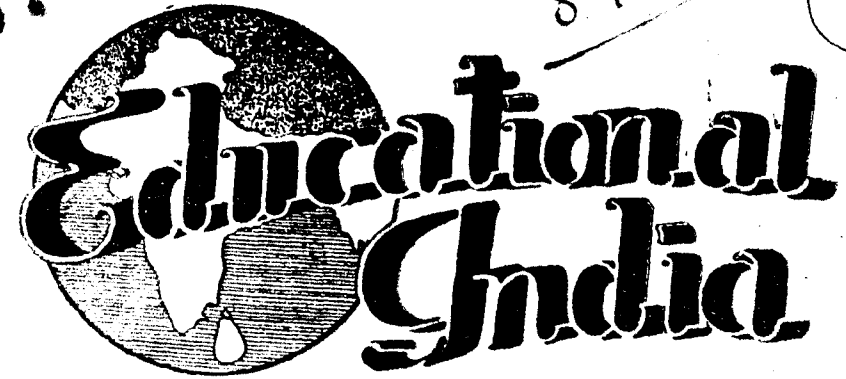


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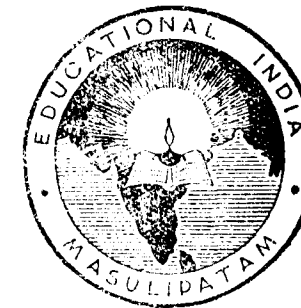
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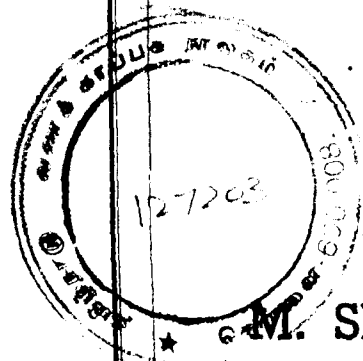
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Life in a British University College

SRI M. K. MURTHI, M. Sc.,

University College, Southampton.

THE University College, Southampton is one of the affiliated colleges of the London University and it has a large proportion of overseas students. There are people from China, Malaya, India, the Middle East, East Africa, Greece, Austria, Switzerland, Nigeria, France, Norway, Jamaica. There are the "yellow Chinese," the "brown Indians," and the "black negroes". This feature of the college strikes anyone immediately. Women both from Britain and overseas are in considerable strength and unlike in our colleges, they have no separate retiring rooms. They move very freely with men students and they do not discriminate between people of different races or colours. I have seen girls from Britain and Continental Europe moving on very friendly terms with some of the negro students of Jamaica and Africa. This is the general nature of the college.

One very important feature of this college, and in fact, everywhere in the life of the British people is the high sense of responsibility and honesty they expect from everybody. In the departmental library the student himself is expected to make entries in the register before taking a book and when returning it put it himself in the proper shelf. There is no one to inspect or look after the library. In the main library also, which has 65,000 books and periodicals, there is only a small skeleton staff to do some of the routine work and the readers themselves have to replace the books they take out for reference and for borrowing. There is no elaborate system of tickets and cards. Any student coming from India will

immediately notice the almost complete absence of peons and boys in any department. Everybody is expected to do his or her work himself or herself. In case one needs help, one must go to another student or anybody available nearest and people are always ready to help. There are no attenders in the laboratory or elaborate locking arrangements except perhaps in the intermediate laboratories where, on account of the large number of students, an attender is necessary to help them in finding various things. This feature is best brought out by the fact that the practice of collecting caution money for library, laboratory and hostel is not at all existing. Even college fees and hostel dues are not collected immediately on joining. I have not yet been called upon to pay my fees or hostel bills. The authorities are sure that they will get their money whenever demanded.

Even in the college restaurant—they call it refectory—where we have to take our midday meal, we have to take a tray and cutlery from a rack in the dining hall, go to the counter, collect the various dishes and after finishing the lunch arrange the empty plates and used cutlery on a table intended for the purpose. Daily a batch of students volunteer to sell the meals tickets, to collect the used plates and hand them over to the washing staff.

As in our colleges, there are a number of societies, one for each subject. They hold regular lectures in the evenings after 5-30 or after 8 P. M. Some of them are free and in the case of others, as when a series

of lectures on any particular subject are delivered by the same person, they charge some fee. One feature, which we cannot find in our country, is the system of Dances. Each society arranges occasional dances and most of those who can dance go there. They will have to pay about 4 or 5 shillings for it, but they do not mind spending that amount for a pleasant evening. Of course, Indians and others who cannot dance are generally unable to take part in these dance meetings. Some however learn it by taking classes locally and there are quite a few who have taken the pains to do so. These dance meetings are very enjoyable; you see there people dressed in their best, men and women moving freely.

The President of the students union is given a separate room and he has his own office and phone. I have not yet seen an election for any of the office bearers as they are held in the last term of the year by which time all students are expected to be well acquainted with one another and to choose the proper men for the various offices. Notices of meetings are not simply small typed circulars pinned to Notice Boards. The various societies take great pains to paint attractive posters—almost like commercial advertisements—in various colours and appropriate pictures; and sufficiently in advance of the day of the meeting the posters are placed in various common rooms. No notice of any meeting will therefore go unnoticed.

Letters addressed to students at the college are all sorted out alphabetically and placed in pigeon holes in a rack marked alphabetically unlike in our institutions where one has to search from a big bundle of letters in a tray.

The games are played here only on Wednesday afternoons and Satur-

days because usually it is dark by the time the college closes but on these two particular days, the college does not work after one O'clock. The most popular games are foot-ball and Rugby but hockey also is played. There are more spectators than players among the students.

The overseas students receive special attention from various organisations in the country like, the British Council, the Cosmopolitan Club, the Workers' Education Association, etc. They arrange special meetings where people of the different nations come together, and are treated to music of various parts of the world. There will be short talks on certain countries by their own nationals. The British Council arranges vacation tours to important and interesting places quite cheaply. The W. E. A. gets grant from the colonial office to pay for the railway fare and boarding and lodging of such overseas students as attend their week-end regional meetings. The whole aim is to give the foreigners an idea about the various aspects of the country as also to get from them an idea about the various nations from which these people come. Members of these associations take keen interest in other countries and some of them are widely travelled also.

The majority of students are not at all interested in politics of either their own country or other countries. They do not read the political news items of newspapers but concentrate more on sensational news, foot-ball and other sports which are therefore naturally given greater space in papers than in our country. The Times, the Manchester Guardian and such other standard papers are not generally read by students. They mostly go in for the papers like the Daily Mail, the Star, the Daily Worker etc.

A large number of students get state aid for their studies in the form of scholarships and the Government has a special scheme for the higher education of young men released from the army. This scheme has attracted to the university several ex-service-men, even 30 to 35 years old.

The teaching is somewhat different from that in our universities. There is more personal attention paid to students through tutorial classes. The practical classes are also handled by lecturers and professors concerned instead of by demonstrators. There is however no attendance register or any such thing and it is left to the student to attend the lectures or not. They do however insist on a good laboratory record which therefore makes the student attend all practical classes. Even lectures are not usually missed by any student. The professors and lecturers invite criticism and encourage questions during the lecture and unless they are sure of the students having understood them, they do not generally proceed further. Of course, there are always exceptions where lecturers are not very much concerned with the students' reactions.

The students do not have any time during the day to work at home as the working hours are from 9 A. M. to 5-30 P. M. with a ten minute interval at 10-50, 1 hour interval at one O'Clock, and a 10 minute interval at 4'0 clock. By the time the student returns to his lodge it is dinner time 6-30 or 7 p. m.—and it is only after dinner that he begins private study. Usually one starts at 8 p. m. and with a small break at about 10 for tea which in the hostel one has to make for oneself from milk reserved from that given at breakfast, one will study upto 12 or 12-30 in the night. The usual rising hour is 7-30 in the morning. A student therefore puts in longer hours of work than in our

country where we get some time for study in the morning as well as before dinner. Further our colleges work for shorter hours. Another interesting thing is that each term is exactly 10 weeks duration and there is almost absolutely no holiday during the term outside Saturdays and Sundays, unlike our terms where almost no month passes without 2 or 3 holidays in it. The same is true of public offices where there are only 5 holidays in the year besides Sunday.

The college has got its own weekly paper called the "Wessex News" containing very interesting articles, editorials, news items, etc. and is run on the usual weekly newspaper lines.

An amusing thing about the students of even the highest classes—postgraduate and research—is that they daily bring with them the prescribed text-books, some reference books, etc. to lectures although actual reference to them is neither possible nor advisable during a lecture. Further, each student provides himself with a pen for writing, a set of coloured pencils and black lead pencils, a scale, a piece of rubber and such other materials which he brings daily to the college and quite strangely even to underline a heading in his notes he uses the scale and pencil methodically. He does not do anything in a rough slipshod manner including the drawing of a diagram of graph which the lecturer puts on the black board. I feel that this practice of writing too very neatly is quite unnecessary and free hand diagrams and lines are enough for the students' guidance.

In conclusion, I may point out some of the characteristics of the students here which I wish our own students to adopt: their high sense of responsibility without in any way affecting their sense of humour and

THE IDEAL HEADMASTER—I

SRI S. KRISHNARAO, B. A., L. T.,
Headmaster, Board High School, Gudur.

It is a little perplexing how the word 'master' became associated with teaching even from ancient days. 'Schoolmaster' and 'headmaster' have been more familiar and popular expressions than 'school-teacher' and 'head-teacher' though in recent years there is a tendency in certain quarters to prefer the latter terms. 'Master' is derived from a root which means 'great'. Greatness always controls and thus 'master' has come to stand for a controlling influence. This then is a more comprehensive term defining the relationship between the young and those that train them, than the term 'teacher'. It is in this root meaning of the word that a master or headmaster should search for the ideals inherent in his calling or office.

Surely every teacher requires to be great—in heart, mind and wisdom. His heart should be spacious enough to accommodate the idiosyncrasies and the native limitations of childhood and youth. His body and mind should be well-trained in behaviour and expression that are easily intelligible to the young learner who hungers after knowing and appreciating the world of objects, words and ideas around him. His wisdom consists in understanding his protegee intimately and administering to their individual latent talent or caprice as does the

wise gardener to the plants in his care. This is every master's job. A headmaster's is all this and much more.

