a leading-up lesson is given to prepare the way for the pictures. The word pictures of the teacher help the visual illustrations of the filmstrip to get home the subject matter of the lesson.

The lessons are taken most frequently in the normal classroom. It takes between two to three minutes to set the projector and screen in position and to darken the room fairly.

A Board serves as a table for the projector and the screen is hung at a height of six feet from the floor to the top of the screen. A boy of nine is quite capable of turning the spoon knob or making slight focal adjustments. This leaves the teacher free to work at the screen. The room is

not entirely dark since a well illuminated picture is obtained even though the inside windows to the hall and other classrooms are uncovered.

The projector is designed to allow the fullest value to be had from each picture without the film being overheated. This is an important point to notice in tropical climates like India.

Care must be taken in buying machines which have been manufactured with this particular aim and not produced for general duty purposes in England or U. S. A.—an error which many of our fellow school executives committed when they were sold into advertising charms more than the intrinsic merits.

Occasionally a slight focal adjustment is necessary when the film convexes are slightly vertically through being warm—but just reasonably enough not to scorch a hand placed on the heated surface.

The major asset of the filmstrip method which renders epidiascopes or glass slides lantern well nigh obsolete is the way the lessons run—smoothly and without the fear of pictures getting in the wrong way round the break the spell of continuity.

#### THE FOLLOW-UP:—

A follow-up lesson few days later is as necessary for the filmstrip as when teaching with the aid of plain blackboard and books method. Having a school library of filmstrips is a great advantage since they may be used for reference with either viewer or projector. The transport charges both ways of a glass slides set will purchase a filmstrip which is always at hand. We, in our school, have been enthusiastic about this "liberty" idea that one-third of our budget for library purchases is regularly assigned to filmstrip reels section. They are now to us what the costly illustrated books

were in former years; being cheap as we can always bring any subject up to date and thus incorporate the latest ideas in our teaching materials.

Some of the filmstrips are made from motion picture films dealing with the same subject. When we find this, the fact is used to its fullest advantage. For instance one on rubber was used as an introduction to the moving film called "Rubber in Malaya." That procedure in effect was using the moving film for quick revision. Before we had these filmstrips, the "still-picture-device" on our silent movie projector was used during a second-run-through of the film, in order to point out an important item of background—e. g., ground shadow in "Equatorial Africa," facial expressions and features in "Cold Siberian Steppes"—etc., etc. This was not always a success and has much argument against the practice on various grounds particularly psychological.

We find the children are developing their powers of criticism. They

absorb the film strip pictures and ask questions which go below the surface because there is time. Thus when a film has led up to a cine film, very often, more is expected than is given.

#### A CRYING NEED :—

More film-strips are needed. Many of those now on the market are out of date. They have been made directly from sets of lantern slides which should be brought up to date since clothing and machinery alone have changed considerably in the past ten years. The clothing in particular asks for ridicule and spoils an effect the teacher has taken great pains to create. Processes in industry have also changed. The older methods can be shown by way of contrast or to trace development, but the new must be there.

There is a place for both types of apparatus. We would suggest that the film strip should supplement the cine film, or vice versa according to the subject, where possible while agreeing that there are occasions when the use of one or the other will suffice.

### Bottlenecks In Education

One may say without the slightest hesitation that there is a deplorable lowering of standards which is directly responsible for this huge army of the inadequately qualified invading the Colleges. To give but an instance, if any subject is considered worth studying, how can the securing of 25 per cent of the marks in that subject be properly considered sufficient to qualify a pupil for a pass, as is laid down in the S. S. L. C. regulations? Even more objectionable is the way in which the percentage of passes at various stages is inflated by an *ad hoc* manipulation of standards for which there would seem to be an unfailing supply of pretexts, though none of them would bear scrutiny. In the result large numbers come knocking for admission at the portals of Colleges who have no aptitude for and can never profit by higher education.

The provision of facilities is all too limited; yet, far from putting them to the best possible use, those who make the selections or lay down the rules by which selections are made are so obsessed by extraneous considerations that merit only too often goes to the wall. Thus, the Madras Ministry saw fit to annul the order passed last year which laid down that at least 20 per cent of the seats in the professional Colleges should be filled up according to merit. And it has followed this up by another order laying down that allotment of seats in these Colleges should be on the basis of communal quotas, even as in the case of appointments to Government service..... Marks may or may not be a good index of merit; but so long as we hold examinations we must be guided by them, otherwise they are reduced to a farce.— *The Hindu*.

