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CONTENTS

EDITORIALS

New Universities
Basic Education Plan for Madras
Politics and Education
Quality *versus* Quantity
Madras Government Order on
Detentions
The Madras University Inspection Com-
mission Report

EDUCATION FOR COMMUNAL HARMONY

Prof. K. G. Saiyidain

REORGANISATION OF SECONDARY EDUCATION

Prof. M. Venkatarangaiya

TINKERING AGAIN

Sri R. Srinivasa Iyengar

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For Detailed Contents and Special Features see inside

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DETAILED CONTENTS

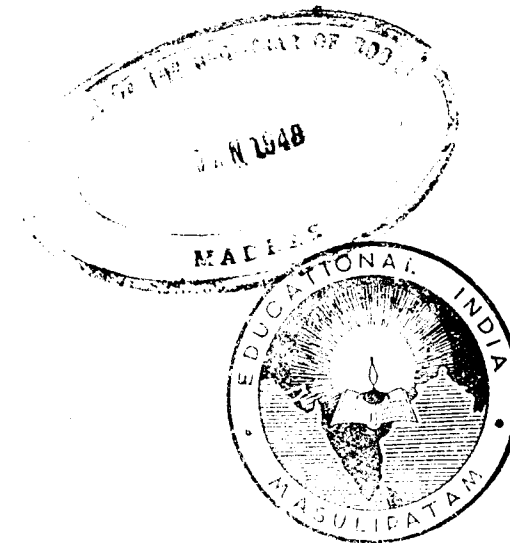
	PAGE		PAGE
EDUCATION FOR COMMUNAL HARMONY		Netherlands Govt. Fellowship	166
By Prof. K. G. Saiyidain ...	141	All-India Educational Conference ...	166
REORGANISATION OF SECONDARY EDUCATION		Historical Records Commission	167
Prof. M. Venkatarangaiya, M. A. ...	146	Medical Studies in U. K. ...	167
TINKERING AGAIN		MADRAS	
By R. Srinivasa Iyengar, B.A., L.T. ...	150	D. A. For Teachers in private Institutions ...	167
RAYALASEEMA AND THE ANDHRA UNIVERSITY		Distinctions banned in Aided Institutions ...	167
Our 'Rayalaseema Correspondent' ...	151	Teaching Grants for Headmasters ...	167
GREAT TEACHERS		Teachers' Deputation to Minister ...	167
Prof. S. Hanumantha Rao, M. A. ...	153	Compulsory Primary Education: Govt. Review ...	168
EDITORIALS		BENGAL	
New Universities ...	156	Historic Relics of British Rule ...	168
Basic Education Plan for Madras ...	157	University of Calcutta ...	168
Politics and Education ...	159	BANGALORE	
Quality versus Quantity ...	161	Indian Institute of Science...	168
Madras Government Order on Detentions ...	162	PUBLIC OPINION	
The Madras University Inspection Commission Report	164	Sir John Sargent's Plea for Quality Teachers ...	169
THROUGH DIFFERENT PROVINCES		Sir Mirza Ismail on Communal Madness ...	170
DELHI		PERSONAL NOTES ...	170
Higher Technical Institutions —1.5 Crores Recommended	166		

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EDUCATIONAL INDIA

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



EDITOR:
Prof. M. VENKATARANGAIVA, M. A.

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Education for Communal Harmony

BY PROF. K. G. SAIYIDAIN,

Education Adviser to Bombay Government

[At the Conference of Educational Officers and other Educational Workers held at Poona recently, one of the sessions was devoted to the discussion of 'Education for Citizenship with special reference to the Problem of National Unity and Inter-communal Harmony.' In view of the intrinsic importance of the theme as well as its immediate topical significance, we give below a report of the speech made by Dr. K. G. Saiyidain, president of the conference, in winding up the discussion. — *Ed. E. I.*]

SEVERAL speakers have rightly stressed the point that India's cultural genius is essentially synthetic. If we examine its languages and literatures, its art and architecture, its religion and social ideas and institutions we shall see in all of them the unmistakable impress of the different racial and religious stands that have gone into their making. The Aryans, the Semites, the British, the Hindus, the Buddhists, the Muslims, the Christians have all contributed to the weaving of the rich texture of its culture and no power on earth can eradicate any of their contributions without permanently impairing and impoverishing national life. It is true there have been, now and then, 'revivalist' movements in the past and we notice one such ill-advised movement in some quarters to-day which aims at eliminating the rich contributions made by the Muslims to national culture. But it is essentially antithetical to the Indian genius and all those who value the future greatness of the country must strive to use their influence to preserve the variegated pattern of this culture intact—in fact, they should welcome all new and healthy influences which can be usefully assimilated into it. If, in the past, when there was much more segregation and geographical isolation than is possible to-day, we were wise and receptive enough to assimilate contribution from

outside. Shall we turn back the hand of the clock of time *now* in this One-World of to-day, and make the unwise and futile attempt to un-write our cultural history? Shall we look backward instead of looking forward and thus defeat the great promise which the future holds in store for us? To phrase the question in this unambiguous form is to suggest the only correct and reasonable answer that can be given to it.

Unity of Objectives & Purposes

I think it is obvious that, when we speak of synthesis, we always imply that there is a desire to preserve the existing diversities, to respect and retain differences of outlook and ideas but that there is a higher unity of objectives and purposes in which they have been reconciled. In a democratic social order, there should be no attempt whatever at the 'steam rolling' of differences which results in the production of an unlovely totalitarian pattern. I do not agree with the view expressed by some speakers that all 'religious and communal symbolisms' should disappear from the India of the future, that there should be no social or educational or cultural institutions labelling themselves Hindu or Muslim or Sikh or Christian. That attitude does not betoken genuine tolerance, courageous and sincere, which welcomes diversities of self ex-

pression, provided they do not result in clashes and conflicts or encourage an exclusive mentality. If education can cultivate a spirit of real tolerance, we shall not be afraid, or unduly suspicious, of communal efforts in the field of culture or education or social life but will regard them as enriching the life of our constituent groups and thereby enriching our national life as a whole. We shall encourage the study of the religion, the culture, the language and other creative contribution of communities other than our own and learn to value them and take pride in them. Exclusiveness and separation will break down *not* by abolishing differences and producing a dead and drab uniformity but by educating our growing generations to welcome all that is good and valuable, irrespective of the source from which it emanates. This is not only the truest criterion of real culture and humanism but even the survival of nations and communities depends, in this age, on their ability to reconcile differences pleasantly and to eschew all narrowness and fanaticism. I have always been profoundly impressed by the remark of a modern French writer which I should like to share with you. It provides us with a touchstone for assessing the real worth of all progress:

"All true progress is progress in *charity*, every other progress being secondary to it."

The Spirit of Charity

The writer has used the word "charity" here in a comprehensive sense which includes tolerance, respect for the individuality and opinions of others, reverence for life, readiness to share good things with others and impatience of the evils and deprivations and miseries from which *they* suffer. Judged from this point of view, neither wealth nor political power nor industrial and scientific pro-

gress can be regarded as good in themselves unless their use is directed by charity. In fact, as the experience of recent decades has conclusively shown, they may all become a danger and a curse if there is no *vision* to control their application. On the other hand, *everything* of real moral and social significance, that has taken place in old or recent history, is an expression of the spirit of charity in the various relationships of individuals and groups to one another—in the treatment of women and children of juvenile delinquents and lunatics, of the working class and backward communities, of suppressed people and groups exploited—for political or economic ends. I submit that it is the primary function of education to strengthen this spirit of charity, this largeness of the heart which unholy political forces are doing all they can to crush and without which there can be no escape from the doom which threatens not only our country but the whole world.

Proper Educational Organization

But this will only be possible when our entire educational system with all its manifold resources, is geared to this purpose—its ideology, its curriculum, its method, its discipline and its organization. Its ideology, must be inspired by a faith in the rich unity of our country and culture which is broad and tolerant and elastic enough to welcome all its contributing diversities. Our curricula and methods should be so planned and our emphasis so distributed that they will strengthen the sense of mutual inter-dependence and train children and adolescents in co-operative ways of living. The teaching of social studies and science can be specially useful in demonstrating the essential unity of mankind and the co-operative nature of their achievements, how all groups and communities and nations have jointly built up all that is of value

in our culture and civilization, our science and technique. Through the proper organization of our work in schools and colleges, we can impress on them the all important fact that a spirit of good will and fellowship and an active striving in its service must take precedence over every other loyalty, every other consideration.

Social work as an integral Part

What part can the schools and colleges play in bringing about this state of mind? It is obvious that no amount of 'preaching', of lectures and sermons will go far by themselves. Words become effective only when they have been translated into the flesh and blood of active work. The spirit of service and sympathy can be engendered through actual opportunities of rendering service and translating feelings of sympathy into helpful acts. In the India of to-day, there are innumerable opportunities of doing social service—to refugees, to poor people in towns and villages, to members of communities other than our own, to orphans and widows and other helpless persons stranded without any support.....One of the most urgent preoccupations of educationists should be to consider how best they can utilize the energy and idealism of youth in useful social work of different kinds, not only in the interest of the needy and the suffering but also in the interest of the proper social and moral education of youth itself. It must become an integral part of all educational work.