There is no other institution in the world where large numbers of men of the same calling work together under the same roof for a common purpose than the school. Most of them are highly qualified and are experts each in his line and in the art of teaching. They deal incessantly with growing and active life which is certainly a pleasant though arduous task. For nature has endowed the young with health, quickness and surge, often too much even for an experienced teacher to control and direct properly. Again, the artificial and defective methods of grouping employed for purposes of teaching; objectives extraneous to the aim of true education such as the undue emphasis on the passing of examinations; ignorance of homes that send large numbers of children to school; and above all the disturbed political atmosphere at home and abroad, have made the teacher's task immensely difficult. Nor is this all. The poor economic condition of the teacher rarely gives him the necessary peace to reflect over and face his problems with courage.

In coordinating the work of teachers labouring under such hard conditions and inspiring them with ideals to which all educational effort in the world stands pledged to-day viz., the ultimate prosperity and the peace of the human race through a proper training of the young—ideals which are hidden to normal vision and bring no immediate reward—lies

the real, though humble, task of the headmaster.

In other words, the headmaster requires to possess in a large measure the qualities of leadership in a noble cause; understanding and sympathy, self-possession and capacity to organise and control. Above all, he should learn not to complain against, much less quarrel with, his tools. Though most of the members of the staff of a school are trained, many of them lack the necessary incentive for team work. There is a good number who feel that their task ends only with teaching. There are also a few misfits who by wrong choice have stepped into the school. The headmaster in most cases has no hand in the selection of his staff. Yet everyone expects him to run the school with maximum efficiency. An unwarranted impression prevails that he determines the success or failure of a school, which may yet take a long time to fade. He has therefore to bring together his staff and train them for team-work. Success in this direction largely depends upon example rather than precept, personal touch rather than the staff order.

Informed opinion will concede that the efficiency and success of a school largely depends upon the attitude of the staff to their work. I think it is a common experience of the headmasters that the normal teacher does not feel as enthused in his work as one would expect. The matter would seem to require careful and urgent consideration. It would be unfair to seek to find the causes for this lack of enthusiasm, in the teachers entirely. One cause is known to every one, their poor salaries and utter lack of prospects. There is one other which, though not wellknown, counts. The teachers are a proud and sensitive lot. Some of them possess large experience and wisdom and would have become

successful headmasters had there been vacancies enough. Yet, the present educational set-up does not provide for consulting them in important matters affecting the school such as, organisation, discipline, promotions, etc., except it be at the headmaster's pleasure. Wherever the headmaster consults them freely there has been generally a good measure of willing cooperation, though the absence of an established policy in this regard entails a great strain upon the headmaster. The present practice that makes the headmaster the sole arbiter in school affairs has in most cases led to friction between him and the staff and encouraged the formation of groups in the latter. It is not my contention that the headmaster should be disburdened of his responsibilities by the formation of staff councils. He shall continue to be held responsible for the efficiency and the well-being of the school. But his task may be rendered more pleasant and far more useful by the formation of staff councils on a statutory basis. Their business shall be to tender advice to the headmaster which he may accept or reject, owning responsibility for acceptance and recording reasons in case of rejection.

In his relations with the pupils a wise headmaster would keep himself in the background, leaving it to the class teachers to deal with them. In many schools unfortunately the class-teacher system does not work satisfactorily, the result being that many problems that can be easily set right by the class teacher are thrust upon the headmaster. It is therefore his duty to minimise this impact by removing all causes that impede the smooth working of the class-teacher system.

There is no doubt our schools require plenty of parental and public

Continued from preceding page.

playfulness; their helpful attitude; their studious habit of being up to date in every subject day by day instead of only during examinations; their practical approach to all scientific subjects, instead of mugging up derivations of formulae and so on.

cooperation. Most of them are so lacking in accommodation, equipment, hostel and playground facilities, etc., that it is impossible to expect the quality of work turned out by them to be quite satisfactory. Government and other grants apart, public charity requires to be diverted to them in a

far larger measure than at present. There is no doubt that the headmaster and his staff by their unstinted devotion to their work and amiable manners can help secure this result. They should mix without interfering, guide without dictating, and win without paining.

THE IDEAL HEADMASTER-II

SRI V. S. VENKATA NARAYANA, M. A., B. Ed.,

St. Peter's High School, Nellore.

It is an undoubted fact that the tone and efficiency of a school is dependent to a very great extent on the type of headmaster it has. A school gets its name and prestige through its headmaster. Dr. Arnold of Rugby secured a great name for his school and became proverbial for the efficient management of the school. Of course it is no gainsaying the fact that the assistants of the schools also are in a great measure responsible for the efficiency of the school, but they are efficient only when they have capable headmaster.

The ideal headmaster will be the moving spirit behind the school capable of initiative and prompt execution of ideals. He will be creative in his ideas and will carry them out in cooperation with his assistants. He will take the assistants into his confidence in any matter and will act in the light of their considered opinion. He will not embarrass them in their work and will not adopt any overbearing attitude towards them. The ideal headmaster will have no superiority complex. He will regard his assistants as his colleagues and not as his servants to be bossed over. He will not arrogate himself to the position of a despot and will not lord it over his assistants.

The general tendency of a headmaster of the present day is to regard himself as a person miles removed from his assistants and on a different footing altogether from them. With this view point he looks down upon his assistants as his inferiors. Even such of those assistants who have attained to that position after many years of experience as ordinary teachers behave arrogantly towards the rest. The mantle of headmaster-ship works an incredible change in the persons the moment they don it. Bullying the teachers just to show off authority is a common feature to be observed in many headmasters of the present day. This will not do. Every headmaster shall note the story of the captain who ruled his crew with an iron hand and by terrorising them with the result that they betrayed him in the hour of need to the enemy. The crew preferred dying to serving the bully who prided himself on his power over the rest. Such a fate will certainly overtake a headmaster when he does not treat his assistants properly.

The ideal headmaster will have a winning personality with a sweet tongue. Courtesy and politeness will be his watchwords. He will trust his assistants and will not fetter them with restrictions in the discharge of their duties. Unnecessary inter-

ference with a teacher's work will certainly be resented by him. The ideal headmaster will regard himself as one of the teachers and will sympathise with their difficulties. He will realise that ideal instruction can obtain only when the teachers are free from any sort of uneasiness with regard to their position in the school. He will certainly take the part of the teachers in any matter affecting their security and morale and will go even to the length of risking his own position in order to guard their rights. He will not countenance any infringement or encroachment on the liberty of the teachers in the school and their rights. He will be an object of love and admiration to them.

He will discuss any circular or announcement of the Department of Education with his assistants and will not keep it a secret. We find at present that teachers are generally in complete ignorance of anything about the departmental circulars and educational notices issued by the Government from time to time vitally affecting their position. Some headmasters keep the circulars a secret and it is considered by many as a great privilege when the headmasters show them the circulars received from the department. The ideal headmaster will not put himself in such a situation. He will get the intelligent cooperation and participation of the assistants by treating them as his equals. He will be very careful not to have even a vestige of discord in his staff. He will be capable of intelligent planning and administration. He will distribute the teaching work of the school impartially and according to the merits. He will plan the timetable so as not to have any undue strain on any teacher.

He will not be dictatorial but will exercise democratic control. He will not show cold shoulder when any assistant puts forward any suggestion

which he considers will conduce to the better-working of the institution. He will make room for intelligent experiment based on careful planning. He will not think of himself as having no work to do except supervising and criticising the conduct of his assistants. He will feel it his paramount duty to enforce discipline among his students and will cooperate with the assistants in the matter. He will not belittle the teachers in the presence of his pupils who will be made to understand that any disrespect shown by them towards any teacher will not be tolerated.

He will be a model to his teachers by his punctuality and regularity. He will be inspired with high ideals regarding the profession and will himself establish a moral code to be followed by the assistants. He will be a man of strong character with a deep moral earnestness and imbued with a spirit of service. He will be helpful to the teachers and will not be unfriendly towards them. He will not behave as a spy over his teachers to report against them to the management to vent his spleen on them. He will encourage the formation of Teachers' Associations. He will not look askance at a teachers' organisation. He will organise the teachers properly for he knows that with better organisation the teachers can grasp the balance of power. He will not threaten them into silence and conformity. Several able and forward teachers are generally dismissed every year because they have not fallen in a line with the views of the headmasters. Such a policy harms the very existence of the institution itself. The ideal headmaster will be mindful of this fact and will strive to secure a healthy progressive environment in the school under his control.

He will admit pupils strictly in accordance with the rules and will

not swerve from them. He will not show any laxity in the matter. He will act without fear or favour in promoting pupils to a higher class. He will not allow himself to be prevailed upon to act against his conscience and promote an undeserving pupil to a higher class. He will be a good psychologist confident of dealing with any complex situation arising in the school world. He will foster extra-curricular activities in the school and gets into effective touch with the pupils. He will establish a personal as well as a professional relationship with his pupils and his colleagues. He will not take the whole burden on himself and make it a one man show. He will take help from his assistants. He will identify himself with his institution. He will study the progress of the various schools and will have a thorough idea of their work. He will modify his administration in the light of such comparative study. He will get into contact with parents of pupils and will intimate to them whenever he has any trouble with the pupils. He will take their suggestion before dealing with those pupils. He will be cordial in his relationship with the parents of pupils and will treat them with due courtesy. He will form parents' associations, gets to know their reactions and will behave accordingly.

He will be a scholarly person capable of correct judgment and assessment of values. He will have an inspiring background of general culture. Above all, he will have that accomplishment which the Greeks called 'entheos'—a god's possession. Emerson had this gift and he gave to his generation the cogent epigram—'Nothing great was ever achieved without enthusiasm'—God's possession. Of course a person can be tremendously enthusiastic without producing anything but noise. But

the ideal headmaster will be full of zeal and will work on with irrepres-sible optimism and cheer in the face of odds. He will make the teachers imbibe that spirit and will dovetail his activities with theirs to the bettering of the institution developing it into a super-school of merit, of high standing and of great influence. He will be a maker of men and will be the best teacher in the school of education—"best in his range of knowledge, best in his balanced mind, best in his sympathies with those things of life which weigh heavier than wealth and with which one may spend his time happily in home as well as in the palaces of art or the great libraries of the world. He will be a man of versatile learning imbued with the idea of service.