## OUR BENGAL LETTER

Sardar A. T. MUKHERJEE

### *The Inevitable has Happened*

India has been divided and the Provinces of Bengal and the Punjab partitioned in the hope that eventually peace and understanding will come to this unhappy land and after a period of separation re-union will be effected. In the absence of any other agreed plan our leaders have accepted the scheme announced by H. M. G. and they are determined to work it out notwithstanding the various defects incorporated therein.

When Lord Curzon proposed to partition Bengal in order to impede the cause of nationalism, there was a violent wave of protest and the light that was kindled in Bengal at that time radiated throughout the length and breadth of the country. Unfortunately, however, imperialism had been trying of late to force the whole of Bengal into Pakistan and the Hindus, in their utter desperation decided to have a separate homeland attached to the Indian Union, where they could expect justice and fairplay free from the shackles of religious bigotry of the mediaeval age.

#### 1. Calcutta University

The Senate of the Calcutta University has decided to separate *Economics* from *Political Science*—a reform long overdue in view of the rapid political developments that have taken place of late in the country. We hope that the university will not give way to the dogged adherence to the economic and political doctrines which do not conform to the facts of life. It is expected that while prescribing new syllabuses and text-books the dynamics of history will not be lost sight of, that there will be no undue insistence upon dogmas and that there will be ample provision for the inclusion of the theories of Karl Marx and his school which for generations have inspired millions of people in their titanic struggle for freedom.

#### 2. Final M. B. Examination Rules.

Some changes in the Final M. B. Examination under the New Regulation are going to be effected. The subjects

for examination at the end of the fifth year will now be Medicine, Midwifery, Surgery and Pathology. We should like to know if the proposed changes are to be given effect to immediately and if there is any provision for students who happen to fail in one of the subjects at the end of the 4th year.

#### 3. Matriculation and Degree Examination:

The Examinations held up for about two months due to the abnormal situation created in the city of Calcutta and other places by the communal disturbances passed off smoothly—thanks to the special precautionary measures including military and police patrolling of examination-centre areas. The Bengal Provincial Hindu Mahasabha, the Muslim League and the Marwari Society made the necessary arrangements for the conveyance of the examinees, Units of Jatiya Rakshi Bahini were posted at different important street corners while the I. N. A. C. arranged for supply of refreshment and milk in different centres.

#### 4. Effect of Partition

The University of Calcutta, the biggest of Indian Universities, will be greatly affected by the partition. At present there are 2,300 affiliated schools and 116 colleges under the control of the Calcutta University. Of these about 1,200 schools and 34 colleges are likely to go to Pakistan while 300 schools and 23 colleges might be included in Assam leaving for West Bengal 800 schools and 59 colleges. About 62,000 candidates appeared at the Matriculation Examination this year; half of this number would be a rough estimate for the next examination.

#### 5. Sarat Chandra Memorial

The Senate of the Calcutta University has accepted the offer of the first instalment of Rs. 30,000 on behalf of the Sarat Chandra Memorial Committee for creation of annual lectureship, prizes and medals under the name of the great Bengali Novelist, the late Sarat Chandra Chatterjee. The lecturer will deliver a

course of at least 3 lectures in Bengali on such subjects as may be decided by the University and he will be given an honorarium of Rs. 500/-. The prize which shall consist of a cash payment of not less than Rs. 1000/- shall be awarded to the best writer of fiction in Bengali, whether novels or stories. The medal, of which the value would be about Rs. 100/- shall be awarded to the writer selected for the prize.

#### *Dacca University*

1. The Government of Bengal have sanctioned the payment of an additional grant of Rs. 35,750/- per annum to the Dacca University with effect from 1947-48 towards meeting additional expenditure to be incurred in giving effect to the revised scales of pay of the lecturers of the university.

2. At an extraordinary general meeting of the Board of Secondary and Intermediate Education, Dacca some important resolutions were passed in connection with the non-appearance of I. Sc. candidates in the Intermediate Examination, Physics First paper, on grounds that the Mathematics Paper was unusually stiff and of the subsequent postponement of the remaining examinations by Examination Committee. While disapproving strongly the unruly conduct of the examinees the Board has decided to hold the examination at once in all papers except English, Vernacular, Mathematics and Physics First Paper and only those candidates will be permitted to appear at the remaining papers who submit either an unqualified written apology to the Board for their action or dissociate themselves from those who created the trouble, through their respective Principals. The Government has been requested to accord immediate approval to the Board's proposed regulation for compartmental examination.