Suggestions for Communal Harmony

So far as the immediate problem of communal harmony is concerned, may I offer a few suggestions that occur to me as practicable and likely to be useful?

1. In all Secondary Schools and Colleges, we should form mixed "Good-

will squads", consisting of students of *all* communities, who will not only do peace propaganda in normal times but stand forth as a solid and united phalanx to resist any attempt at rioting and bloodshed by hooligans and goondas. It will be difficult, even for these persons, whose conscience and human feelings are dead, to attack or do any injury to such *mixed* squads in which Hindu, Muslim, Parsi, Christian students would be indistinguishable. This may appear to be a rather dangerous experiment but is no more dangerous than watching helplessly the murder of innocent men, women and children. And in any case, desperate situations do require desperate remedies!

2. There should be joint celebration of special days devoted to the memory of good and great men of all religions and communities. It will be an impressive gesture if, in the organization of such functions, leading part is taken *not* by the students of the community concerned but of other communities e. g. Muslim students arranging the function in honour of Guru Nanak, Hindus in honour of Prophet Mohammad and so on. This should also be done in institutions where only students of one community are being taught—they should arrange functions in honour of all great religious leaders etc.

3. "Good-will oratorical contests" may be organized in which students belonging to each community will present the good points in the religion and culture of any other community and prizes will be awarded to those who make the most sympathetic, correct and liberal minded presentation of the theme.

4. One of the reasons responsible for the spread of communal poison like wild fire is the easy gullibility of most people, including the educated

Reorganisation of Secondary Education

PROF. M. VENKATARANGAIYA, M. A.

(Continued from Previous Issue)

THERE is to be a branching off at the end of the middle school stage.

This is the first really important alteration recommended by the Board and approved by the Minister of Education. The branching off consists in some pupils proceeding to what are known as Trade schools and the others to High schools. Trade schools are intended for those who do not find themselves fitted for any kind of higher education and therefore want immediately to learn some craft or trade which will enable them to learn their livelihood. These schools are intended to prepare pupils to specified occupations like Engineering, Building carriage and motorbody building, Furniture-making, Wood carving, Printing and Bookbinding etc. Some of these trades or crafts are new while others are old. In every case the purpose ought to be to train skilled workers capable of using upto-date implements and methods and add thus to their productive capacity. It is proposed that the courses may be arranged with full time class work or part time, day classes or evening classes.

Every one will welcome this recommendation. It is this type of workers that the country especially the urban part of it—is in great need. There is however one point of some importance that has to be kept in mind. The demand for such workers may not be very great in the rural areas. The large majority of those that enter the trade schools will have to be from towns. Any pupils from rural areas that may enter them will have to be absorbed by workshops etc., in towns. The question therefore

arises whether there is much scope for the starting of such schools in rural parts. To start with, they may have to be confined to cities and towns.

Among the occupations that pupils entering trade schools are to be trained for, there is no mention of agriculture. This is a serious omission. The large majority of the people have to turn to agriculture for earning their livelihood. There may be other secondary or subsidiary occupations for them but they cannot afford to neglect agriculture. It is also necessary that workers in fields and farms should be capable of using the latest agricultural improvements and implements. Along side therefore of trade schools there should be agricultural schools in rural areas. Perhaps it will be better if all schools are made agricultural with provision for teaching subsidiary trades like building, furniture-making, carpentry, smithy etc. It is folly to ignore the importance of agriculture in Indian economy at the present day and in the near future.

One other question that requires further consideration in regard to trade schools is whether pupils attending them should receive any general education at all. It is best that they are given some education of that sort—in their mother tongue and in social studies. General science can be taught without much difficulty in the agricultural schools. No one should be denied the opportunity of broadening one's outlook through as much of liberal education as it is possible for him to secure.

So far as High Schools are concerned the Board has endorsed the view which is now more than a decade old that there should be a diversity of

courses. But in two respects they have suggested some modification of the existing view. One is that diversity should commence from Form IV itself and not from Form V. This is more reasonable than the older view. The middle school stage is complete in itself and there need not be any year of transition between it and the beginning of the diversified courses. A second modification proposed by the board is that instead of only two courses in the high school—bifurcation as it has been called—the courses should be of four different kinds. There should be provision for Technical, Commercial, Art and Pre-university or Academic courses. This is also a recommendation which will be generally acceptable. But even those who were satisfied with mere bifurcation were disposed to include in the non-academic technical courses all that is now proposed to be brought under Technical, Commercial and Art courses separately.

It is necessary to know at the outset what the purpose of the high school technical courses is. It is not intended that they should be an end in themselves. They are recommended only as leading to higher courses to be taught through the polytechnics. This is an important point to be kept in mind. It really comes to this that those who enter on these courses will have to spend not three but five years on them—three in the high school and two in the Polytechnic. And those who undergo the full course can become supervisors and foremen and be put in control of workmen.

A pre-requisite, however, of the introduction of these technical courses is that there should be the industrialisation of the country. Otherwise the products of these courses and the polytechnics will have to remain unemployed and all the expenditure

incurred on these institutions will be wasted. It is not known whether government is embarking on any schemes of industrialisation itself or whether it has an idea of the extent to which in the near future the country is likely to be industrialised and if so what the industries are that are likely to be started and the number of trained supervisors of different grades that they require. Unless the government has an idea about the plan of industrialisation there is no purpose served by starting technical courses and polytechnics. In such a case it is best to be satisfied for the present with trade schools.

The most unsatisfactory recommendation made by the Board is that relating to commercial courses. These courses extend to three years and they prepare persons who are fit to become secretaries, or clerks or office assistants. The Board itself is not quite sure whether these courses would by themselves be complete and provide their recipients with any vocation. They therefore suggest that the courses themselves should be so framed that one pursuing them should be in a position to qualify oneself for the University Entrance examination if one were to desire so and that the subjects of study should include as many subjects of the academic course as possible. Moreover it is too soon to say what shape and form commercial Book-keeping and Accounts will take in the coming years and whether Typewriting and Shorthand in English and Precis-writing will continue to have the importance which they have at present. In a situation like this the better and wiser alternative seems to be to drop the commercial courses altogether and retain only the academic courses. Those who wish to become clerks in public office or office Secretaries etc. may be taken as apprentices at the end of the high

classes. Whatever they read in their 'party' papers, whatever rumour or gossip they hear—provided it fits in with their own general outlook and feelings—are easily and uncritically swallowed up.

Thus to a fanatical (or these days even a normally fair minded) Hindu or Sikh or Muslim any atrocity story, any alleged outrage committed by the members of the 'other' community seems acceptable, while his natural reaction is to reject the reports of misdeeds committed by his own community. The long-range solution of this psychological problem also involves an intellectual reorientation of our education with the object of developing in our students an *immunity to irresponsible propaganda* and capacity for the critical and dispassionate study of newspapers and current affairs as reported in them. Any student who passes out of a secondary school or a college without cultivating such an attitude of intellectual impartiality and fairness cannot be regarded as *educated* at all and, judged by this criterion, how few of our students—or even grown up people—to-day can claim to be really educated? Our teaching of Social Studies and Literature and even of Science (in the wider sense) should consciously aim at strengthening our intellectual defences against demagogic propaganda and the spurious appeals of communal and sectarian prejudices. But the greatest influence for good, in the intellectual as well as the emotional field, can be exercised by the personal attitude and example of the teachers who should not only be fair in their judgments but also in their emotional reactions. They should be careful to present both sides of controversial issues and while, in dealing with senior students, they have the right (like all other citizens) to express their own opinions in a balanced and reasonable manner,

they should always point out and unhesitatingly condemn the excesses committed by *all* parties and communities, bearing in mind that what is to be condemned is not a particular group or community but the *evil acts* committed by it. There can be no greater patriotism and no greater proof of attachment even to one's own group or community than the courage to condemn ourselves when we are in the wrong. This is as great a test of sincerity (if not greater) as devotion to, and pride in, one's social, political and moral achievements. This is the supreme truth that Religion has always taught—the truth that loyalty to Truth is greater than all other loyalties—and that Gandhiji has been stressing through his great example and precept in these dark days of unreason.

5. There is one other thing which can be of considerable help in arresting the rising tide of communal passions and restoring our sense of proportion. In all that has been happening in recent months there is another side of the picture also—acts of mercy and charity and communal grace which have been performed by persons of *all* communities in the midst of the general madness surrounding them. Hindus, Muslims and Sikhs have been protected from the fury of mobs and given shelter in their own homes by members of other communities, often at great personal risk. While in many cases life long friends have turned against one another, in others, people have been moved by the feeling of human kinship and the spirit of mercy to defy their neighbours and friends and co-religionists and save the lives of other strangers. Such acts rekindle one's faith in human nature and they can exercise a powerful appeal over the generous emotions of the children and the adolescents. It would be an

excellent service to the cause of peace and harmony if a collection of such stories could be published for use in schools.