Of course we know how difficult it is to get a headmaster with the above qualities. But it is not impossible to have such an ideal headmaster. We are familiar with the cry 'It can't be possible' whenever a thing is postulated. This cry was heard by Marconi. Did he stop his work? By Newton. By Graham Bell. By all pioneers in life. By Gandhiji. Have they not succeeded in forging ahead with their attempts to be rewarded by signal victory? Only very distant approximation to the ideal headmaster as depicted above can be found nowadays in the school world. It is not impossible to have ideal headmasters of the type required. Let the headmasters but make an effort to be leaders of school life and achieve the ideal set in here. We shall certainly have a line of ideal headmasters provided there is the will. We cannot but repeat with Archimedes: "Give me a fulcrum on which to rest my lever and I will move the whole world." Let us have a mental fulcrum for inspiring our teachers to better ideals and the intellectual world can be moved.

THE IDEAL HEADMASTER—III

SRI S. BALAKRISHNA JOSHI, B. A., L. T.,

Headmaster, Hindu Theological High School, Madras.

AN ideal is not a vague abstraction but a spiritual concept which spurs on to higher endeavour and nobler effort. It inspires in us a holy zeal to better our best performance and attain perfection. It is, therefore, not only desirable but also essential that every one should know clearly what exactly the pattern is into which he has to evolve himself to be of the utmost benefit to society in his own sphere. As for the teacher whose duty and privilege it is at once to be a living model, Idealism has to be the breath of his existence. A divine discontent must characterise his attitude, and he must ever march forward. It does not matter if the goal seems to be "beyond the rim of the sky."

A school is what its teachers make it: the teachers are what the Head Master influences them to be. It is the man at the helm of affairs that ultimately decides the nature of the institution and the quality of its work. His personality sets the tone and determines the atmosphere of the school. He can make or mar the institution.

The Head Master is the pivot of Secondary Education. By virtue of his office, he has to be a nexus between the Department and the school authorities, the Management and the staff, the masters and pupils, and the parents and teachers. His is a very delicate and responsible position: the work he is called upon to do is of an arduous nature.

It is not so much academic brilliance that an ideal Head Master needs as the possession of those moral and social virtues, essential for

vibrant, dynamic leadership. He is much like the head of the Hindu Joint Family. Character rather than capacity, tact rather than authority, sympathy rather than scholarship, are his *forte*. His enthusiasm is infectious: his energy is restless. Having entered the profession by deliberate choice, his faith in the sanctity of his calling borders on fanaticism. The work he does in a spirit of joyous service, nourishes and sustains him. By it he feels recreated and rejuvenated every day. It necessarily follows, therefore, that he is ever alert and active and seldom stays away from the post of duty. The progress of the school community is his thought by day and dream by night, and his aching passion is to wear himself out in the service of the shrine to which he feels spiritually wedded. It is his conviction that, while the life of a teacher is one of *consecration*, that of the Head Master should be one of *immolation*. Responsibilities and not rights, duties and not privileges, ever loom large in his mind because he regards himself as the humblest servant of the school. Aware that he has to deal with several agencies like the Department, the public and the parents, he strains every nerve of his to guard the reputation of the institution and to maintain the prestige of the profession to which he is privileged to belong. He does not stoop to exploit school influence for private gain because he realises that, if he does it, he sings his moral death-warrant. The result is that no amount of pressure can wean him from the path of duty and justice. Authority cannot coerce him nor temptation seduce him into any course

of conduct, not conducive to the highest interests of the school.

He is dignified in his department, and maintains a wise reserve in his manner without being distant or cold. While willing to be friendly with all, he is not familiar with anyone because he knows that indiscriminate fraternisation will land him in embarrassing situations which in turn will adversely affect his work.

He rises equal to any occasion, and by his resourcefulness and readiness to render service, solves knotty problems. To him it is not beneath his dignity to strike the gong in time if the peon is engaged otherwise or to lead a band of devoted volunteers to flush the latrine if the scavenger is absent. Again, he is prepared to 'referee' a match if the umpire has not turned up or step into a class and teach any subject if a teacher is called away suddenly. Thus his willingness and ability to do any piece of work pertaining to the school, wrest for him the confidence and the regard of all concerned. Since he ceaselessly strives to be a model to others, he regards no aspect of his work as trivial or insignificant which can conveniently be shoved on to others to be done well or ill. He is too well aware of the truth of that wise statement: "Trifles make perfection, and perfection is no trifle." Hence every item—be it the folding of a sheet or the writing of a circular—is done with meticulous care as if it were a religious act.

The ideal Head Master does not forget for a moment that he is a teacher first, a teacher next and a teacher last. It is in teaching, which is not mere communication of soulless facts but the transmission of moral force, that he finds his soul's joy. The administrative work he has necessarily to do, cannot stifle the teacher in him. He is fully aware that the perennial source of all his strength and inspira-

tion is the energising and vitalising contact with children, "Gods-in-the-Becoming." So he is ever on the *qui vive* to meet the lads, watch and study them and share their feelings and aspirations. He does not let slip any opportunity in his way to get into close touch with groups of them to teach and train, influence and inspire them. It goes without saying, therefore that he eagerly monopolises 'acting' work whenever teachers are absent. Though they are drawn from diverse homes, and speak different languages and belong to varying strata of society, all children in the school fold are equally dear to him. He makes all humanly-possible attempts to know each one of them intimately, and follows with true parental solicitude the progress they make under his loving gaze and fostering care. With unerring instinct he spots out those that need and deserve help and encouragement and affords them all facilities unsolicited. Yet he is relentless in enforcing the rules of discipline because he is anxious that they should imbibe in their impressionable period those qualities and habits which alone contribute to peace, joy and success. In a word, he is to them like a father strict and impartial, albeit tender and affectionate.

To his colleagues on the staff he feels naturally drawn. They are his fellow workers who have to share his responsibilities and lighten his labours, and not errand boys, to be kept in perpetual dread of his brief authority. Their progress is his pride, their prosperity, his happiness. Cordiality marks his relations with them. Though conscious of his power, he does not brandish it vulgarly or allow the human aspect in his nature to get smothered under its dead-weight. Gentle but firm in his dealings with them, he knows the strength as well as the weakness of each one indi-

vidually, and strives sincerely to pull them up to a reasonable standard of work and conduct. He is quick to generously recognise talents in them and to afford reasonable facilities for their display and development. Intuitive wisdom and robust commonsense alike point out to him that he cannot by himself achieve much without the willing and whole-hearted support of his colleagues. Successful school management is possible only if there be team spirit and corporate effort. By his personal example he inspires in the teachers a passionate desire to give of their very best to the institution, the object of their common allegiance. On their part, they extend to him their co-operation cheerfully, take pride in his captaincy and follow his directions faithfully, strangers to sectional feelings and divided loyalties which are the bane of institutional life.

The Ideal Head Master is not frantically attached to any pet theories. School work is a composite whole, and he takes a synthetic view of it. There is no aspect of it with which he is not thoroughly acquainted. He has a firm grip over every detail to which he pays personal vigilant attention. He has no prejudices and does not play himself into the hands of a few, aggressively interested in particular phases of work alone which they wish should dominate school life. On account of his versatility, every one knows that he can confidently look to him for guidance in the department of activity which it is his privilege to pilot. He brings to bear the most earnest and prayerful thought on each school problem and has definite opinions and crystallised ideas. Therefore, while he welcomes suggestions from his colleagues whom he takes into confidence and discusses with them freely alternative view points, the decision in all important matters

is his because he knows that he alone can harmonise apparently conflicting interests.

So far as the day-to-day work of the teachers is concerned, his duty is threefold—to direct, guide and watch. He has to tell them definitely along what lines work has to be carried on. To those who do not come up to the standard of expectation, he has to give helpful practical guidance instead of merely finding fault with him. Human nature being what it is, all are not swayed by an ever-mastering sense of duty. Hence, supervision and scrutiny of teachers' work in a friendly spirit, becomes part of the responsibility of the Head Master which he can ill afford to abdicate in the interests of all concerned. If done on healthy lines, this piece of work is welcomed by teachers themselves as helpful.

The Ideal Head Master gives the parents the respect due to them and successfully gets their co-operation. He helps them realise that, as the first teachers, they have their own part to play in the training of children.

By his attitude and work, he enlists the enlightened support of the members of the School Committee of Management in all his labours, for the uplift of the school.

Due courtesy characterises his attitude towards the Department. He does not needlessly antagonise the Officers for getting cheap heroism nor does he compromise his dignity by frequent visits to them. When occasion demands, he asserts himself without being arrogant. He looks upon the Inspecting Officers as guides whose duty it is to transmit to institutions the knowledge and experience they have garnered. So he discusses with them candidly the problems affecting his school and seeks their helpful opinion.

A word about extra-school activities may not be out of place. The Ideal Head master is not a frog in the well. He keeps himself abreast of the times. He is responsive to new ideas and likes to be profited by the experience of others. But as its Guardian Angel, he has enough work at school. It is a miniature State with its peculiar problems which need the concentrated attention and devoted care of the Head. It is improper, therefore, for him to distribute his time and energy to other organisations unconnected with education. He may gain popularity and come to be known

as a social figure but to that extent he betrays the interests of children committed to his charge. It is not for him to hanker after lime-light. Recognition is bound to him sooner than later. But he ought not to step down from his high pedestal to court it.

The hyper-critical reader may knit his brows, with his lips and ejaculate that the Ideal Head Master portrayed above can exist only in the pages of fiction. The reply is that the fault is that of the Editor who has failed to invite an article from the ideal contributor!

THE IDEAL HEADMASTER-IV

SRI V. NARASIMHAM, M. A., B. Ed.,

Municipal High School, Chicacole.

It is a well-known dictum that an Ideal Secondary School should have an ideal Headmaster, ideal assistants, ideal pupils, ideal management, ideal equipment, etc. Whether the existence of such an ideal institution is really feasible or not, is altogether a different question. If conditions for the starting of such institutions are created under the agency of the National Government, ideal schools are bound to thrive in our country.