#### *Tragic Death*

Miss Sarojini Das, a former principal of the Holkar College, Indore (Central India) was found dead at her Shillong residence under tragic circumstances. She went to England in 1908 and took her degree from the Oxford University.

#### *New Weekly Holiday*

In cancellation of the standing practice, the Sub-divisional primary schools of Tangail (East Bengal) are observing Fridays as holidays instead of Sundays.

#### *Sad Plight of Teachers*

It is rather a curse in these days to serve as a teacher. Apart from the inferiority complex and low social status of the teachers nothing tangible has been done as yet which could give substantial relief and save them from starvation in these abnormal days. Plans of educational reconstruction and development schemes are said to be ready but who are to carry them out if these torch-bearers of learning are forced under pressure of circumstances, to relinquish their avocations and seek employment elsewhere? The efficiency of the teaching profession is gradually deteriorating and unless remedial steps are coming forthwith the educational machinery of the province is likely to collapse at an early date. While Bombay and Madras have done something for the teachers, Bengal has practically done nothing as yet. The School Committee of the Calcutta University has by a recent circular recommended for the sympathetic consideration of the Managing Committees of non-government secondary schools that the rates of tuition fees be increased and the additional income accruing therefrom be utilised for improving the pay and prospects of teachers as also for awarding additional concessions to poor and deserving pupils. Since the recommendations are not mandatory and enforcement thereof is not obligatory several managing committees, at whose discretion the matter has been left entirely, may not rise upto the height of the occasion and introduce the scheme immediately. Meanwhile the Calcutta University is likely to approach the government for increasing the grant-in-aid and for providing additional subventions. Whatever the proposals might be the authorities concerned should take immediate steps for giving relief to the distressed teachers before it is too late.

#### NOTICE

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MASULIPATAM.



## Educational India

Masulipatam, August, 1947

#### Teachers' Right to Strike

THE dismissal from service of all the 575 teachers on strike in the municipal schools of Madras and the communique issued by the Government of Madras on the subject raise questions of a grave character. The right to strike is an elementary right. It has been recognised as such in all countries at the present day. It has been extended even to Government employees of all grades and kinds, including the members of the higher administrative services. There is no justification whatever for denying to the members of the teaching profession an elementary right like this.

THE instructions issued by Government to the managements of schools that teachers who absent themselves without leave should be kept under suspension and that teachers on strike should be summarily dismissed are too drastic. This is all the more so in view of two or three considerations. There are many teachers in different parts of the province who are thinking of going on strike. Several district organisations have already decided on such a step. Pressure is being brought to bear upon the Provincial organisation also for a move in the same direction. To think of dismissal of teachers going on strike will result under circumstances like these in the closure of most schools and in creating a crisis in the educational world.

ANOTHER consideration is that in some strikes that took place recently as for example the strike in the Hindu College School, Guntur, the Government recognised the justice of the strike, intervened as between the teachers and the school authorities and saw that the grievances of the teachers were redressed to some extent. They did not then express the view that strikes should never take place. What the management has done after the outbreak of the strike could have been done by it in the earlier stage when the teachers had been carrying on peaceful negotiations. That the only effective way of making managements behave in a rea-

sonable spirit is a strike on the part of teachers became clear from this incident.

THE education department has been rather indifferent and slow in dealing with the problem of teachers. The unsatisfactory conditions which it found in Guntur are also to be found in most other educational institutions. And the remedy they proposed in this case should have been applied to all educational institutions. It could have evolved a set of rules of universal validity regarding salaries, allowances, security of tenure etc. But nothing like that has been done. It is not logic or wisdom to tolerate abuses when managements are responsible for them and take stringent action when it is the teachers that are involved. The interests of employees have to be safeguarded as effectively and impartially as those of the employers.

WHEN labourers threaten to strike or go on actual strike Government appoints arbitrators or sets up courts of enquiry. It is not known why in the case of teachers no such action is proposed. The only reason for it seems to be that it is the opinion of Government that teachers do work of less significance to society than labourers do, a position for which there is no ground at all.