'Crusade for Sanity & Good-will'— Teachers' Responsibilities

Above all, I would plead to you to remember that great is the Teachers' responsibility in this crusade for sanity and good-will. They can only give to their children what is in them and insincerity in their relationship is truly fatal. Unless they can scrupulously cleanse their own hearts and minds of all ugly communal and sectarian prejudices and become truly human, eager to welcome and take to heart all that is good and decent and all that is needy and in distress, they are not fit to enter the temple of learning and they should not be allowed to defile the schools with their presence. Social and moral values are always caught through the contagion of a living personality and if we fail to cultivate right values and ideals in ourselves we shall be unworthy of our task and shall betray the trust placed in our keeping.

May I make one final remark which I should like you to ponder over carefully? Please do not take the present situation lightly; do not imagine that it is just a Hindu-Muslim-Sikh problem which will be solved if all the Sikhs, for instance, are sent away from Pakistan or all the Muslims are sent away from India or any parti-

cular part of the country. No. it is the entire future of the country that is at stake, and on the handling of the present situation depends the nature of the social order that we can build here. Will it be a just, democratic and equalitarian social order, ensuring a reasonable chance of life for all its citizens or a mean and cruel and class or community dominated order? If the present tendencies are not, ruthlessly crushed, the forces of reaction will inevitably overflow into other channels and will assert themselves in new ways? All kinds of class and caste and sectarian poisons will be generated and the hand of the Muslim or the Hindu or the Sikh, which is raised to-day against the 'other' community, will soon be raised against members of his own community also who may differ from him in opinions or attitudes or even speech and dress! "Where there is no vision, the people perish" and this vision is seriously threatened to-day. In fact, it is only in a few persons of outstanding moral stature that it survives at present and, if we fail to generate forces that will rekindle vision in the hearts of the people like Divali lamps, this nation but recently born in freedom, will perish for lack of vision. It is for us, teachers and educational officers, to dedicate ourselves afresh to the service of moral values and reaffirm the primacy of the ideals which make for decent and civilized living.

"The Social studies must become the heart of the curriculum. We must encourage clear thinking in every day affairs. Partisan teaching must be avoided or disturbing reaction may be the result."

Brimble & May : Social Studies and World Citizenship, 1943.

school academic course, given training for a year or two and then finally absorbed into the services if formed fit. Fourth form is too early a stage for commencing Secretarial and similar other commercial courses.

There is not much to be said about the Pre-University or academic courses. The one important change recommended by the Board is the dropping of the optional which is now included under what is called the C group of the Secondary School Leaving Course. The Board has not given its reasons for dropping the optional subject. The entire dropping of the optional is not a desirable step. Even among those who enter the pre-university courses there will be a large amount of difference in respect of their individual tastes and aptitudes. They must be provided with some kind of diversity, some scope for specialisation. The argument that in the intermediate stage of the University for which the high school is a preparation three optional subjects have to be learnt and that the study of only one optional in the high school is of no advantage from the University standpoint is not quite relevant. The subject has to be approached from the point of view of the tastes of individual pupils.

The introduction of the courses in Art or Domestic Science is also a move in the right direction. Talent for art has hitherto been very much neglected and provision should be made for it in the new scheme of reorganisation although there may not be large number of pupils taking to these courses.

If one were to ask oneself whether there is a chance of these diversified courses being introduced into schools in the near future the answer is both 'yes' and 'no.' It is 'yes' because

the Government is anxious to show to the public that it wants to be moving and that it dislikes to be blamed for taking no action on the recommendations made by competent expert bodies. But it is also 'no' for the reason that as has already been pointed out really effective and useful technical courses—and these constitute the most important among the changes recommended—cannot be and should not be started until a plan of the industrial development of the province is forthcoming. If before such a plan is ready steps are taken—as it is proposed to do now—to introduce technical courses, there is the danger that they may not be properly coordinated with the economic structure of the province while producing technicians who are not needed for industrial purposes.

No attempt at the reorganisation of secondary education will be complete unless steps are taken to reduce the rigour of examinations. This subject was fully considered by the Examinations Committee appointed by the Minister of Education and its report is a fair compromise between those who swear by examinations and those who advocate their complete abolition.

As pointed out by the committee some system of examinations is necessary if only to test the progress made by pupils and find out whether they are fit for promotion to the higher class, to find out also the causes of the backwardness of pupils so that those defects may be removed in time and incidentally to know the abilities of those who are above the average so that they may be guided in the right direction for further education. Examinations are also useful to the teacher himself revealing to him the effectiveness or otherwise of his teaching. They are therefore in a

way necessary for both the pupils and the teachers.

But the present day complaint against examinations is that they are wholly external in their character, that as such they stereotype the curriculum and they test only the academic attainments of the pupils and not their abilities in general. Moreover they encourage mere memorisation and assimilation of mere facts.

Consequently the committee emphasizes the distinction between Internal and External examinations and recommends that a larger amount of importance should be attached to internal examinations, and that external examinations should be restricted to very few subjects. At the same time it points out that the present generation of teachers have not been trained to make use of internal tests and that in future all teachers under training should have special courses in modern methods of testing. Until this is done external examinations should be continued but in a limited sphere.

It may be observed in this connection that the present system of exclusively external examinations has been responsible for the democratisation that has overtaken the world of students and to some extent of teachers also. Resort to malpractices is today on a larger scale than at any other time. It is through pressure of some sort or other that several examinees secure a pass mark at the examinations. From the moral standpoint the sooner external examinations are done away with the better it will be.

Some may raise the question if internal examinations will not become subject to similar abuses, if records of the progress of a pupil from the time he enters school to the time he

leaves it are based entirely on internal tests. The danger however is not so great. The record is not based on the impression formed by one or two teachers but by very many over a long period of time. The scope for abuse is therefore less. But it is not entirely absent. The remedy for this is the rise in the professional standards of teachers as a whole and more careful supervision of their work by headmasters who owe their appointment not so much to patronage and political influence but to their inherent merit and ability. Any system however perfect it may be can be abused if those who work it are interested in abusing it. But this does not mean that we should not use all our ingenuity to devise the best system possible.

The observations made on religious and moral instruction, on citizenship training and on social studies in the earlier sections of this article—sections dealing with the middle school stage—also hold good in respect of the high school stage. The same is the case with regard to the medium of instruction. But the study of English and of either Hindi or Sanskrit should become compulsory from Form IV onwards. Those who come out of the High schools are expected to play in future a large part in the public affairs of the country and a knowledge of an international language like English and of Hindi, the language of national administration is essential in their case.

It is quite true that the recommendations made by the Board of Secondary Education are not of a revolutionary character but all the same they open a new chapter in the history of secondary education in the province of Madras. But, for their successful execution a better type of teachers is required. A greater res-

TINKERING AGAIN

Sri R. SRINIVASA IYENGAR B. A., L. T.,

Headmaster, S. J. High School, Peelamedu.

THE Advisory Boards of Education nominated by the Education Minister have arrived at conclusions on the reorganisation of secondary education on the basis of his statement that "it has been decided to impart basic education between the ages of 7 and 12." It is surprising how these decisions could be final and decisive, without settling about the base upon which the superstructure of secondary education has to be built up, and the links between primary and secondary education. Gandhiji's view is that "if we wish to ameliorate rural conditions, we must combine secondary with primary education." Mr. Varkey's elucidation was that, "Barring the knowledge of English, a boy who emerges from a complete Wardha school will have a standard of knowledge and formation which is decidedly higher than that of a

modern Matriculate." The Constituent Assembly has assured the nation the right of eight year's free elementary education within ten years from now. Should not we have a complete picture of the programme of basic primary education, before we can frame a complete picture of secondary education desired by the Minister?

The diversification of courses in British and American secondary schools is the outcome of the State's policy of secondary education for all; but it still remains in the experimental stage even in Britain. A British Educational journal remarks in its recent issue, "No real attempt is being made to choose the variety of secondary education for which the individual child is fitted." It is not therefore a question of certain schools being selected and aided for certain courses, but of "alternative courses according to ability and interest, the needs of the child and the society." The proposed scheme does not satisfy this criterion at all.

A moot point is as to when the bifurcation should begin. Years ago, the trend of educational opinion was to start it at the end of the V Form; later, Mr. Statham brought it down to the end of the IV Form stage. The recent decision to start at the end of III Form implies that any course, academic or technical, could benefit the pupil without the foundations of general knowledge and ability in language or mathematics. General education after bifurcation would be auxiliary, not essential. The long period of secondary education in our country is the only redeeming feature in our educational system, as against

elementary education which has yet to make much headway. Public opinion should resist the set-back to secondary education which would result from the reduction of the period of general secondary education.