IMPORTANCE

The ideal Secondary School should have an ideal Headmaster. He holds the key position in a school like the Captain who holds the key position in a ship. 'What the mainspring is to the watch, the fly-wheel to the machine, and the engines to the steamship, the Headmaster is to the school.' He is the guiding force to ensure the harmonious development of the institution and to mould the traditions of the school. He is the pivot on which hinges the entire

machinery of the school. Great head masters are said to have made great schools. Schools rise to fame or sink to obscurity as greater or lesser head masters are at the helm of the institution.

QUALITIES OF AN IDEAL HEAD-MASTER

Since the Head master is the chief force in shaping the destinies of the school, it is essential that he should be a man of high character and lofty principles. His private character should be pure without any blemish.

Perhaps no single characteristic is more important in a Headmaster than the power of inspiring the staff and the pupils with energy and life. Confidence in the head of the institution is an essential characteristic of an ideal institution and want of such confidence serves to retard the healthy growth of the institution. The staff and the pupils must be made to feel that the Headmaster is their master,

not by appointment but their master, by superior ability, energy and character.

Besides inspiring Confidence, the Headmaster should win the co-operation of the staff to keep the institution up to the mark. Sometimes it happens that the members on the staff of the school are teachers more qualified and experienced than the Headmaster himself. In such cases the first task of the Headmaster is to try honestly to understand their points of view and their difficulties and also to adopt a friendly and sympathetic attitude towards them. It is impolitic for a headmaster to assume the part of an autocrat or a dictator and to use the staff Order Book to issue memos on the good old principle of 'theirs not to reason why?' It should be the sincere endeavour of a Headmaster to grant due consideration to the wishes and sentiments of his assistants. Whenever he contemplates to make a change or adopt a new procedure, he should consult the staff; the consultation should be a real consultation and not simply a matter of formality. Such a consultation tends to result in a real pooling of wisdom and experience without giving any scope to the superimposition of the opinion of one man. Co-operation must oust autocracy.

Friendly attitude and co-operation do not mean that the Headmaster should gloss over the shortcomings of the members on the staff. If he happens to find slackness, carelessness, and irregularity, he must set his face against them without any shadow of weakness. He must be prepared to speak boldly or act shantly in cases where he finds slackness or neglect of legitimate duty.

The Headmaster should also aim at establishing a friendly relationship with his pupils and at inspiring in them the same trust and confidence which

Discipline, founded on fear, and imposed by resorting to punishment, is at best undesirable. Discipline, based on the recognition of its necessity and value, is the one to be aimed at by the Headmaster. The Headmaster can maintain better discipline by personal contact with the pupils. It is highly desirable for the Headmaster to know the pupils individually and this personal contact is rendered possible only in small schools, where the strength is below one thousand. From this point of view, it is better to have a small school and there is much truth in the dictum that the greater the strength, the greater is the weakness of the institution.

In modern times when the minds of the students are surging with feelings of false notions of liberty and independence which manifest in the shape of strikes, the attitude of the Headmaster towards the students has become almost a problem, too difficult to solve. On such occasions it is found by experience that coercive methods are at best useless and the adoption of a sympathetic attitude towards the aims and aspirations of the students is conducive to produce better results. At present the tendency is to endeavour to build up personal relationship between the Headmaster and the pupils. The establishment of individual relationship gives a splendid opportunity to the Headmaster for carrying out his educational ideals. The system of self government by which the help of the senior students is taken by the Headmaster on important occasions like the School Day and Annual Games and Sports, is considered to be the best way to build up positive and constructive discipline in a school.

THE HEADMASTER AS TEACHER

An ideal Headmaster should be

time for supervision work and office work, the Headmaster should, of course, do a fair amount of teaching himself. He should teach about 17 or 18 periods out of 35 periods in the week. The greater his teaching work, the greater is the scope to establish personal contact with the students which is indispensable for the maintenance of good discipline.

SUPERVISION

It is said that supervision is the fundamental work of the Headmaster. Supervision should be comprehensive. Its scope covers all the activities of the school. No branch of the life of the school should escape the Headmaster's survey for all the activities, put together, contribute to the making or unmaking of the pupils. Not only the teaching of the assistants and the work that is done in the classes, but also extra-curricular activities such as games, sports, hostel-life, Literary Association and several other activities which contribute to the mental, moral and physical development of the faculties of the students come under the purview of the Headmaster's supervision.

Though the supervision of the office work is considered to be a very necessary part of the Headmaster's work, it is desirable that he should not spend daily a part of his time for this item of supervision. All class registers, Cash Book, Acquittance Roll and other office registers may be called for checking once a month. As far as the organization of teaching work is concerned, supervision is considerably facilitated, if the staff is divided into faculties and the Senior Assistants are appointed as Chairmen of each faculty. As ex officio Chairman of each faculty, the Headmaster can supervise the syllabuses drawn and the work to be done for the year. The faculty system not only ensures

efficiency but also fullest co-operation between the Headmaster and the staff.

Besides the Faculty system, the Headmaster should pay regular visits to different classes at work and should note in the supervision Note Book all such suggestions which occur to him in the course of his supervision. The Headmaster's suggestions should never be made in the presence of the pupils and the teacher should never be criticised in the class-room. The Headmaster should also be careful not to try to ram his own ideas down the throat of the teacher.

The Headmaster's supervision is to be extended also to other parts of School life. The supervision of the Physical, activities of the pupils of the school, forms, *prima facie*, the most important item. Of late tendency is to organise games in such a way that every pupil may have a chance to play every day. Pupils may be divided into groups from twenty to twenty-five with a teacher in charge of each group. The Headmaster should not be attached to any particular group, but should be free to supervise the activities of each group, of course paying attention to the smartness and alertness of the group. With the help of a Y. M. C. A. trained Physical Instructor, the Headmaster may also give occasional demonstrations of minor games for the benefit of the pupils.

In a short article it is not possible to touch the manifold extra-curricular activities which are to be supervised by the Headmaster. It should be remembered that the main object of his supervision should be, as far as possible, the successful realisation of the ideals which he and his staff have put before themselves.

THE HEADMASTER AND THE PARENT

The Headmaster should take every opportunity to get into touch

with the parents of the pupils. He should treat the parents with scrupulous courtesy when they come to the school. Co-operation of parents may be secured by holding Parents' Days, Prize-distribution, Annual School Day and similar other functions. On such occasions, it should be the aim of the headmaster to establish and maintain as close a relation with the parents of the pupils as possible.

CONCLUSION

From the above sketch, one is sure to be led to the conclusion that the post of Headmaster is vested with onerous duties and heavy responsibilities. When appointed to headmastership, he should be prepared to undertake increased work, increased responsibility and increased duties, in addition to the organisation, management and discipline of a large number of boys. In the best interests of education, the headmaster's post should be made a selection post to which men of the highest abilities possessing high academic qualifica-

tions, are to be appointed. At present in the District Boards, with the retirement of the older heads, teachers of mediocre abilities, who have put in only a few years service are promoted as Headmasters, while more experienced and qualified teachers are available in the Municipal High Schools, with no scope to get the chance of a Headmaster's post. The best remedy to get suitable men to fill in the posts of Headmasters whenever they fall vacant in the Local Bodies, is to prepare a panel of experienced and qualified teachers working in the Local Bodies and to appoint the Headmaster according to the order of merit. It is high time for the Education Department to amend the G. O.s, relating to the appointment of Headmasters in the Local Bodies in such a way as to give scope to teachers of outstanding abilities to get the chance of being selected as Headmasters, by preparing a panel of Headmasters from the teachers, working in the Local Bodies.

THE IDEAL HEADMASTER-V

SRI K. VEDANTA DESIKAN, B. A., L. T.,

Headmaster, Sri Ramakrishna Mission High School, Thyagarayanagar.

It is rather difficult to say who an ideal Headmaster is, as it may lead to endless discussions; but I shall be safe in saying what I consider to be some of the essential qualities of a Headmaster.

The Headmaster of a school occupies a unique position which is unlike that of the Heads of the Departments in other organizations. Every school, worth its name, should stand for certain high ideals besides offering instruction in the various subjects of the curriculum. If we want the school

to stand for real and substantial education, the school should be a place where the pupils should receive attention with reference to the purpose of education. The purpose of life is the purpose of education.

Every boy or girl needs a certain amount of cultural background to understand, appreciate and enjoy life in all its various stages. The need for the acquisition of knowledge of crafts and arts and the proper and efficient utilisation of the hand and the eye in the process of learning has also to be

kept in view. More important than these, are the great and virtuous qualities which are needed by all people for the building up and preserving of a decent and well-ordered society, and these society-building qualities should be presented to all the pupils for being pursued at school as well as after school. An all-round education, a man-making education is a stupendous problem to understand and handle. The Headmaster and the teachers have therefore to realize that their work is something quite different from that of people in other walks of life. There is a life of sacrifice and devotion to the cause of the nation and humanity. The political, cultural and economic ideals of the nation are to be taught by them to their wards; it is only at the school that the ideal of honest and efficient service to society can be inculcated in the minds of the future citizens, who should be given opportunities of even practising these valuable virtues in the school, which is the nursery of the citizen. The Headmaster, to succeed in his work, must be inspired by this broad-view of the educational ideas and ideals. He should have a clear and comprehensive vision of the true type of education, of the ideals for which his institution stands, and also the ideals of the other members of his profession.