THE salaries that teachers are demanding to-day are much less than what the Sargent Committee recommended and that at

a time when prices were much lower. They are also much less than what the pay Commission has recommended. It was because they have been driven to desperation that they are now thinking of strikes. Statesmanship lies not in creating a crisis through the use of threats of all sorts but in understanding the case put forward by the teachers and referring it to a board of arbitrators. It should also be recognised that the case of teachers should not be treated in isolation but only as a part of a more comprehensive scheme of doing justice to all classes of people in society. The present policy of drift should give place to one of planning.

#### Foreign Scholarship Scheme

IT was three years ago that the Government of India started a scheme of awarding scholarships to Indians to be sent abroad for training as a part of the post-war reconstruction plan. There are however a number of misgivings entertained about the whole subject even in responsible quarters. It was because of this that some months ago the Government of India appointed under the chairmanship of Dr. B. C. Roy a Foreign Scholarship's Committee to investigate into the working of the present scheme and to suggest improvements in it. The tour undertaken now by Dr. Roy in the United States is part of his work in this connection. Meeting a large

group of Indian students in New York he stated that no students should be sent abroad for studies in a subject which was being taught in India. The only inference that can be drawn from this statement is that at present this practice is not being adhered to. As a matter of fact this has been the impression formed by many observers all these three years. In the selection of subjects as well as in the selection of students little attention was paid to this wholesome principle. He also suggested that it would be better to get experts into India on a contract basis to teach particular subjects. This would be more economical. It would help the training of thousands instead of a few hundred as is the case under the scholarship scheme. A third point he made out was that special attention should be paid to secure practical training in industrial concerns.

IF at all our students are sent abroad it should be essentially and primarily for this purpose. It is however in this respect that the obstacles are most formidable. Foreign concerns do not want to reveal their secrets to our youth. Many therefore return with only a scrappy knowledge of the practical aspects of the courses undertaken by them. As Dr. Roy stated the only remedy for this is for the Government of India and for Indian businessmen to say that they will carry on trade only with such countries and

with such foreign concerns as are prepared to extend to Indian youth the facilities required for practical training. It also appears that many of the scholars sent abroad are worried over their future after they return to India. There is every reason for such a worry as the Government of India has slowed down the place of post war economic reconstruction. It will take time to draw a new national plan and until it gets ready and actual work is begun on it there will be very little for trained young men to do. Their training may appear to have been wasted. As a matter of fact it is not only in their case but also in the case of many holders of degrees in science in our country today that there is this waste. They are not doing the work for which they are best fitted by their studies and research. Neither Central Government nor the Provincial Governments have a list of such men showing in what ways they are utilising their talents. This is one of the most serious defects in the administrative system at present. It is a matter which requires to be taken up immediately.

#### The Language Problem in Schools

WITH our country becoming free on August 15th educationists especially in South India are asking themselves what languages are to be taught in schools of the secondary grade. In elementary schools the pro-

blem does not arise as it is assumed—and correctly also—that no language except the mother tongue or the regional language need be taught. In secondary schools however which cater to the needs of the more talented boys and girls and who may be proceeding later on to the universities or entering business in the transaction of which an acquaintance with other languages will be absolutely necessary the problem is real. Here again there is a basic assumption that all should learn Hindusthani which is to be our national language in future. But it is also felt that acquaintance with English is required if we are to keep ourselves in touch with world currents as it is the most widely known international language of the day. In addition to these three languages there is the question of the place that classical languages like Sanskrit, Persian and Arabic should have a place in the curriculum of secondary schools. To insist on every pupil earning three other languages besides the mother tongue will be subjecting him to a hardship which many may not be able to bear. The compromise seems to be to make the study of Hindusthani compulsory with a view to enable every educated person obtaining a working knowledge of it. When this is done the next step will be to give to each pupil a choice between English as a modern language, and one of the classical languages. Under this scheme each person coming out of the

secondary schools will have command over three languages—his mother tongue or regional language, Hindusthani, and either English or a classical language. It is in this direction that the language problem deserves to be solved.

### Basic Education in Madras

**S**PEAKING the other day at a meeting of the Madras Board of Secondary education the education minister seems to have stated that it had been decided to impart Basic education to children between the ages of 7 and 12. But the government is proceeding at a slow pace in giving effect to their decision. This is seen from a statement issued by Mr. G. Ramachandran, Assistant Secretary of the Hindusthani Talmi Sangh, regarding the progress of basic education in the province.