The training for the clerk's career at the age of 13 cannot be vocational education, though the glorious title "Secretarial" may be given to it. The linguistic provinces will be constituted shortly; and the regional languages will be the state languages. The secretarial course which includes shorthand and typewriting cannot be defined on the basis of the English medium. The secretarial course should therefore be kept in abeyance.

Mr. R. A. Butler said sometime back, "There would be a crisis in education in the near future unless the Ministry grasped essentials and had proper priorities." A well-conceived

order of priorities is the essence of sound administration. The Premier's picture of the decrease in the strength of elementary schools and scholars and the colossal wastage in primary education is devastating. Moreover, ideas regarding basic education seem to be hazy. The idea that the basic education as explained by the Premier helps the pupils to pay for his education is an exploded doctrine and was not accepted even by the Zakir Hussain Committee. 'First Things First' is a commendable principle. The bifurcation of courses in secondary education can wait for a year or two. The country expects the Education Minister to give the first place in the order of priorities to universal basic elementary education. This will tax all the resources of a genius, and is certainly worthy of the highest life-ambitions of any great Education Minister.

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Rayalaseema and the Andhra University

From our 'Rayalaseema Correspondent.'

IN March this year the Madras Government constituted a Committee to consider the question of bringing back the Rayalaseema districts of the Andhra Country into the jurisdiction of the Andhra University. Dr. C. R. Reddy the Vice-Chancellor of the University was appointed its chairman and among the members were the Honble Mr. B. Gopal Reddy the Finance Minister, Mr. T. Viswanatham, Mr. Lakkaraju Subba Rao and several representatives of Rayalaseema including two Muslims and a Harijan in strict conformity with the principle of "Communal justice." The Committee submitted its report in May. There was a majority report and a note of dissent by a minority of two members. It took

four months for government to release it for eliciting public opinion and recently the time given to public to express its views was extended to 20th November. It is only after that date that the government proposes to consider the subject. No comment is necessary on the dilatoriness with which the government is moving in the matter.

The majority have recommended the reaffiliation of the Rayalaseema districts to the Andhra University while the minority expressed the opinion that in view of the impending constitutional developments and the formation of provinces on a linguistic basis this question should not now be taken up for consideration. They also stated that no new factors have arisen

Continued from preceding page

responsibility will rest upon them in future than in the past. This is specially the case with the teachers of the mother tongue and the regional language. It is also true to a large extent with teachers of English as they have to carry on their work for a purpose different from the one with which they were familiar in the past. The same is the case with those who have to train pupils in the citizenship—that is the teachers of social studies and the directors of scouting. Let us hope that teachers will rise to the occasion and discharge effectively and conscientiously their responsibilities so that the country may have the gratification of seeing that the schools of the future produce citizens who are worthy of a free India.

now to necessitate a reconsideration of the issue settled years ago.

A perusal of the Report shows how halting is the recommendation of the majority. They had not the courage to say directly and unconditionally that Rayalaseema should be affiliated to the Andhra University. The major part of the Report was devoted to an enumeration of the facilities that should be created in the Rayalaseema districts if higher education—general and professional—is to become a reality there. The starting of an Institute of Indology in Tirupathi, the organisation of a Teachers' college in western Andhra, of an Agricultural Research centre in Nandyal, of at least one Intermediate college in each of the districts there, of a number of Polytechnics in the region, of a Law College at Anantapur, and of an Engineering and a Medical College—all these are of this character. No one disputes the need for these institutions. And the committee was not constituted to make recommendations in regard to any of these matters. The committee also did not at all care for relevance when it urged the Government to see that an equitable number of students from Western Andhra are admitted to their professional colleges in Madras and Andhra Universities—that government should provide funds for starting a residential Girl's college in Waltair or when it recommended that research sections in Deccan History and Islamic culture be organised in the University. If there is to be an Institute of Indology in Tirupathi these research sections will form an integral part of it and there is no meaning in organising them in Waltair. These and several other proposals contained in the report show how Dr. C. R. Reddy took the opportunity which he got as chairman to obtain the support of other publicists for his schemes of developing the Andhra

University. But the point is that these schemes have nothing to do with the central question of the affiliation of Rayalaseema to the university. It may also be incidentally noted that he has all along been against the opening of research sections in History in the Andhra University and it is not known why he made these proposals at the present juncture. One has to say that the committee wasted much of its time in considering matters which were quite irrelevant to the main issue.

Government was therefore right in observing in the communicate which it issued when it published the report that the facilities to be given to the Ceded Districts have nothing to do with the matter on which the committee was asked to express its opinion.

There is another serious defect in the report of the committee. They say that the question of reaffiliation should be taken up on the understanding that all the proposals referred to above as well as some others regarding weightage in representation of Rayalaseema on the Senate are given effect to. It means that if for any reason government is not in a position to establish an Institute of Indology in Tirupathi or Engineering and Medical colleges in Rayalaseema there will be no case for reaffiliation. It is here that the weakness of the majority report lies. They wanted to satisfy at the same time the supporters of reaffiliation as well as its opponents, and consequently landed themselves in an impossible and untenable position.

The strongest thing of all is that they have not given any arguments in support of reaffiliation except that it is necessary to maintain and consolidate the natural unity of the Andhras, as if the existence of more than one

university in Andhradesa will lead to cultural disruption. They have not at all cared to examine the arguments of those who are opposed to reaffiliation. It is a most perfunctory report that has been prepared by the committee and it gives no intelligent guidance either to the government or to the general public.

The only conclusion that one can draw from a study of the report is that what Rayalaseema needs today is not the reaffiliation of its colleges to Andhra University but the provision of local facilities for higher studies and learning. It is a matter of indifference whether these institutions when started are affiliated to the

Madras University or to the Andhra University. The latter has now been in existence for over twenty years and it has not done any thing to develop Andhra culture. Even in the field of historical study—as for example the study of the history of Vijayanagar—and Telugu Language the Madras University has more to its credit than the Andhra University.

Besides this there is the other question—whether there is no third alternative open to Rayalaseema besides affiliation to the Madras or Andhra Universities. There is such an alternative and it is to have a separate University for Rayalaseema. This is the ideal thing to do.

GREAT TEACHERS

PROF. S. HANUMANTHA RAO, M. A.

PROFESSOR SIDGWICK was one of the most eminent teachers of History and Politics at Cambridge in the 1870s. His lectures on the development of European Polity and his Elements of Politics, were used as text-books by undergraduates for more than half a century. Maitland describes Sidgwick's influence in the following sentences:—"Chance took me to Sidgwick's lecture room, there to find teaching the like of which had never come in my way before. He was a supremely great teacher. In the first place, I remember the admirable patience which could never be outworn by stupidity, and which nothing but pretentiousness could distrust. Then there was that marked dislike for any mere reproduction of his own opinions which made it impossible for Sidgwick to be in the bad sense the founder of a school. Then there was the sympathetic and kindly endeavour to overcome our shyness, to make us talk and to make us think

.....I believe that no more truthful man than Sidgwick ever lived. However small the class might be, Sidgwick always gave us his very best not what might be good enough for undergraduates or what might serve for temporary purposes but the complex truth just as he saw it, with all those reservations and qualifications, exceptions and distinctions which suggested themselves to a mind that was indeed marvellously subtle but was showing us its wonderful power simply because, even in a lecture room, it could be content with nothing less than the maximum of attainable and communicable truth. Then as the terms went by, we came to think of lecture time as the best time we had in Cambridge and some of us can say that it was in a very true sense the best time that we had in our lives. The matter of his lectures, the theories and the arguments might be forgotten but the method remained, the spirit remained, as an ideal, an unattainable ideal,

perhaps, but a model of perfect work."

In 1888 Maitland wrote to Sidgwick, after reading the proof sheets of his *Elements of Politics*, "I think the chapter on Law and Morality particularly good. I admire the Chapter on International Law and Morality. It is the best thing that I have read about the subject."

What Sidgwick was to Cambridge, Stubbs was to Oxford. His three volumes of *English Constitutional History* and his *Select Charters* are inimitable. Of them, Maitland wrote, "the parts from 1066 to 1185 will never be superseded. One could read the book and never guess to what party the writer belonged in Politics, hardly even to what party he belonged in the Church. Had he carried further his work on the Reformation he would have done justice to Papist and Puritan. His writing was so solid, so real, so wise, so essentially fair minded that it is a training in historical justice.".....In the constitutional history, the great facts are the ease with which he moves the enormous mass of matter and the originality of alternating narrative with analytic chapters so as to bring out the need of studying institutions and human beings in conjunction." Writing after the death of Bishop Stubbs, Maitland observed, "We have had a king and now are kingless. Those who have the best right to judge are just those who place him highest. As an augments of knowledge, as a model of method to other scholars, he was supreme. He showed us the whole process of historical work from the hunt for MSS to the perfected tale. He is equal to the greatest among the Germans, to Mommsen, and Mommsen's career was not cut short by a Bishopric."