In the actual field of work the handicaps are many and these are sometimes insuperable. The Headmaster has always to take the staff with him. In planning all the activities of the school, curricular or extra-curricular, in deciding methods best suited for purposes of teaching, in the pursuit of ideals and in the art of training the boys for right citizenship, in the great task of discovering the qualities and virtues of the pupils and developing them for the good of the pupils and for the good of society, - the Head

master should have frequent and frank discussions with the members of the staff without whose hearty co-operation no successful work can be done. He should have a definite and clear voice in the choice of those who are to work with him. He should have entire confidence in them and always put a sympathetic and generous interpretation on their remarks, suggestions and views. He should never assume the position of an all-knowing and all-powerful autocrat; in education *there is no room for an autocrat*. All educational work is team-work. The Headmaster has to make himself fully familiar with the varying ideals of education for the building up of the mind and the body of the pupils, with the various methods that are to be followed and with the many kinds of problems relating to education in our country and outside. After a careful study of these, he should have free and frank discussions with his experienced staff and give the benefit of such valued discussions and careful conclusions for others also to think over. The whole school should feel as one person in the discussion and determination of the right educational policy of the school. Under the leadership of such a man the staff should feel highly inspired. The staff should also have complete confidence in their leader, co-operate with him and work for the realization of their common ideals, if the Headmaster and the staff develop, between themselves, a good understanding, good will, sympathy and confidence, if both feel equally inspired in the discharge of their duties, and if they understand that the progress of their work depends largely on knowledge gained from observation of the work done in institutions other than their own and on the study of experiments conducted by bodies and organizations, and

work whole-heartedly for their own successful planning and practice of educational ideals, half the work may be said to have been done. To summarise the points raised above, the Headmaster should be a man of character, a man of vision and ideals, should possess a right understanding of his work, inspire his staff with his ideals and should *always* carry them with him.

Next, is his relation with the pupils. In big schools where there are a large number of boys, it is well-nigh impossible for the Headmaster, however able, learned, tactful and energetic he may be, to follow any ideal worth the name. The school is not mere brick and mortar. It is the tradition, the ideal, the training and the education that make the school. The school is to be judged, not by its size or strength, not merely by the results at the examinations, but by the character, knowledge and training of the pupils that pass out of its portals year after year. If the boys, who have gone out, look back to their school (it may be some years afterwards) as a real centre of learning and culture, think of their teachers as worthy and deserving custodians of such culture, learning and training and also as men imbued, each in his own way, with some ideals of work and service, and feel that they owe all their inspiration and ideals, energy and enthusiasm to the men at the top, the Headmaster needs to be congratulated.

The high ideal and the inspiration of the man at the top should filter down to the last boy in the class, directly, as well as through his efficient and trustworthy agents. Happy is the Headmaster who has a small school to manage. He has no serious problem of discipline. He has a greater chance of being heard and followed. His great and good qualities are certain to be observed and

appreciated by his colleagues and by the pupils and followed in their own spheres of activity with the stamp of each one's own genius and individuality. The Headmaster should have frequent occasions to come into close contact with the pupils; he should try to observe their ways and habits and also their environments. He should know their homes, their parents and friends: he should observe if they possess any special talents. He should be one to whom all pupils should look up for advice, guidance and ideas. The pupils should feel that they have in him a true guide, a good companion and an impartial disciplinarian.

The ideal Headmaster will try to be an all-round person. Besides discharging his general duties of organization of studies and other activities, he tries to be everywhere. In the classroom he teaches, and tries to make his teaching efficient and inspiring. He mixes freely with the pupils when they are out on an excursion or when they are playing games in the playground. He attempts to study the pupils in their varied activities and observe their latent talents and qualities. He always takes with him, perhaps indirectly and imperceptibly his telling influence.

Such a Headmaster is liked and respected by all his colleagues, pupils and the parents of the pupils and the general public. They see in him a good teacher, a good organizer, a strict disciplinarian and a sound educationist. The general public find him a good and honest worker, inspiring the younger generation with ideals of culture and good training besides offering knowledge.

That Headmaster is great indeed, who formulates his plans in the noble work of *educating* and carries them through, whatever the tribulations he may be subjected to. Routine exami-

nations, and day to day problems of discipline do not in the least worry him and chill his enthusiasm. He is undaunted by all obstacles, and unaffected by passions and prejudices of any kind. To him communal and sectarian notions are completely unknown. Well might the world say of

him, when at the end of such a useful career, he lays down his official duties, as Headmaster of a school. "Here was a man who did his duties well, worked for the cause of education and served the pupils entrusted to his care in a true spirit of selfless devotion."

THE IDEAL HEADMASTER-VI

SRI A. S. VENKATARAMAN,

Headmaster, Board High School, Chittoor.

BEING invited by the Editor of 'Educational India' to contribute to this magazine on this topic, I felt glad of an offer to please my vanity and rejoice in the company of others to see my name in print. At first I wondered why I should be thought of. Perhaps it is due to my association with 'Educational India', partly due also to my captainship at the helm of affairs with 1300 souls in my charge.

An ideal Headmaster simply does not exist. Or if he were to exist, he should be a monster as perfection is often pictured as one. Still there are ideals worth striving for and it is good to envisage an ideal worthy of contemplation. It should also be conceded that it is subject to variation from time to time and is also dependent on the size and character of the institution. The reader will easily judge what type of school is in the contributor's mind in the course of this article.

Let us for a moment examine the present day conditions. Schools are over-crowded, teachers even of the not right type are scarce, pupils are not altogether mindful of their school work, parents barring a few exceptions, treat them as good riddances at home, the public have an unborn or still-born conscience in watching the

progress of schools, the politician (I mean the power politician) finds in the ready pupil a willing tool for many of his designs. Whether he wills it or not, the teacher is forced to think not in terms of class room instruction, method, discipline, results and success but to think only in terms of mass instruction, mass methods, mass discipline, mass success or results, hours of work, trade-unionism with its concomitant evils and advantages if any. The swing of the pendulum is slow in favour not of the individual attention nor even of instruction in the class room of forty pupils, but in favour of instruction of a mass of pupils, 200 or 300 in each form in any big school. When a Headmaster takes a serious view of his job and speculates on the responsibilities of his task, what does he feel? He has to answer his own standards and the exacting demands on his time, attention, energy, ability, zeal and enthusiasm. Fancy how he wishes he were an administrator, commander, director, spokesman, protector, diplomat, politician, and statesman. One wonders if these are not difficult, superhuman tasks. He should be an impressive teacher, an ideal gentleman, a paragon of virtues, a shrewd detective, a clever physiognomist, an intelligent psychologist, a sincere

worker, an untiring workman, an able organiser and a skilful administrator. In the words of W. Wordsworth; he is one "whose high endeavours are an inward light. That makes the path before him always bright." In the midst of his multifarious fancies, plans, engagements and duties, the Headmaster, who is after all a human being, should plan and organise or he cannot attend to all worthy of his attention, avoiding all sundry things. There is the temptation for him to get all things done by others. He is the easy, happy-go-lucky type, some-times fussy and assertive, a pushful swaggerer, or a capitalist subsisting on the products of others' sweated labour. Or there is the other type, conscientious, over-worked, over-working, worrying himself and others, himself first and others next, without a sensibility to the discrimination of values between attachment and detachment. Either may be an ideal for the realist or the practical Headmaster but mine is an easier job, that of depicting the ideal without reference to types or individuals.

An ideal headmaster cultivates a sympathetic imagination in his dealings with his staff and pupils, particularly so with reference to new teachers and new pupils. He believes he is the leader of a group striving for a common purpose or goal and seeks the co-operation of the staff. But if sometimes he speaks sharply to pull up teachers, for their lapses it is only for successful co-operation. He is generally in touch with modern movements in education and subscribes to or reads many educational magazines. He seeks a chance to contact pupils to inspire confidence and establish individual relationships but this is impossible when the strength exceeds 350. In a small school he may teach for 24 out of 40 periods and handle one or two subjects, and that in the

class where new pupils enter in large numbers to check upon their progress and behaviour. He may also handle a middle class and the highest class. If in a big school, he will try and seek personal contacts in as many ways as possible though not mostly in the class-room. For he may have to visit pupils on the playground, in their rooms, in the hostel where he can study them in their natural surroundings, in their very home and in the enjoyment of their freedom. The best chance to study their character is to catch them un-awares, when they are least on guard. In scouting camps and in excursions, where pupils are away from their formal, class-room manners and discipline, there the Headmaster explores all possible avenues to dive deep in the pupils' minds and hearts.

As a leader, as an organiser, as a teacher, as an observer and as a student of human nature, his different roles have been examined. But more than these there is the glorious or strenuous role of supervisor. The more the Headmaster contemplates on the seriousness and responsibilities of his task, the greater is his obsession, which grows by what it feeds on. Supervising the new teacher is indeed a problem for the headmaster. To help the new teacher to seek adjustment in his new environment is no mean task. The teacher's needs, capacities, ability, scholarships, powers of discipline and teachership have to be studied at close quarters. The new teacher, a gentleman or a lady at first is not in his or her element or does not feel quite easy. He or she may experience difficulties in securing the appropriate atmosphere for teaching. For that matter poor discipline is a common cause of failure. He who can maintain control is in a position to begin teaching and has cleared the docks, but not every new

teacher can at once secure discipline and so he or she should rely on the Headmaster.

There is the standing criticism or stock-in-trade that men of the right type are not attracted to the profession. It may be so, and I do not deny the force of this observation. I however feel that the real danger does not lie there for the reality of the situation is that the sincere teacher is fast disappearing. The ideal Headmaster not only helps the new teacher to seek adjustment but also consoles the old teacher in his depression. It requires an all-out effort on the Headmaster's part to play this role. It is an exacting ideal which demands a robust optimism on the part of a headmaster moving in a company of confirmed pessimists. In this arduous task the idealist alone can never achieve success without the help of society and the support of government.

In his planning of supervision, the Headmaster pays adequate attention to salient points. A sound educational policy to govern educational activities is his prime care. In his

observation of teaching, he tries to be critical but impersonal. He holds conferences with the whole staff or group of teachers to give constructive help to them. With the individual teacher, he discusses both good and bad points. His supervisory bulletin is issued for the improvement of teaching. Now and then he arranges a demonstration lesson to benefit the new teacher. He distinguishes two types of weak teachers, those with latent possibilities, and those incapable of improvement. The first he reprimands, the second he cashiers. Good teachers too require to be supervised. For often in coping with difficult situations, they rely not on preparation but on intelligence and resourcefulness. The headmaster can supervise them and direct them in experimental studies.

The list of Headmaster's virtues can easily grow longer. But then there is the risk of scaring away teacher aspirants for headmasterships, from jobs they have been coveting possibly for years together, and I shall not aggravate the situation by deifying the Headmaster more.