**I**N 1946-47 there were only two Basic Teachers Training Schools conducted by Government and about 140 teachers were given training in all. They are expected to work in 41 schools. The number of elementary schools today in the Madras Province runs into several thousands and so also the number of boys and girls attending them. It is proposed to bring about a large expansion of elementary education. This will require additional teachers. To meet this growing demand the Government wants to open six more training centres this year.

But the number of teachers that will be recruited if this is the rate at which they are trained will be small and it may take four to five decades before basic education becomes an accomplished fact. The question for the Government to consider is why the other training schools should not be converted into schools for training teachers in basic education. If it is decided to impart only basic education in future it stands to reason that all future teachers should be trained for imparting education of this character alone. No purpose will be served by training teachers of the old type. After all there will not be much difficulty in converting these into basic training centres.

**A**NOTHER point that requires consideration in this connection is whether it should not be made a rule that only those who have the Secondary school-leaving certificate qualification are to be admitted to these training schools. The present qualification is rather low. It is only when the general educational qualification is fairly high that teachers will be in a position to train the boys and girls in the right and appropriate manner. These are the two directions in which Government should revise its ideas in the matter of giving effect to their decision to impart basic education.

## Educational India

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**"Educational India" Office,**  
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## THROUGH different PROVINCES

### DELHI

#### NATIONAL LANGUAGE FOR INDIA

Congress Party members of the Constituent Assembly who decided that Hindi in Devanagiri script should be the national language of India, will seek to get this incorporated in the Provincial and Union Constitution by sponsoring a resolution when the relevant clause comes up for discussion.

A committee consisting of the following members has been set up to draw the necessary resolution on the subject.

(1) Acharya J. B. Kripalani, (2) Pandit Jawaharlal Nehru, (3) Sardar Vallabhbhai Patel, (4) Purshottamdas Tandon, (5) Balakrishna Sarma, (6) D. P. Khaitan, (7) Satyanarain Sinha, (8) Pandit R. S. Shukla, (9) Pandit G. B. Pant, (10) Sir N. Gopalaswami Iyengar, (11) K. M. Munshi, (12) Dr. P. Sitaramayya, (13) Shankarrao Deo, (14) Seth Govind Das, (15) Rajkumari Amrit Kaur, (16) Ramalingam Chettiar, (17) R. R. Diwakar, (18) Jai Narayan Vyas, (19) Pandit Shrikrishna Dutt Paliwal and (20) R. M. Dhulekar.

#### EXHIBITION OF INDIAN ART IN BRITAIN

Arrangements for sending exhibits from India for the Royal Academy's Exhibition of Indian Art to be held in London in the winter of 1947-48 are nearing completion, says a Press Note.

The progress so far made in this great task of promoting artistic knowledge and understanding among the nations has been largely due, adds the Press Note, to the efforts of the Executive Committees set up in this connection both in India and Great Britain and the Government of India express their highest appreciation of the work done by them.

The Chairman of the India Executive Committee of the Royal Academy Exhibition of Indian Art has assured all collaborators that every care will be taken of the loans made to the Royal Academy and that they will be safely returned.

#### TRAINING IN FRUIT PRESERVATION

The next course for the training of women teachers in fruit preservation and canning to be conducted by the Indian Council of Agricultural Research in New Delhi will commence in September, 1947, says a Press Note issued by the Office of the Chief Commissioner.

Selected women candidates will be nominated by this administration and paid a stipend of Rs. 75 per month for the duration of the course, namely nine months.

The minimum qualifications for admission are B. Sc., or B. A., with Chemistry in Intermediate examination or a diploma of the Lady Irwin College or of a similar institution.

### MADRAS

#### RE-ORGANISATION OF SECONDARY EDUCATION

A sub-Committee has been appointed by the Board of Secondary Education with Dr. Mohammed Abdul Huq Sahib as convener to work out details for re-organization of Secondary education in the Province and make recommendations at an early date.

#### BIOLOGY AS AN OPTIONAL SUBJECT FOR S. S. L. C

The Board of Secondary Education, it is understood, has recommended that Biology should be substituted as an optional subject under Group C of the S. S. L. C. scheme in the place of Botany and Physiology.

### THROUGH DIFFERENT PROVINCES

63

A committee of teachers of Natural Science appointed by the Board has drawn up a syllabus for Biology.