Younger than Sidgwick and Stubbs was Maitland, who at the

early age of 22, produced the remarkable essay, "A historical sketch of Liberty and Equality as ideals of English political philosophy from the time of Hobbes to the time of Coleridge." It brought him into prominence at Cambridge and he soon became Secretary and President of the Union Society and became the favourite undergraduate orator of his time.

Maitland's career as a constitutional historian was partly due to his contact with two eminent professors, Pollock and Vinogradoff. Maitland's masterpiece, *The History of English Law*, up to the time of Edward I, was planned in conjunction with Pollock. Although dealing with a comparatively short period, 1154 to 1272, it is not an antiquarian treatise but a constitution to the general history of human society.

Paul Vinogradoff, was a Russian professor and a student of Mommsen in Berlin. It was the contact with Vinogradoff, that roused the interest of Maitland, for a search of old records for the social and legal history of the Middle Ages. Maitland's remarks on the wealth of unpublished records in England in 1884 are worth quoting, "We have been embarrassed by our riches, our untold riches. The nation put its hand to the work and turned back fainthearted. Foreigners print their records. We it must be supposed have many records to be worth printing. So there they lie, these invaluable materials for the history of the English people, unread, unknown, almost untouched save by the makers of pedigrees."

In 1888, as Professor of Law he delivered his inaugural address, appealing for workers in an untilled field, "Perhaps our imaginery student is not he that should come, not the great

man for the great work. To be frank with him, this is probable. Great historians are at least as rare as great lawyers. But short of the very greatest work, there is good work to be done of many sorts and kinds, large provinces to be reclaimed from the waste, to be settled, and cultivated for the use of man. Let him at least know, that within a quarter of a mile of the chambers in which he sits, lies the most glorious store of material for legal history that has ever been collected in one place and it is free to all like the air and the sunlight. At least he can copy, at least he can arrange, digest, make serviceable. Not a very splendid occupation, and we cannot promise him much money or much fame...He may find his reward in the work itself. One cannot promise him even that: but the work ought to be done and the great man when he comes may fling a footnote of gratitude to those who have smoothed his way, who have saved his eyes and his time."

Maitland was a great teacher. "His directness of manner, his simplicity and humour at once secured him the confidence and respect of younger

men and he rapidly made his name as one of the most inspiring teachers in the university, giving to the student, a sense of the importance, of the magnificence, of the splendour of the story in which he was engaged, so that it was not impossible at any time thereafter for one of his pupils to regard the law merely as a means of livelihood."

"His method of lecturing was quite individual. The lecture was carefully written and read in a slow distinct impressive voice to the audience, so slowly that it was possible to take very full notes and yet with such a rare intensity of feeling in every word and intonation, with such quiet, unsuspected jets of humour, such electric flashes of vision, that the hearers were never weary."

Professors, H.J. Allen of the Madras Presidency College and P. H. Sturge of the Nizam College, Hyderabad, who were connected with the Madras University for nearly thirty years, up to 1920, tried to implant the traditions of Oxford and Cambridge, and made their teaching extremely impressive, analytical and interesting in History and Politics.

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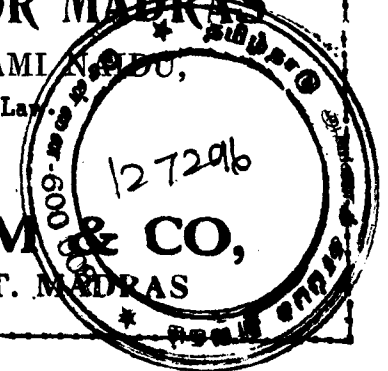
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New Universities

MAHATMA Gandhi has recently issued a warning against what he calls a mania for establishing new universities in the provinces. In his view the time is not yet ripe for this kind of educational activity. It is necessary to know why he holds such an opinion.

LET it be noted at the outset that he is not against universities as such. He believes that if provincial languages like Marathi, Kannada, Oriya etc. and the people who speak these languages are to attain their full height there should be such linguistic universities. And if he has issued a warning it is a warning against haste in the matter of setting up such universities.

HE wants that the first step should be the linguistic political redistribution of provinces. Each linguistic province should have at least one university. As it is several provinces to-day—Bombay and Madras for instance—are multilingual and if they undertake now to found universities which are real centres of learning each province must establish a number of such universities. This will lead to a good deal of overlapping and wastage of our limited financial resources.

A SECOND reason assigned by him is that at present there is no proper background for new universities. According to him they "should have feeders in the shape of schools and colleges which will impart instruction through the medium of their respective provincial languages. Then only can there be a proper *milieu*."

More significant and powerful than these two reasons is his distrust of those persons who to-day are anxious to found more universities. He thinks that almost all of them belong to the older generation of people who believe that knowledge can only come from the west and who have no real respect for Indian tradition and culture. He is afraid that such men will gain control of the new universities and they would make them centres not of Indian culture and learning but second and third rate imitations of western universities. This is his real fear. And who can say

that his fear is groundless? Universities like the Andhra and Annamalai to which he referred in the course of his article have done little to promote the Andhra or the Tamil culture. Those who are at the helm of affairs in these Universities swear by the ideals of Cambridge and Oxford not of today but of thirty or forty years back. This is the reason why these universities have not as yet taken deep root in the soil or in the affections of the general masses of people. It is therefore necessary that provincial governments should wait for sometime longer till they are able to place in positions of educational authority men and women who have a real love and respect for Indian culture and learning.

Moreover it is only a few months back that the country has secured freedom. There are so many urgent problems facing the central and provincial governments and some of them are of a highly critical character. All attention should be directed to solving them on right lines. India must have time to "digest the newly acquired freedom". It is only after that that provincial governments should embark on the scheme of founding new universities.

It may also be noted in this connection that Mahatma Gandhi has not much faith in the foundations of universities financed by the state. He has been always pleading for their being financed by the public. The move for establishing new universities should,

in his view, come from the people. "If the people want them they will supply the funds." This is quite in conformity with his ideas of decentralisation and popular self-help. But it will take time for the people to realise the need for new universities. It is therefore best for the newly formed provincial governments to wait and allow the people themselves to take the initiative when the time is ripe for the purpose.

It is now up to these governments to pay heed to the warning given by Mahatma Gandhi and concentrate their attention on making elementary education universal and compulsory and on reorganising secondary education instead of embarking on the foundation of new universities.

Basic Education Plan for Madras

IN his address to the Advisory Board of Basic Education Mr. T. S. Avinashalingam Chettiar, the Minister of Education announced that the government would be drawing a comprehensive plan for the spread of basic education throughout the province. There are certain welcome features in the plan although it requires improvement in one or two respects. But his address has left a doubt as to whether government will be in a position to execute the plan. And what the public are concerned with today is not the laying down of plans—we have too

many of them—but their speedy execution.

THE first welcome feature is that the government have accepted basic education as their policy for elementary schools. This is a very important announcement. The Congress Ministry which was functioning in Madras at the time when Mahatma Gandhi first enunciated his scheme of basic education took very few steps to implement it. The affection which the Madras Government has all along shown towards it was of a step-motherly character. It is now clear that the policy of hesitation and vacillation has been abandoned. The government now knows its own mind, the goal which it has placed before itself and the direction in which its future educational activities should move. This definiteness is a great achievement in itself.

THE second welcome feature of the plan is that it recognises the need for training a large number of teachers in the principles and practice of basic education before the plan is effectively put into execution. For the success of the plan depends entirely on the teachers who are entrusted with the teaching work in the basic schools of the future.

BUT the plan proceeds rather slowly in the matter of getting an adequate supply of such teachers. There are it is said seven million children in the province for whom elementary education is to be provided and three lakhs of teachers are re-

quired for the purpose. It is proposed now to start only a few training centres for training the new type of teachers. At this rate it will take more than a generation to secure the needed supply. What is therefore suggested is that more training centres should be started and the necessary teaching personnel secured within a period of five years. The minister has hinted that he is trying to accomplish all this in five years but this will not be possible unless more training centres than contemplated by him are opened.

HE has stressed the importance of the quality of the teaching personnel but he has not paid sufficient attention to the nature of the personnel to be selected for training if the right quality of teachers is to be had. There is no use recruiting them from among those who are trained for higher grade elementary schools of the present day. Matriculation or a completed school leaving certificate must be the minimum qualification for teachers in basic schools and there should also be a good proportion of graduates—at least twenty five per cent. Unless the general educational qualifications of teachers are of a fairly high order the scheme cannot be a success.

WHEN we refer to the quality of teachers we have to keep in mind that it consists not merely of the skill and ability shown by the teacher in carrying out his work but also his character. Only those who

Politics and Education

by their conduct can set a good example to their pupils and to the public in the rural areas should become teachers. It is in this respect that the quality of the teaching personnel has become deteriorated in recent years. Cleanliness, orderliness and respect for truth—it is these qualities that should be found in teachers and some device has to be adopted to secure teachers of this type. The brahmanic ideal of the past is a safe guide in this matter.