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Social Education

THE term "Social Education" has now come into increasing vogue in India and the need for it has been stressed in all the addresses delivered at the convocations of several Indian Universities—Nagpur, Allahabad, Orissa and Andhra—during December. Speaking at Allahabad both Pandit Nehru and Dr. Rajendra Prasad made pointed reference to this aspect of education. Mr. Pakwasa did the same at Nagpur. It was the keynote to the address of Sir Archibald Nye at the Andhra University, while it was given prominence by Dr. Katju in Cuttack. This is not a chance coincidence. It is the reaction of all the leaders of the country to the tragic happenings witnessed by all in

the course of the last four months. As Pandit Nehru observed it is true that freedom came to us and it came with the minimum of violence. "But immediately after we had to wade through oceans of blood and tears. Worse than the blood and tears was the shame and disgrace that accompanied them...suddenly darkness descended upon this land and madness siezed the people. Fear and hatred blinded our minds and all the restraints which civilisation imposes were swept away." An effective remedy has now to be devised for preventing the brutal and savage instincts in man finding expression in the way in which they expressed themselves in recent months and the remedy should be a permanent, and not a temporary one.

IT is no wonder that the leaders feel that education of the right type will be such a remedy. It may however be asked at the outset whether education has anything to do with the brutalities experienced in the East and West Panjab and in Delhi and whether all of it was not the work of the ignorant and illiterate masses. But the question is easily answered. These masses were led by persons who were many of them highly educated. It was the cruel and false lead given by them that brought about the savagery around. It is because of this that those who addressed the University convocations felt that unless the Universities produced a better type of leaders the future of the country is bound to be dark.

FOR it is from the *alumni* of the Universities that leaders are produced. Most of the leaders who are prominent in the country today are themselves the products of the Universities. If there is a defect in their leadership it is the logical outcome of the defective education which they received. And it is this defect that has to be removed. As Pandit Nehru put it, a University stands for humanism, for tolerance, for reason, for progress, for the adventure of ideas, and for the search for truth... If the Universities discharge their duties adequately then it is well with the nation and the people. But if the temple of learning itself becomes a home of *narrow bigotry and petty objectives* a nation will not prosper and it will not grow in its stature. A vast responsibility therefore rests on our Universities and educational institutions." What they should teach to their *alumni* is the eternal need for tolerance. As Sir Archibald Nye stated, "if your education has not taught you the virtue of tolerance it has taught you nothing." And without conscious effort on the part of universities it is very difficult to inculcate this virtue in the minds of the students.

THE over emphasis laid by Universities on science and technological studies is also to a great extent responsible for this result. Reference to this aspect was made by Dr. Rajendraprasad when he said that today science has divorced itself from morality.

"Today the discoveries of science are being utilised by honest people and criminals alike for the promotion of their interests and the attainment of their ends... and what is more reprehensible is that the Thug, the criminals and the unscrupulous are making more gains by the use of science than the others." Some remedy for this overemphasis on science has to be found and made use of in the Universities if the ideal of social education is to be realised, and the remedy consists first in giving equal recognition to humanities and second in practical training in methods of work and life in which members of different communities in the universities are brought to-gether.

IT is in this connection that Dr. Rajendra Prasad made pointed reference to the significance of the teachings of ancient Indian sages who preached the doctrine of self-conquest. Dr. Katju also referred to the ancient wisdom of the East which was based on all-embracing love and tolerance. If these ideas are to take a concrete shape it will be necessary that Universities should pay more attention than they are now doing to the study of Indian culture and tradition and the Indian outlook on life. Of course one has to guard oneself against such a study not resulting in reactionarism leading to another kind of narrowness and bigotry.

IT is also in this context that one has to welcome the decision of the Indian Ministry of education, to launch a scheme

for social education. The scheme is based on the view that in order to create the right type of citizens to face the tasks before them consequent upon the newly acquired independence there should be systematic efforts to inculcate in the people of the country a better sense of citizenship, social behaviour and social privileges. The scheme is intended for the benefit of not merely the school going population but also others and the publication of pamphlets in the more important Indian languages will form a part of the scheme.

THE difficulty does not lie so very much in recognising the need for social education and in giving lessons on the subject as in making it integral to the life of the students that pass through the universities and other centres of education. Educationists should bestow more thought on the actual courses—*theoretical as well as practical*—which will give a reality to the concept of social education.

Sanskrit as National Language

WHAT should be the national language of Free India?

The answer that has so far been given is that it should be Hindi or Hindusthani. The argument in its favour is that it is already spoken by nearly sixty percent of the people of the country and with some effort it can become the language of the rest of the population at least for purposes of administration and

business. There are those who say that the Hindi literature has not any superior cultural value and to learn it will not be as advantages as learning the English language. But we should not forget that it is not so much for cultural purposes that we need a common language as for administrative and business purposes and the question therefore is only whether Hindi can serve as a convenient instrument for mutual intercourse throughout the country. Almost all national leaders have given an affirmative answer to this—Mahatma Gandhi has thrown his great weight in its favour. And the Hindi Prachar Sabha has been for years carrying on steady work in spreading a knowledge of this language in areas where it is not the spoken tongue of the people.

INSPITE of all this there is a certain amount of sentiment and prejudice against Hindi especially in south India, Bengal and perhaps Maharashtra also. It is true we need a common language but we may ask ourselves whether there is not an alternative to Hindi.

DR. K A T J U the Governor of Orissa and the Chancellor of the Utkal University has made this the subject of his address of welcome to the Inter-University Board when it met last month at Cuttack. He put forward a powerful plea for making Sanskrit the national language of the country and he made an appeal to the Board—influential as it is—to

give careful consideration to the suggestion thrown out by him.

OF course some may not agree with the observation that he made that the national language should also be the medium of instruction in our colleges and Universities in preference to the regional language and that it should replace the regional language in the provincial legislatures and the higher courts in the provinces. But this aspect is not quite relevant for our present purposes and we need not attach much importance to it. The more significant question is whether there is any thing in favour of Sanskrit being used for inter-provincial purposes and in the administration of India as a whole.

ONE argument of Dr. Katju, is that Sanskrit is the mother of all the provincial languages of India, which do not derive their inspiration from Arabia and Persia. Of course it may be criticised on the ground that it is not the mother of the Dravidian group of languages in South India. But though this is theoretically correct there is so much of affinity between these languages and Sanskrit that for all practical purposes they may be regarded as being derived from Sanskrit and even among philologists there are some who regard Sanskrit as the mother of the Dravidian languages also.

ANOTHER argument is that the adoption of Sanskrit will not raise any provincial jealousies as Hindi is likely to do; and

this is a strong argument. It will place all in the same disadvantageous (or advantageous) position. A more powerful argument is that the adoption of Sanskrit will forge a link with our ancient culture and in the free India of the future our traditional culture will certainly occupy a great and more important place. A knowledge of Sanskrit will also go a great way in the development and enrichment of provincial languages. Above all Sanskrit possesses a literature which is a treasure house of knowledge on all sorts of subjects. It is accepted as a sacred language by almost all the people of the country. It will appeal to their emotions. Its vocabulary is rich and varied and no other language is so helpful as Sanskrit when we have to coin new words or new technical terms. All these arguments will convince a large majority of the thinking people of the country that Sanskrit has a strong claim to become the national language.

THE objection that it is a dead language is not a serious one. In one sense Sanskrit has been a dead language for ages. It ceased to be a spoken language perhaps two thousand years ago. But this has not stood in the way of its use for all cultural purposes and till very recently it was the common language of intercourse among the learned classes in the country. From this point of view it has never been a dead language. Nor is it a language difficult to learn. The difficulty

THROUGH different PROVINCES

DELHI

CENTRAL UNIVERSITY GRANTS COMMITTEE

In view of the recent constitutional changes and the additional responsibility that the Central University Grants Committee will have to undertake in the coordinated development of University education in the country, the Government of India have reconstituted the University Grants Committee with an enlarged membership. The Rt. Hon'ble Dr. M. R. Jayakar will be the Chairman of the Committee. The members are Mrs. Hansa Mehta, Sir S. S. Bhatnagar, F. R. S., Dr. M. N. Saha, F. R. S., Sir Homi Mody, the Hon'ble Dr. P. Subbarayan, Dr. Zakir Husain, Mr. K. Zacharia, member, Federal Public Service Commission and Dr. B. C. Roy. The term of appointment of the members of the Committee is for five years but they will be eligible for re-appointment.

The Committee will make enquiries and recommendations regarding (i) the lines on which the Universities and other institutions of higher learning should develop, (ii) the additional amounts in the form of grants-in-aid from public funds required for them, and (iii) the

Continued from preceding page.

will not be greater than what we find in learning a foreign language like English and with how much ease we learnt the English languages is known to all.

THE suggestion therefore of Dr. Katju deserves careful and sympathetic consideration by educationists and statesmen of the country. It will be a great day for India if Sanskrit becomes the national language.

coordination of their activities with a view to avoiding unnecessary overlapping.

DEVELOPMENT OF CENTRAL UNIVERSITIES

Since its inception in 1945, the Central University Grants Committee has done valuable work in helping the development of the three Central Universities viz., Benares, Aligarh and Delhi. The basic annual grants to these Universities have been nearly doubled. For the advancement of Women's education in the country, the Committee recommended nearly Rs. 17 lakhs as capital grant towards buildings, equipments etc. and a sum of Rs. one lakh and a quarter per annum as recurring grant. In the case of the Benares Hindu University, the Committee also made certain recommendations for the Teachers' Training College and the Engineering College and also the necessary grants for its Agricultural College and that of Aligarh.

DELHI UNIVERSITY

In the case of the Delhi University, grants have been provided for many-sided developments. A capital grant of nearly Rs. 40 lakhs was recommended for various building projects such as those of the Arts Faculty Building, the Women's College, the Biology Block, and the University Hall. The grant also provides Rs. 11 lakhs as loan for the construction of staff quarters, Rs. 5 lakhs for equipping the science laboratory and Rs. 2½ lakhs for bringing the library up-to-date. On the recurring side a considerable amount was sanctioned for starting new Readerships and for the revision of salary scales.

For this record in such a brief period, the Committee owes a great deal to its former Chairman Sir Mirza Ismail.