#### SANSKRIT INCLUDED IN S. S. L. C. CURRICULA

The Government have decided to revise their earlier order issued on April 22 last, which omitted the study of Sanskrit in the curricula of secondary education.

On representations that the amendment to the rules proposed by the S. S. L. C. Board to the S. S. L. C. Scheme and approved in the G. O., issued on April 22, provide for no room for the study of Sanskrit, Persian, or Arabic, the Government have issued orders with a view to removing doubts in the matter, to revise the rule so as to include Sanskrit, Persian and Arabic in the curricula. The Government, it is pointed out had never any intention to prevent the study of Sanskrit, Persian or Arabic under the S. S. L. C. Scheme.

#### TRAINING COURSE IN PAPER-MAKING

The Government have approved the proposal of the Director of Public Instruction that short training course in paper-making may be conducted in eight selected centres in the Province, the training being confined to teachers employed in schools under local bodies.

#### SCOUTING AS PART OF SCHOOL CURRICULA

The Government of Madras have constituted a committee to advise them on the question of introducing the main elements of Scouting in schools, as part of the school curricula so that all boys and girls may have the benefit of that training.

Mr. Kuruvilla Jacob, will act as the Convener of the Committee.

#### TECHNICAL EDUCATION

The Government have under consideration a proposal to open a separate section in the Department of Industries to deal with subjects relating to technical education.

The All-India Council of Technical Education recently suggested to the pro-

vinces the need for augmenting the number of trained personnel and the opening of more institutions for the propagation of technical studies. In this Province there are at present seven Polytechnic institutions and about seventy industrial schools, distributed fairly evenly on a regional basis. The Government are contemplating the starting of one more Polytechnic institute in the Ceded Districts.

A proposal to encourage students to take technical subjects as optionals in secondary schools is under examination.

### BOMBAY

#### TRAINING IN ARMS FOR ALL

##### BOMBAY GOVT'S PLANS

Mr. Morarjee Desai, Home Minister of Bombay, said Government wanted to give training in arms to all men and to amend the Arms Act suitably.

The Home Guards, he said offered young men an excellent medium to serve members of all communities and also provided them with an opportunity to make their contribution in the task of creating the feeling of safety among citizens, so that peace-loving men and women could move freely and pursue their own avocations without fear of any sort.

### U. P.

#### SOCIAL SERVICE DIPLOMA TO BE INSISTED ON

A Press communique issued by the Education Department of the U. P. Government says that with effect from January 1, 1949, no male graduate who has not obtained a diploma in social service awarded by the Government will ordinarily be eligible for recruitment to service under Government, local bodies or aided or recognised institutions or for admission to technical or training institutions recognised by the Government, the educational qualification for recruitment or admission to which is a Bachelor's degree or any other degree recognised by the Government as equivalent thereto.

This diploma will be granted to those undertaking successfully the course of training under the social service scheme. It is proposed that the period of service under the scheme should be approximately one year. During this period, boarding, lodging and other incidental expenses of trainees will be borne by the Government.

The training will fall broadly into two divisions, practical and cultural. The practical training will consist entirely of manual labour. It may also include useful training in agriculture and in adult literacy work to be undertaken in collaboration with the education expansion scheme of the Department. It is proposed to set up one or more camps for the accommodation of the trainees. Details of the scheme are being worked out and will be announced shortly.

### C. P.

#### INSTRUCTION THROUGH MOTHER-TONGUE

The C. P. Cabinet, decided to abolish with immediate effect English as a medium of instruction in Government High Schools in the Province.

The effect of this decision will be that students who have entered high schools this year will take their instruction in their mother-tongue. As the High School course in the Province is of three years' duration, the decision to impart instruction through mother-tongue will become fully operative in all Government High Schools by July 1950.

### TRAVANCORE

#### PHYSICAL EDUCATION IN TRAVANCORE

The Government of Travancore have appointed a special investigation officer for physical education for the whole of the State for the purpose of investigating the possibilities of implementing compulsory physical education in various schools and submit report. The special officer has since commenced his investigations.

### HYDERABAD

#### NURSERY SCHOOLS FOR HYDERABAD

The Nizam's Government have sanctioned a scheme for starting nursery and infant schools for which teachers will be trained. It is proposed to train 140 teachers in the first seven years who will be able to handle 4,200 children in Model Schools which will be established at suitable centres. In the fourteenth year, 560 women teachers will be available to teach 16,300 children. The scheme will cost Rs. 1,76,000 at the end of seven years, and Rs. 6,80,000 at the end of 14 years.