IT is a welcome feature that the minister proposes to take steps necessary to secure the services of a larger number of women teachers.

THE Minister referred to the heavy expenditure that Government should incur if the plan is to be put into execution and the difficulty in securing the additional finances at the present day. More teachers, higher salaries, more buildings—all these are required but the Provincial Government is facing a financial crisis. It is this that makes one pessimistic in regard to the putting into effect of the plan. The Government therefore should take recourse to lucrative methods of taxation and see somehow that the plan drawn by the Education Department does not merely remain a plan but becomes a realised undertaking not in the far distinct future but within a period of five to ten years.

POLITICIANS have a peculiar way of looking at educational questions. Their primary desire and ambition is to get power and everything else is only a means for achieving this purpose. And in a democracy they can't secure power unless they have some section of people behind them and create an impression that through their efforts they are contributing to the good—real or imaginary—of that section. From this standpoint the debate in the Madras Legislative Assembly on the resolution moved by one of the Muslim members calling on the Government "to make provision for Muslim students to receive instruction in schools and colleges through the medium of Urdu wherever they desire to do so," is of great interest. The resolution was supported by all muslim members who took part in the debate even though the mother-tongue of some of them was not Urdu, while most of the non-muslim members opposed it. The fact that some non-muslims supported it shows that it was not looked at by them from only the communal standpoint.

IN favour of the resolution it was argued that it is an accepted proposition that everyone should be taught through the medium of mother tongue, that it is one of the fundamental rights of a citizen, that the world would judge the new government of India by the treatment it accorded to minorities, and that as

Urdu is the language of Muslim culture any failure on the part of government to act in accordance with the resolution would amount to the destruction of Muslim culture so far as this province is concerned.

THOSE who opposed the resolution put forward a fairly large number of arguments. They pointed out to the fact that Urdu is not the mothertongue of all the Muslims and there is therefore no point in teaching Urdu to all of them. In the second place it is not a workable proposition. Except in a few localities the muslims are small in numbers and they are scattered. Parallel schools or parallel sections and classes in the same school will have to be run if the resolution is to be given effect to and this would mean the doubling of expenditure on education which it is not only not possible for government to bear but is also an expenditure not justified by the returns which it is going to yield. There are so many things which a government has to do but it cannot accomplish all of them because of the limited funds and resources at its disposal. It must give preference to certain things over others. It must give a high priority to education no doubt and it must educate every citizen whether he is a muslim or a non-muslim. It is however one thing to accept this proposition and quite another to say that whatever be the cost and whatever be the practical difficulties every muslim should be educated only in Urdu

and that not merely in elementary schools but also in high schools and colleges. As was pointed out by several speakers the regional language is quite as good a medium of instruction as the mother tongue. In almost all cases muslim children know the regional language from their childhood and they will not experience any difficulty if they are taught the regional language. Moreover instruction in regional language will be of greater advantage to them in life. They can carry on their business much better because most of their dealings will be with non-muslims in the region. They will also not be under any handicap if they want to enter the public services as the language of administration is bound to be the regional language in future. And in a matter like this one should not be swayed only by sentiment. Utilitarian considerations should be kept in mind. This does not preclude them from learning Urdu which will be taught as an optional language in all schools. It is also a misnomer to say that Urdu is the language of Muslim culture. Arabic and Persian have greater claims for such a place than Urdu; and those whose mother-tongue is not Urdu—as is the case with millions of Muslims in the Madras Province, in Bengal and in several other parts of the country—cannot be said to be less Islamic or less cultural than Urdu speaking Muslims. Besides this the starting of separate schools or classes will stand in

the way of real unity. It will strengthen the forces of separatism. But if in spite of all these arguments and appeals to reason Muslim politicians still insist on their children being taught in Urdu the course they should adopt is—as was pointed out by the Minister of Education to have separate schools at their own expense and not at the expense of the State. They may claim some grant-in-aid from the Government but the major share of the expenditure should be borne by the community itself. This is what is happening in many other countries of the world where there are cultural minorities who are weak in numbers but strong in their sentimental attachment to their languages.

THE best course for Muslims as well as for other minorities whose mother-tongue is different from the regional language is to reconcile themselves to education through the regional language and enjoy all the benefits arising out of it.

Quality Versus Quantity

DELIVERING recently the Convocation Address of the Travancore University, Sir John Sargent, observed thus: "Do not, on any account, be tempted, for the sake of economy or speed or any other reason, to sacrifice quality for quantity—Cheap and hasty education is much worse than no education at all and is, in fact, an outstanding example of the Latin proverb

'Corruption of best is worst.' Sir John spoke after 35 years' experience as teacher and administrator. He is also a person who has been acquainted very intimately with the conditions in India for a number of years and his words therefore have a unique authority of their own. They may also be regarded as his parting and farewell message to administrators and educationists in India on the eve of his departure from the country.

IT is also an interesting coincidence that more or less about the same time Mr. B. G. Kher the Premier of Bombay referred to the same subject while inaugurating a three-day Educational Conference of officers of the Education Department of the Government of Bombay. He said: "They had to bring about a qualitative change in the education imparted to prepare the children receiving its benefits to face their responsibilities as future citizens of a free India."

THIS emphasis on quality is one that is needed at the present day. For there is a danger that in the nation's anxiety to spread education among all classes and sections of the people in as short a period of time as possible the importance of quality may be lost sight of. The danger is real and not imaginary as the ideas of many politicians and the lay public on the subject of education are of a crude and primitive character.

It is a matter of common knowledge that many at the helm of

affairs think that our education should be made cheap as we don't have the rich financial resources that many progressive countries command and that it is quite easy to make the children really educated without spending much on teachers, and buildings and on equipment. There are those who as the orthodox champions of the original Wardha scheme go to the other extreme of saying that education can be made self-supporting and even a paying concern. It is quite true that we cannot afford to waste our limited resources but it does not follow from this that we should economise where economy would be fatal.

THERE are many who think that the work of educating the children can be entrusted to any and every person and that teaching does not require any special qualification or proficiency. It is this belief that is responsible for all that loose talk about conscripting youngmen and compel them to work as teachers for a certain period of time before they get their degrees or enter life. Sir John Sargent and Premier Kher must have had something like this in mind when they issued the warning against any lowering of quality. We may not have costly buildings; we may even use cheap equipment. But we should under no circumstances employ as teachers persons who are not trained to do their work and who can be secured for very low rates of pay. No real education will be possible so long

as such persons are teachers; and 70 to 75 per cent of the cost of education consists of salaries payable to teachers.

IT is therefore important that we proceed slowly and see that there is no deterioration in quality. In a free India we require the highest type of citizenship and consequently the best kind of education.

Madras Government Order on Detentions

IT was a dignified protest that the Headmasters' Association of the city of Madras made against the order that was recently issued by the Madras Government directing the headmasters not to detain more than 10 per cent of the students in the selection for appearing for the secondary school leaving certificate examination. The headmasters pointed out that the order would not be conducive to good work and might even affect the tone of the schools; and they also made it clear that the order was in violation of the powers and responsibilities conferred on the headmasters by the Madras Educational rules and they therefore requested the Government to cancel the order.

THERE was no justification whatever for the government to interfere in a matter which was entirely within the jurisdiction of the headmasters. They alone are competent to say who among their pupils deserve pro-

motion to a higher class or to be sent up for public examinations. They have the required data for the purpose and it is on the basis of such data that they carry out their work. For Government to lay down an arbitrary rule that not more than 10% should be detained is to encourage slackness of work among pupils and also lower the morale among them which is already regrettably low.

THAT such will be the result will be plain to any one who is acquainted with the circumstances under which the order was issued. In many of the schools in the province pupils have in recent years been neglecting their studies and paying more attention to their work as members of semipolitical organisations like the Students' Congress and the Students' Federation. As a consequence of this neglect, their progress in the classroom became more and more unsatisfactory with the result that a larger percentage among them was found unfit for being sent up for the public examination. In detaining a larger percentage the headmasters were only discharging their legitimate duty and responsibility. Besides this it is necessary to remember in this connection that owing to the exaggerated importance attached by the public and even by government to examinations the efficiency of a school is judged by the percentage of successful pupils in them. There are also many instances of circulars issued

by the District Educational Officers pointing out to the headmasters of several schools that they should exercise greater care in presenting students for public examinations. But in spite of all this the pupils engaged as they were in non-academic activities began to utilise their organisations to bring political pressure to bear on headmasters, to go on strikes and create other forms of disturbance and compel them to give up the system of detentions and send up for public examinations all pupils irrespective of their progress in the classroom. It was these strikes and the deputations sent by their organisers to the minister of education, the Director of Public Instruction and other men in authority that is really responsible for the issue of the order under reference. The pressure tactics of the pupils have won the day. It will be no wonder if tomorrow the pupils commence another stage in the agitation and demand that not even ten per cent should be detained and that all pupils should be sent up for the examination. The government will have no other alternative than to yield to them. It will only strengthen the conviction among the immature pupils of schools that persistent agitation in defiance of the headmasters and teachers is a much more effective way of being promoted from class to class than a conscientious and disciplined discharge of their duties. In such a situation how

can headmasters be expected to maintain discipline in schools?