COMPULSORY PRIMARY EDUCATION

The Education Minister, Maulana

Abul Kalam Azad, disclosed in the Dominion Legislature that the Governments of Bihar, Bombay, U P. and Madras have already started implementing schemes of compulsory primary education in accordance with the Central Advisory Board's scheme for post-War educational development. Orissa, the Central Provinces and the three centrally-administered areas proposed to implement the scheme from this year. The schemes of Assam, East Punjab and West Bengal were under revision.

It was not possible to indicate exactly when these schemes would be fully implemented and there would be universal compulsory primary education for all children between the ages of six and fourteen. The Central Advisory Board of Education had contemplated that it might take not less than forty years. The present Government of India, however, cannot wait so long. They feel that we should try our best to remove the difficulties and guarantee primary education to all children within the shortest possible time. The Government have in view a special scheme for this purpose which it wants to place before the Provincial Educational Ministers and university representatives at an early date.

SCHEME TO PROMOTE SOCIAL EDUCATION

The Ministry of Education has decided to launch a scheme for social education.

It is now widely believed that in order to create the right type of citizens, to face the tasks before them consequent upon the newly-acquired independence there should be systematic efforts to inculcate in the people of the country a better sense of citizenship, social behaviour and social privileges.

Hence a comprehensive plan for imparting social education, which will embrace not only the school-going population but the population which will remain outside the scope of schools becomes essential.

The Ministry of Education has decided to organise the publication of pamphlets in English as well as the more

important Indian languages such as Urdu, Hindi, Tamil, Telugu, Marathi, Gujarati and Bengali.

Besides training in citizenship, the subjects to be dealt with will be a glimpse into the cultural heritage, the awakening of India and the trend of the national movement and introducing the people of India to one another.

INTER-UNIVERSITY BOARD'S RECOMMENDATIONS

The Inter-University Board, at its meeting held on 1st December adopted a resolution recommending to the Government of India that it is desirable that speedy action should be taken towards promoting cadet-training in schools and colleges.

By another resolution, the Board recommended to the Universities to encourage rendering of social service by University students, on a voluntary basis, and with a view to placing such service in an efficient and organised manner, the Board is of the opinion that the necessary finances should be provided by the Central and Provincial Governments.

The Board also adopted another resolution expressing the opinion that Universities should do all that is possible to develop research in fundamental and applied science and arts, and that the Central and Provincial Governments should sanction liberal grants for the purpose of these researches.

Prof. N. Siddhanta of the Lucknow University, Chairman of the Board, presided over the meeting.

SPECIAL GRANT FOR RAMAKRISHNA MISSION

The Ramakrishna Mission is being given a special grant of one lakh of rupees for bringing out a compendium on Indian cultural heritage and another twenty lakhs as fifty per cent contribution towards new buildings in Delhi.

MADRAS

OVERSEAS SCHOLARSHIPS

The Government of Madras have informed scholars sponsored by them for overseas studies that the financial loss in case of the scholars, not availing them-

selves of the passage secured for them would have to be borne by them, except where they give sufficient notices or adequate reasons.

This step, it is learnt, has been taken in pursuance of the decision of the Government of India who recently informed Provincial Governments that the scholar or Provincial Governments sponsoring would be responsible for the financial loss caused to the Government of India by the failure of the scholar to avail himself of the passage booked for him. The Government of India, however, were prepared to consider representations based on individual cases where there were sufficient reasons or extenuating circumstances.

NON-GOVT. SCHOOL TEACHERS FOR GAZETTED POSTS

The Government have decided that teachers from non-Government recognised Secondary Schools should also be recruited for gazetted services in the administrative (Education) Department of the Government.

The substantive vacancies arising in the men's branch of the administrative section, it has been decided, shall be filled or reserved to be filled in the following ratio: direct recruitment as existing now 1; from teachers employed in non-Government secondary Schools 1; and recruitment by transfer from subordinate services of the Government 2.

In the case of direct recruitment from among the teachers employed in recognised non-Government Secondary Schools, a candidate shall be eligible for appointment if he has not completed the age of 40 and he should undergo training for a period not exceeding four months. While undergoing training, the probationer will be paid Rs. 200 a month or the pay drawn by him in the non-Government institution at the time of recruitment whichever is less.

The qualifications for such recruits should be a Degree in Arts of a University in the Province, L. T. or B. Ed. Degree of a University in the Province and experience as a teacher in a recognised school for a total period of not less than 11 years.

BOMBAY

MORE ENGINEERING COLLEGES FOR BOMBAY

"There may be two or three more Engineering Colleges in the Province of Bombay, one of them being a Government College at Ahmedabad," This was disclosed by Dr. B. G. Kher, Premier of Bombay, when he referred to the inadequate facilities for technical education available in Bombay Province, and in the country as a whole, while declaring open the new Engineering College of the Maharashtra Technical Education Society at Kupwad, near Sangli.

He added, "The Scientific Man-Power Committee set up by the Government of India has just sounded a note of urgency in the field of technical education." He hoped people with means would come forth readily to contribute towards this urgent and essential social service.

Concluding, the Premier stressed the need for "collective effort" on the part of such institutions in organising "something in the nature of extension lectures," and advised those who would perform "this essential function in educating the general public" to get the material for the lectures carefully prepared and published in suitable languages.

SIND

MASS LITERACY DRIVE

The use of the medium of broadcasting, magic lantern slides, gramophone records, documentary films and other scientific methods for a literacy drive among the masses have been recommended by the Adult Education Committee, of the All-Pakistan Educational Conference, which met in the Constituent Assembly building today under the chairmanship of Dr. Qudrat-e-Khuda, Director of Public Instructions, East Bengal.

The Committee, it is learnt, suggested that the Provinces be requested to take early steps to introduce mass literacy and that there should be a special section devoted to adult education, when the Central Advisory Board of Pakistan comes into being.

SCHEMES OF SPECIAL STUDIES

The Hon'ble Maulana Abul Kalam Azad

Outlining some schemes of special studies to promote the cause of education in reply to an oral question in the Constituent Assembly on the 6th, Dec., the Hon'ble Maulana Abul Kalam Azad, Minister for Education, said:

"A number of special studies including those on Scientific Terminologies for Indian Languages, a common Braille for the blind in India, Social and Recreative activities, new techniques of training and the assessment of attainments and the curriculum of Basic Schools have already been undertaken by the Government of India. It has been decided to set up a Central Institute of Education and a Central Bureau of Psychology in Delhi for conducting research in selective methods and standardising tests of various types in the educational fields.

"Some of the problems envisaged are the improvement of the present examination system, methods of selection for the various stages of education, vocational guidance and so on. It has also been decided to start a school of modern studies—Asiatic and European—where the Indian students will have the facilities to study the languages, literature and history of some of the most important Asiatic and European nations. Also, a small unit for the education and welfare of the Blind has been established. The establishment of a Central Institute for Social Service and Public Administration is under consideration.

"Several measures have been taken to promote scientific research in India and arrangements for international scientific contacts for Indian scientists are being made from time to time. Cultural co-operation with other countries is endeavoured to be promoted through the exchange of students, e. g. Chinese, Iranians and East Africans."

PRINCIPAL P. RAMASMAMI ON THE PROBLEMS OF COLLEGE TEACHERS

Presiding over the 5th Andhra University College Teacher's Association on 29th November, Mr. P. Ramasmami, Principal, W. G. Bhimavaram College said:—

Under the national Government education seemed to be almost the last charge upon national revenues; and while the need for subsistence wages was readily conceded in the case of all other people, the teacher alone was singled out for an exhortation on the virtues of sacrifice and suffering. The teacher had to carry on his work unheard alike by students and management unappreciated equally by the public and Government. Policies were framed for him from above and curricula were imposed on him by narrow-minded specialists. One of the greatest dangers was that on the basis of pay a new 'caste' distinction was introduced amongst teachers.

In place of English, "which perhaps is the richest language in the world," a new bondage was sought to be imposed upon them in the form of Hindi or Hindustani, which did not possess sufficiently a wide literature, which had not developed adequately expressive technical phraseology; and which was bristling with controversies in regard to script and grammar. The fact was lost sight of that the high place that India had won among international councils was very largely due to her sons and daughters having acquired a unique mastery of English literature and language.

The President further said that these and many other problems had to be thought of by the college teachers. The Government should realise that for the evolution of an efficient citizenry, an efficient band of teachers working in well-equipped institutions was a necessary prerequisite.

By far the most anguishing problem in the daily life of the college teacher was the problem of discipline. How to revive the exploded faith of students in the wholesomeness of study and discipline how to find healthy outlet for surplus energies, how to inspire the faith that the teacher is an ultimate well-wisher and helper—these were problems for which answers should be found if their educational structure was not to collapse.

Having regard to the catastrophic developments that had overtaken the land, the University and the Government should make intensive physical culture and systematic military training compulsory in all colleges.

Protest had to be sounded against the frequent tendency to emphasise the utilitarian value of education. The realisation of the relative values of sciences and humanities in proper perspective was therefore of utmost importance in University education. To instil into the minds of boys and girls at College the great truth that mankind is one and their treasures material and spiritual are a common heritage had become imperative duty now.

MR. B. G. KHER ON TECHNOLOGICAL STUDY AND RESEARCH

A spirited plea for the systematic organisation of technological studies and research in India with a view to the utilisation of the rich raw materials in which the country abounded, was made by Mr. B. G. Kher, Premier and Education Minister, Government of Bombay while inaugurating the Silver Jubilee celebrations of the College of Technology, Benares, on 12th December.

He hoped that now that India had regained her freedom, industrialisation of the country would proceed satisfactorily under the guidance of various scientific bodies, such as the National Planning Committee presided over by Pandit Jawaharlal Nehru.

Mr. Kher said "India possesses great wealth in agriculture, forests, and mines which is as yet hidden. These resources have to be discovered by an extensive

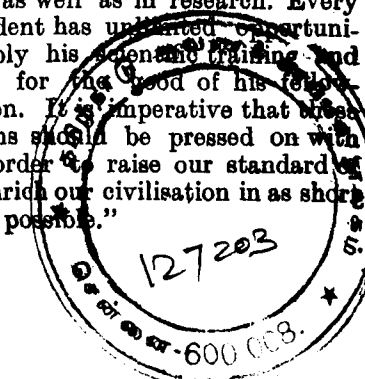
survey of the country, and have to be exploited by the latest scientific methods. For this purpose, systematic investigations have to be conducted on the proper utilisation of our vegetable oil, molasses and *mowhra* flowers, metals, essential oils, glass and refractory materials, gypsum, the waste products and the by-products of industries.