### COCHIN

#### CONCESSIONS TO GIRL STUDENTS

The Cochin Government have passed an order withdrawing the fee concession allowed to girl students in schools and colleges from the beginning of the next academic year as they consider that education among women in the State has progressed sufficiently and it is time to withdraw the concession. The order adds that it has also become necessary to explore all possibilities of enhancing the income from Education department to rope up with increased expenditure.

### REWA

#### FREE EDUCATION

The Maharaja of Rewa has decided to abolish all tuition fees in the State educational institutions up to and including high school classes from July next. In recent years, the Rewa State has made remarkable progress in education and is at present spending about Rs 10 lakhs per annum on educational institutions in the State which include a Degree college, five High Schools and a large number of primary and middle schools.

## Education in Eastern Europe

By Mr. PETER SOUNANFELD,

*Bratislava, Czechoslovakia*

[Sent by the I. S. S., Geneva, Mr. Peter Sounanfeld is now on a study tour in India visiting all the important centres of education. The article gives us an insight into the system of education as obtained in Eastern Europe.—*Ed. E. I.*]

**W**HEN we speak about Eastern Europe, we must take into consideration a large number of small states, which have to-day a different educational system, according to their historical developments.

The main parts of education are the same ones in nearly all states, which formerly belonged to the Austro-Hungarian monarchy i.e. Poland, Czechoslovakia, Austria, Hungaria, and Yugoslavia. But also in the other states of Eastern Europe the education goes on in a similar way.

Children are put into school all but a few exceptions at an age of six years, and have to pass the Primary School, called Peoples' School, which lasts ordinarily five years. Here the pupils learn reading, writing, reckoning and get a rough introduction into history, geography, economics, science. Up to their 11th year of age all children are together and only after leaving the Peoples' School, they go to different schools corresponding to their further professional aim. The most pupils go then to the so-called Citizen School, which is called in Austria, Main School. Here they acquire enlarged knowledge of History of the Home-country, History of the world, Geography of the home-country and world, Science, Drawing, Geometry and Arithmetic, economics, a foreign-language (which was before the war mostly German, to-day Russian). Having passed this school after three or four years, the education in schools is for the greater part finished. The appren-

tices go only once a week to a special school for apprentices to get an introduction into the theory of their future profession. Pupils, who want to get higher education can continue in an Industrial, Commercial or Professional School, which last usually one, two, or three years.

Those pupils, who want to study afterwards, leave the Peoples' School after the fourth or fifth class and go, having passed an entrance-examination, to the so called gymnasium. The gymnasium is differentiated into several kinds. One teaches more mathematics, geometry, drawing and science and prepares for the Technical Colleges, the other attaches more weight to languages, the mother tongue, German, now replaced by Russian, Latin and a fourth language, mostly French, but also Greek, rarely English.

The eight year lasting gymnasium lays the ground to a general education of middle-class people and with it is usually the higher education finished. For special professions the last four years can be replaced by a commercial Academy or an Industrial or other Professional School. All these schools grant after a special examination a certificate, called Certificate of Maturity, which allows the students to enter an university or another college of the same level. Only for pupils of special schools the direction of study is limited, so eg. for absorbents of a commercial Academy is opened only the commercial High School, whereas absorbents of a gymnasium are admitted

**SHIVAJI** by S. R. Sharma

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The problem of dealing with our incon-  
venient neighbours is still with us, but  
the national government now in power  
can be expected to tackle it in a states-  
manlike and efficient way.

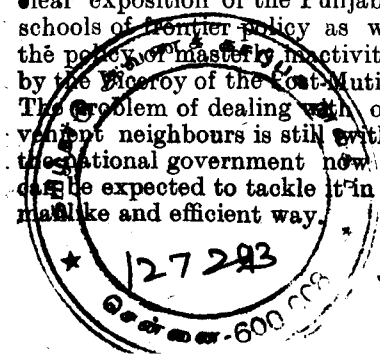
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at any High-College. Absorbents of a Professional School with Maturity examination can't enter another direction of study unless they undergo a special examination of subjects taught in the gymnasium, but not taught in Professional School, as there are Latin, a higher degree of history, geography, mathematics and descriptive geometry.