THE order is also untimely for another reason. The government has appointed a committee to go into this very question of detentions in schools in the Andhra area where the problem is much more acute than elsewhere. The committee is about to begin its work. It would have been best for government to have awaited the report of the committee before issuing an order like this.

THE proper thing therefore for the Government to do now is to withdraw the order and allow the headmasters freedom and opportunity to face in their own way a problem of internal management and discipline with which Government is not justified in interfering.

The Madras University Inspection Commission Report

THE Inspection Commission of the Madras University has drawn up a comprehensive report dealing with almost all aspects of University Education and presented it to the senate at its last meeting. There are one or two suggestions contained in the report which it will be desirable for the public to consider.

ONE of these is that the over-emphasis that is now being laid on Technical and Technological education should be modified and that greater importance should be attached to humanities. This is a timely observa-

tion. The commission has stated: "There has been a great deal of emphasis in recent years on the utilitarian value of University education. But, too great stress here will take us to the other extreme and will tend to make University education a mere handmaid for employment and exploitation.....The commission feels that the study of the classics in all the languages, a better study of the humanities, of philosophy and the cultural aspects of the life of the nation in its historical background would still give the average University graduate a better appreciation of the life he has to face and the burdens of citizenship he has to shoulder." These are excellent words of wisdom based on long experience and a close observation of the tendencies of the times. It is important that some of the younger universities in South India which are neglecting the study of humanities should profit by the advice tendered by this Inspection Commission.

THE Report has made two suggestions regarding women's education which may not be very palatable to the radical type of social reformers always harping on women's rights and their equality with men. One suggestion is with respect to Co-education at the University stage. The commission is unanimously of opinion that men's colleges should be precluded from admitting women to the intermediate classes. It observes, "On the whole the life

of women students in these colleges is handicapped. The atmosphere of freedom for their natural development is lacking, as the bulk of the students and almost the whole of the staff are men. In addition to this it becomes necessary to impose many restraints for the sake of discipline." But a change like this cannot be carried out unless there is a considerable increase in the number of women's colleges, and such an increase perhaps is an impossibility from the point of view of finances. We have therefore to put up with this inevitable evil in many of the smaller cities and towns where it will be a financial waste to run a separate college for women.

The other suggestion made by the commission is that the educational system in the country should provide for alternative courses of studies for women which is not the case at present. In the opinion of the Commission however it is better that these courses are started in institutions other than the University and the Colleges affiliated to it. There is great force in this recommendation. There are many women who wish to have higher education but not necessarily education which would enable them to enter a profession or get a degree. They like to have instruction imparted to them in social sciences—in history, economics, politics and sociology. They do not however want to be burdened with external examinations. It is therefore desirable that at least in big cities like Madras

institutions are started, with a view to provide this kind of education. It will be of the greatest use especially to those who are anxious to render social service. Those who are anxious to make endowments for the higher education of women will do well to consider whether it will not be worth their while to start citizenship colleges like these.

THE Commission has also made one or two timely and weighty observations on discipline and welfare of students. It condemns in very strong terms the existence of associations of students based upon regional, linguistic, communal, or political or socio-political considerations. It points out that these promote fissiparous tendencies. In some cases they have been responsible for indiscipline especially under the influence exercised over them by outside bodies. It has therefore recommended that there should only be a single association in each college in which all students should participate and that the activities of sectional associations must be limited to the cultural and academic aspects of the department of study with which they are associated. It has also made it clear that if the present fissiparous tendency is not discouraged in time it will result in serious deterioration of the harmonious atmosphere that ought to prevail in a college.

WE have here referred to only a few of the suggestions and recommendations made by the

THROUGH different PROVINCES

DELHI

HIGHER TECHNICAL INSTITUTIONS—1.5 CRORES RECOMMENDED

Grants from the Central Revenues to the extent of about Rs. 1.5 crores on capital expenditure and Rs. 30 lakhs on recurring expenditure to some of the important higher technical institutions in the country with a view to their improvement and expansion were recommended by the Co-ordinating Committee of the All India Council for Technical Education which met in New Delhi on November 15, 1947, under the Chairmanship of Mr. Nalini Ranjan Sarkar. The Committee have further recommended that these grants should be spread over a period varying from three to five years beginning with the financial year 1947-48.

These recommendations have been based on the reports of Expert Committees which had been set up by the All India Council for Technical Education to visit the technical institutions concerned with a view to ascertaining the existing facilities, examining the possibility of their further development, and making recommendations for strengthening them, if necessary, by means of suitable financial grants or other assistance.

The interim recommendations of the Scientific Man-power Committee for the immediate improvement and expansion of facilities for scientific and technical

education, research and training were also considered. The Committee supported the recommendations and expressed the opinion that the Government should take early steps to implement these recommendations.

NETHERLANDS GOVT. FELLOWSHIP

The Government of India have been offered by the UNESCO (United Nations Educational, Scientific and Cultural Organisation) one fellowship, out of a total of five offered by the Netherlands Government, for studies at a Dutch University or High School. The fellowship includes free tuition, board and lodging. Fares and other travelling expenses will not be paid. Applicants will be expected to satisfy the authority concerned of possessing a working knowledge of the Dutch Language. The selected candidate will have to sign a statement to the effect that he will utilize his training to work in his country for at least two years in activities directly related to the reconstruction of the country. A statement will also be required from governmental or institution authorities guaranteeing the candidate's return to a position in which his experience will have practical application. Application forms, which should be submitted in duplicate by December 15, 1947, may be obtained from the Government of India, Ministry of Education, Overseas Division I.

ALL-INDIA EDUCATIONAL CONFERENCE

The 23rd session of the All-India Educational Conference will be held at Rewa on December 28, 29 and 30 under the presidentship of Dr. Radhakrishnan, Vice-Chancellor of Benares Hindu University. The Maharaja of Rewa will inaugurate the conference.

HISTORICAL RECORDS COMMISSION

The Government of India have appointed the following ordinary members as their representatives on the India Historical Records Commission for a term of five years with effect from March 31, 1947: Dewan Bahadur C. S. Srinivasachari, Principal, Sivaganga College, Ramnad; Mahamahopadaya Prof. D. V. Potdar of Poona; Dr. R. C. Majumdar, formerly Vice-Chancellor of the Dacca University; Prof. Mohammad Habib of the Aligarh University; Dr. Tara Chand, Vice-Chancellor of the Allahabad University.

MEDICAL STUDIES IN U. K.

It has been brought to the notice of the Government of India that many Indian medical students and doctors have proceeded to the United Kingdom for studies without first assuring themselves of admission to British hospitals and colleges, says a Press Note. They expected to obtain admission in those institutions, but have not been able to do so, because at present U. K. hospitals and colleges are crowded with British war-returned personnel.

In view of the very limited number of vacancies available in such institutions, persons intending to take up medical studies, whether post-graduate or otherwise, are advised not to leave India until they have obtained admission to the institution where they intend to prosecute their studies.

MADRAS

D. A. FOR TEACHERS IN PRIVATE INSTITUTIONS

In a printed answer, the Education Minister in the Legislative Council informed Mr. A. Govindacharyulu that it was a fact that teachers in some schools and colleges under private managements are not getting the dearness allowance at Government rates.

The Minister further informed the Member that the Director of Public Instruction has been authorised to investigate into the financial position of the Managements, to satisfy himself whether

their financial resources would permit the payment of the allowance at Government rates, and if so to direct them to do so. If even after the issue of such a direction the managements persist in not paying the allowance at Government rates, the teaching grant payable to the managements would be withheld in full or in part. The refusal to pay the allowance at Government rates by managements which do not receive any teaching grant, will be considered as a valid reason for withdrawal of recognition. The Director of Public Instruction has been asked to submit necessary amendments to the Grant-in-Aid Code to give effect to the above decision.

DISTINCTIONS BANNED IN AIDED INSTITUTIONS

Managements of aided Catholic secondary schools and colleges have been advised by Government that it will not be in their interests to give different scales of pay for Catholic and non-Catholic teachers in the same institutions. They have further been advised that the scale of pay given to Catholics, whether Indian or non-Indian, should not exceed the scales of pay for members of the same grade in Government service.

TEACHING GRANTS FOR HEADMASTERS

Government have also ordered that in the matter of teaching grants for Headmasters of secondary schools under Catholic Mission Managements, the salaries actually allowed to them, not exceeding the maximum in the revised scales of pay, plus the allowances admissible to Headmasters in Government Secondary Schools of the same strength, should be taken into account for purposes of assessment of teaching grants for 1947-48 and succeeding years, irrespective of the nationality of the headmasters. Government have ordered that no distinction should be made between Catholics and non-Catholics in the matter of pay.