The study of the university lasts ordinarily 4 years; only medicine lasts 5, and law 4½ years. The student has to pass after two years his first state-examination and then called "Candidate." After finishing his study he can undergo a second state-examination to become a teacher at a secondary school; he can also write a thesis, called dissertation. When this dissertation is accepted by the professor, the applicant passes two examinations about the subject of his research work and about the subject of his whole study and becomes thereafter a Doctor. In case he wants to teach afterwards at any university, he has to write another work which takes usually at least four years time, and he can become a docen (univ. doc.) and later on in respect of his research-work the university appoints him as an extra-ordinary, later as an ordinary professor, if there is a vacant chair.

But besides this detailed system of education there is still to fight against illiteracy and insufficient education which appears besides the compulsory 8-years lasting education. In the high mountains, in villages, hamlets and small farmhouses, far away from the next town, from the next village, there are, if any, only one-class or two-class-schools which do not grant the pupils a sufficient degree of education and still farther there are no schools at all. In the last time this problem is faced by creating special hostels at the nearest school, for children which could not otherwise daily visit the school. Hostels are also

founded for apprentices and pupils of higher schools up to the university i. e. special hostels for various types of pupils.

Besides this detailed school-system exist special schools called Auxiliary schools, for imbecile, blind, deaf and dumb children or children with other defects.

In all schools boys and girls are in the same class and the co-educational system has been successful, inspite of the antagonism of German pedagogs.

A large stress is laid on civic education and this occupies a great part of teaching in schools, but is finished only after two years of compulsory military service where the soldiers get their last polish in it.

But leaving this school a pupil must not have finished his education. Additional courses for adult people, and public libraries serve for further education of people, who are willing to enlarge their knowledge.

### The New Czechoslovak Education Reform

In 1945 the Czechoslovak Government, having nationalised all the various private schools, run by private societies, by the different churches etc., wanted to simplify the educational system and wanted to give everybody the opportunity to get higher education and so was elaborated a new reform plan, in close co-operation with Government teachers, students, who will become teachers etc. The plan extends the compulsory schooling from 8 to 9 years and adds the compulsory attendance of a kindergarten, where this one is already available. The compulsory education is for all classes of people, the same one and the schooling varies only at the time after the compulsory education:

## Book-Reviews

**THE STRUGGLE OF MODERN MAN** (in Tamil) by F. G. Pearce—Published by the Oxford University Press—Pp. 188—Price Rs. 1/8.

**THE DAWN OF FREEDOM** by the Oxford University Press—Pp. 187—Price Rs. 2/-

Mr. F. G. Pearce who had already done a great service to young students by furnishing a bird's eye view of world history in his "Foot prints in the Sands of time" has done more good work on the same lives in the two volumes before us. The former of the two volumes deals with the modern history of the world from 1450 A. D. to our own times. In 46 easy lessons which can be covered in a single school year the outstanding events of the modern history of the world have been received concentrating attention on the great men who have given its shape to the history of the world. In the later volume the period

covered is 1200—1900 A. D. and the point of view is different. Whereas in the earlier volume emphasis is laid on the parts played by individual men and women in the building up of modern civilization, in the later the emphasis is shifted to the environment of ideas and events in which they lived, the tendencies and stresses of human growth, the clashes of conflicting ideals and ideas and the results that followed from them. A knowledge of world history is now recognised to be an indispensable fact of the equipment of the young student. But with the adoption of the regional languages as the medium of instruction in this country text books in English in the non-language subjects have survived their usefulness. We are glad to see that the "Struggle of Modern Man" has been made available in translations into Hindi and the South Indian languages and we would suggest that similar translations of "The Dawn of Freedom" should also be brought out to minister to the needs of the Indian Students. Such books are bound to be very interesting and useful to the pupils of the pre-Matriculation classes for whom they are intended. The get-up of the volumes leaves nothing to be desired.

Continued from preceding page

Besides that the government places the erection of different hostels for pupils and students: E. g. To-day live in students' hostels 3,000 students out of 8000 studying in Bratislava at an average pay of Rs. 50 per mensem for lodging and boarding. In order to enable a largest number of people to get higher education, all school-fees have been repealed. On the other side every student, who proves a certain degree of poverty, gets a stipend up to Rs. 100/- per mensem, to cover his living expenses and to grant him a certain amount of pocket-money. Further on the government grants a certain number of exchange-scholarships with foreign countries, to deepen the knowledge, which students got at their home-universities.

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