TEACHERS' DEPUTATION TO MINISTER

A deputation on behalf of the Higher

Continued from preceding page.

commission. The report deserves to be carefully studied and steps should be taken to put into effect as many of the recommendations in it as possible.

Elementary Teachers (who have passed the S. S. L. C. examination), met the Education Minister and presented a memorandum urging that since they had already had two years' training they should be exempted from the Secondary Grade training examination and treated as Secondary grade trained teachers. They also submitted that they were prepared to undergo a refresher course, if necessary, after which they might be considered as having undergone the secondary grade training and given the certificates.

COMPULSORY PRIMARY EDUCATION: GOVT. REVIEW

Reviewing the report on Public Instruction for the year 1945-46 submitted by the Director, the Government of Madras state that during the year there was a substantial increase in the number of students in elementary and secondary schools and in colleges.

Judged by the present pace of progress of elementary education, the Government estimate that over twenty years will be required to implement the scheme of compulsion fully even up to Standard V.

One of the schemes included in the Government's Post-War Plan is the introduction of compulsory elementary education up to Standard VIII within a period of 20 years. It was estimated that about 40 lakhs of children would have to be brought newly to schools. As a first step, it was planned to bring under instruction in the course of the first five years 13.3 lakhs of children and in the next five-year period the remaining 26.7 lakhs of children, compulsion being applied up to Standard V.

BENGAL

HISTORIC RELICS OF BRITISH RULE

The question of disposal of statues and other historic relics connected with the British Indian period in public places and buildings has been engaging the attention of the West Bengal Government. A Press Note issued on 11th Nov. states that "it is desirable that such

relics should be collected and preserved in a suitable manner as part of the history of India and not continued in the present form and disposition. With a view to their proper preservation, the Government have a scheme to organise a Museum in which all relics, including statues, column tablets, cannon and crests may be collected and placed.

UNIVERSITY OF CALCUTTA

BENGALI AS MEDIUM OF INSTRUCTION

The Calcutta University is understood to have under consideration a proposal to introduce Bengali as the medium of instruction in higher studies in arts, science and medicine. The "Paribhasha Committees" of the University have been asked to expedite the work of preparing appropriate Bengali synonyms for English technical terms now used in higher studies.

The Vice-Chancellor, Mr. P. N. Banerjee, told the Press that he was most anxious to introduce the mother-tongue as the medium of instruction and examination upto the highest standard in the University. He added that the question of including Hindi in the curricula of studies was also under consideration.

BANGALORE

INDIAN INSTITUTE OF SCIENCE

A scheme for the development of the Department of Aeronautical Engineering prepared on the basis of the recommendations of the Technical Advisory Board for Aeronautics was approved by the Governing Council of the Indian Institute of Science, Bangalore, at its meeting held on Saturday, Sir V. N. Chandavarkar, Chairman, presiding. It was resolved to place the scheme before the Government of India for necessary action.

The Council approved the draft report of the work of the Institute for the year 1946-47. The Council granted Sir J. C. Ghosh, Director of the Institute, leave without pay for three months with permission to accept appointment as Director-General of Industry and Supply, in the Government of India.

PUBLIC OPINION

EDUCATIONAL REFORM

Sir John Sargent's Plea for Quality Teachers

Sir John Sargent delivered the Convocation Address of the Travancore University on 8 Nov. at the Council Chamber. His Highness the Maharaja, Chancellor presided.

In his address, Sir John Sargent said "If I may offer a parting word of advice to all those engaged in the service of education in India, in particular to the many good friends I have made in that service and last but not least to those present here to-day it is just this. Do not on any account be tempted for the sake of economy or speed or any other reason to sacrifice quality to quantity. In pressing so hard for quality at every stage of education I hope that I am not guilty of letting the best be the enemy of the good. Do not think I am. After 36 years as teacher and administrator, over nine of them in this country, I have come at any rate to one definite conclusion, which is, that education which is cheap and nasty is much worse than no education at all. It is in fact, an outstanding example of the Latin proverb, *corruptio optmii pessima*, that is, the corruption of the best is the worst.

If provision of an up-to-date and comprehensive system of education, which will open the gates of opportunity and service to all boys and girls is a paramount necessity, as I believe it is, I can only urge those in authority to approach it in the same spirit as they would face another paramount necessity with which we are all in the present age familiar, I mean the paramount necessity of an all-out effort to secure survival in the presence of war. Should that emergency again arise no country however poor would ever think of arming its fighting forces with bows and arrows on the plea that guns are too expensive. But if I am aright in thinking that in these days, and for the new India, war against ignorance and disease is also a paramount necessity and if it is only through the educa-

tion of all the people everywhere that human freedom and civilisation as we know it, can be expected to survive, then surely the cause of educational development is not merely a paramount necessity but something more than that; it is a call that summons all men and women of goodwill, it is a war from which, as Bunyan says, there can be no discharge."

ADVISORY BOARD'S REPORT

Commending the report on post-war educational development produced by the Central Advisory Board of Education, which had got itself mixed up with his name, Sir John expressed his conviction that if, interpreted with vision and implemented with efficiency, it would indicate how India might be placed within a reasonable time, by virtue of her size, her resources and her cultural traditions she ought to be, in the very forefront of civilised nations. He answered a number of uninformed criticisms on the report, specially what some people described as a material difference between this report and the famous Wardha Scheme.

Sir John Sargent drew attention to "the waste, inefficiency and general sense of frustration" which was associated with so much of education in India to-day and emphasised the need for quality. Assuming that the standard in Indian universities was on the whole lower than in most western universities and that Indian university students on the average were or would be, at least equal intellectually to those elsewhere, he said that as soon as educational opportunity was opened to all and no child was debarred from any form of education whereby he or she could profit simply because of poverty, the average intellectual standard of candidates would be much higher than to-day. The carrying out of the Central Advisory Board's plan was the first essential step towards revealing the concealed riches

in the field of education. He also pleaded for a change of heart on the part of Governments and recognition by them that the whole structure of education must be based on sound foundations if the right kind of citizens were to be created.

Many of the defects for which Indian Universities were so often criticised could be traced to one root cause, namely, the inadequate financial resources, Sir John said. He hoped, however, that Governments in future would take a more liberal attitude towards the needs of universities and recognise the paramount importance of making the best use of such brain power as is now available in universities and, particularly, encourage research. He hoped that much greater opportunities would be afforded for personal contacts between teachers and students both by a wider tutorial system, and by social relations of a less formal character.

Vol IV Dec 1947

SIR MIRZA ISMAIL ON COMMUNAL MADNESS

"There can be no doubt that the partition of India, so hurriedly brought about, has aggravated an already appalling degree of communal bitterness. To-day, that has sunk to such a state of unreasoned and unthinking hatred as to threaten to stifle the life of the country—your country," said Sir Mirza M. Ismail, former Dewan of Mysore, delivering the inaugural address of the Intermediate College Association recently at Bangalore.

Sir Mirza added that when there was a supreme need to consolidate and make India as a united nation, the enemy within, viz., communal strife, absorbed all their time and energies. This disease was ravaging the country. The young men of India could inoculate themselves against this disease. This insidious enemy unsettled every form of Government and commercial activity, disrupted their communications and public services and threatened the lives of each and every one of them. They could not undo that which

Personal Notes

SIR JOHN SARGENT, Secretary to the Government of India, in the Ministry of Education, has been granted leave on average pay for eight months, combined with leave on half average pay for one year and 23 days with effect from November 19, 1946.

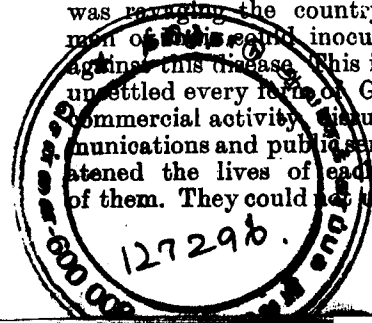
SIR SHANTI SWARUP BHATNAGAR has been appointed with effect from November 20, to officiate as Secretary to the Government of India in the Ministry of Education.

* * *

Dr. B. B. DEY, at present Director, Board of Industrial and Research Schemes in Presidency College, Madras, has been appointed Director of the Indian Institute of Science, Bangalore, in the vacancy caused by the appointment of Sir J. C. Ghosh as Director-General of Industry and Supply, Government of India.

had been done, but they must restore order and sanity. They must find the moral courage to forget the atrocities which had been committed and which were being committed. If that moral courage was lacking in them, then there was little hope for them. Communal strife was a poisonous ulcer. As a surgeon would do, they must cut straight into it and let the poison out.

Proceeding, Sir Mirza said, that the youth alone could not stop riots; but they could stay away from riots, and through the universities could tell the youth of India to stay away from them and to preach and teach against this communal madness which had seized India. "That is my message to you. Call now, and make that call heard throughout the length and breadth of your country and beyond its borders. That call will be heard and will be echoed by others. I tell you—you have that power in your hands. Use it now."



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