"Investigations have also to be directed to the working out of methods of utilisation of the Indian raw materials for the production of new plastics, new alloys, new types of varnishes, rayon and cellulose, synthetic wool and other materials, in which our country is not self sufficient. It has been reported that most of the raw materials needed for the foundation of the dyestuff industry are available in the country. The establishment of this important industry in India will lead to the setting up of the chemical industry which will manufacture also a large variety of organic substances used in ammunition factories.

NATIONAL PLANNING

"The need for large-scale industries in the country has been appreciated by the national Government. As a step towards industrialisation on proper lines, it is necessary that a comprehensive scheme of national planning should be formulated. This scheme should provide for the development of heavy key-industries, medium-scale industries and cottage industries, keeping in view our national requirements, the resources of the country, as also the peculiar circumstances prevailing in the country. The scheme should provide for the establishment of new industries and also for the development of the existing ones."

"Amongst the civilised countries of the world." Mr. Kher said, "probably India is lacking most in the application of science as well as in research. Every young student has unlimited opportunities to apply his scientific training and knowledge for the good of his fellow-countrymen. It is imperative that these applications should be pressed on with vigour in order to raise our standard of life and enrich our civilisation in as short a time as possible."



Periodicals

Record of Pupil's Progress

A RECORD should cover the whole of a child's school-life, primary and secondary, and give a picture of the nature and rate of his development. It should deal only with matters that can be assessed with fair certainty, and should be intelligible to any one who has to interpret it. Physical defects which might hamper a child in study or employment should be recorded after consulting the school doctor. A record should be made of (a) general mental ability as ascertained by individual or group tests; (b) educational attainments in English and arithmetic expressed as standard scores or on a five point scale; (c) special aptitudes—for example, skill in using words or number or in practical activities; (d) special interests—physical, practical, social, intellectual, aesthetic and when possible (e) qualities of disposition—perseverance, sociability, conscientiousness, willingness to assume responsibility, stability and self-criticism.

.....where these conditions (existence of specially trained teachers of great integrity who are apt in keeping returns of this kind) do not exist, records have little value. They are unreliable and tend to be affected by bias and purely personal opinion...General supervision is impossible. They take a good deal of time and postulate classes of manageable size.....Over elaborate records are dangerous. They tend to become more important than the children themselves and experience shows that their effective value for the great majority of children is small. (*The Journal of Education: September 1947*).

Midday Meal and Character Building

In the well run modern school (in England) the midday meal is one of the most significant incidents in its daily life. The common meal has become one

of the main instruments of education... The children sit together with their teachers, and at the end of the midday meal there is music or reading. The boy or girl who has sat through these common meals for four or five years will have acquired sound food habits for life and a sense of style. (*Education, September 1947*.)

Latin or English

The average boy spends about 1800 hours learning one or more languages other than English.....There are two main reasons for teaching languages to boys. With regard to Latin, it is useful for developing accuracy of thought and for aiding the subsequent study of other languages; with regard to modern languages, they again develop accuracy of thought and they are also useful in themselves. There are three main reasons in my mind for not teaching languages other than English. First, that English can also be used to develop accuracy of thought and that it is strangely neglected at the present time; second, that mathematics and science can be used to develop accuracy more effectively than languages and that they are actual necessities in the Modern World; third, that some familiarity with the ideas of philosophy would be of more use to boys going from school into full citizenship, into political and probably, parental responsibility and into life in the complex and difficult world of to-day. (*An English Grammar School Teacher in Spectator, Sept 26, 1947*)

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

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

— THE EDITOR.

SUPPLEMENT

The Childhood and Home Education

Survey of the Work for 1946

By MR. K. V. PHADKE,

Secretary, The Childhood and Home Education Section of A. I. F. E. A.

THE importance of early Childhood Education both at school and in the Home has yet to be realized in India. There are many aspects of this education and we have to right on all fronts, with the co-operation of a large number of selfless workers. I will deal briefly with the various fronts on which I have striven on behalf of the Federation for the advancement of the Indian child since I was entrusted with this onerous responsibility.

I. Indian Juvenile Literature Competition

(a) Prize Essays:

It was realized during the discussions of our section at the Cawnpore Conference in Dec., 1945 that Juvenile Literature in Indian languages is pitifully backward and I was called upon to present a comparative survey of the Juvenile Literature in the various Indian languages at the Madras Conference last year. In the absence of suitable material in English dealing with such Indian Juvenile Literature, I found the preparation of such a survey impossible and being encouraged by a few donors, I conducted a prize Essay Competition on "A critical & Comparative Survey of Juvenile Literature" in Indian languages in the year 1945 which was continued in the year 1946. The competition was conducted in eleven Indian languages, Tamil, Telugu, Malayalam, Canarese, Bengali, Marathi, Gujrati, Oriya, Hindi, Urdu, and English. The response cannot be said to be encouraging. No entries were received in Malayalam, Telugu,

Gujrati and Urdu and the few essays received in Hindi were irrelevant. Only one entry was received in Tamil, Canarese and Bengali. There were two in Oriya, four in English and six in Marathi. If some one could provide us with handsome donations for Prizes and other expenses, it will be worthwhile organising the competition with fuller publicity, once more. The list of Prize winners of the aforesaid competition along with the language of the essay and the amounts of Prizes awarded is given below:—

1. Mrs. Shalini Joglekar B. A., (Hons) Thana, Bombay—Marathi Rs. 100
2. Mr. D. G. Vidwans, Poona, Bombay—Marathi—Special prize ... Rs. 50
3. Mr. K. Vittal Shenai, B. A. L. T. Udipi S. I.—Canarese. Rs. 50
4. Mr. M. N. Pandya, Bombay, English. ... Rs. 75
5. Miss Phulrani Guha M. A., B. T. Barisal, Bengal—Bengali. Rs. 100
6. Mrs. Pushpam Sundaraj, Bellary S. I.—Tamil Rs. 50
7. Mr. Sri Nivas Shahoo prize Rs. 100

I am indebted to Mr. S. R. Nakhre of Pears Products Co., Cawnpore Prof. Onkar Shankar Vidyarthi, late Prof. Govindram Seth and an anonymous donation of Rs 200 for prizes and other expenditure in connection with the prize Essay competition.

I am very thankful to Prof. Damle of Poona, Principal Mrs. S. Bose, Cawnpore, Mr. C. L. Vishwakarma and Mr. P. S. Naidu of Allahabad University, Mr. R. S. Phadke of Allahabad, and Mr. Ram

Krishna Misra of Cawnpore and Dr. M. Man Sinha, M. L. A. of Cuttak for having kindly acted as judges. I also thank various Universities and Provincial Govts. for their valuable assistance in making the competition a success. We have still to invite essays in Hindi, Urdu, Guzarathi, Malayalam and Canarese. Funds are needed for the publication of the comparative survey.

I appeal to philanthropists interested in child-welfare to extend their helping hand to enable me to complete the competition in the remaining languages this year.

The Prize Essays have already been sent for publication. The Tamil-essay of Mrs. Pushpam Sundaraj has been published.

(b) *Academies of Juvenile Literature.*

Since no progress of Children's literature in India could be achieved without a scientific study of such literature, and organized efforts for its development on right lines, the Madras Conference last year passed the following resolution:

"This Conference is of opinion that organised efforts are necessary for the development of Indian Juvenile Literature on sound lines and deems it desirable that all Provincial Govts. and Indian States should establish academies of Juvenile literature on the lines of the Hindustani Academy."

The U. P. Government has forwarded this resolution to the Hindustani Academy for necessary action. Since the Baroda Government maintains one of the biggest libraries in India, with a special children's section, I made special representations to this Government to establish an academy of this type for the promotion of Juvenile Literature. I am glad to inform this House that the Baroda Government has already set up a Special Committee for this purpose,

and provided scholarships for research. The said Government too is giving serious consideration to our resolution. I hope other States and Provincial Governments will take the needful steps at an early date on these lines for the promotion of Juvenile Literature.

(c) *Children's Encyclopaedias and Dictionaries.*

One of the most pressing needs of children is the publication of Pictorial Children's Dictionaries and Encyclopaedias in Indian languages on the lines of Pictorial Dictionaries, Book of Knowledge, Children's Encyclopaedias in English. Such publications should be undertaken by the Academies suggested above and subsidized by Governments.

(d) *Children's Magazines.*

There is great room for improvement in Children's Journalism in Indian languages and here again the special attention of and patronage of Governments is needed.

11. *Children's Playgrounds.*

The provision of play-grounds equipped with modern play apparatuses occupied the foremost place in the children's movement started by me in the United Provinces in the year 1940. As a result of continuous propaganda in this direction through the platform and the press, the U. P. Govt. in the year 1943 issued a circular addressed to the chairman of Municipal Boards exhorting them to provide play-grounds for public children. I have been in persistent communication with the various Provincial Governments and Indian States on this subject since October 1945 and as a result of our representation, similar circulars have been issued by the Governments of Bengal, Bombay, Sind, Orissa and Assam while

encouraging replies have been received from other Provincial Governments. Baroda State claims to be among the few first who started the noble movement so far back as 1943. The corporations of Calcutta, Bombay and Madras and some other big municipalities have provided well equipped children's parks in their scheme of public parks. The Trivandram City Corporation, I am told, is conducting a park for children. There are good children's parks in Mysore, Bangalore. What I have been trying for is the formulation of State policies on this subject of vital importance for the health and happiness of children and the securing of a prominent place for children's play-grounds in all nation-building programmes. I have carried on a lot of correspondence on this subject with Provincial Govts. and States and for the information of all interested in Child-Welfare, I have published in the 'Popular Voice' of Cawnpore all important letters and circulars received from the various Governments. I am grateful to the Editor of the 'Popular Voice' of Cawnpore.

III *Child-Psychology, Child-Welfare and Child-Education In Universities.*

Our Sectional conference held at Madras last year passed the following resolutions on the promotion of the study of child-psychology, child-welfare and early childhood education.

1. This conference welcomes the inclusion of Child Psychology in B. A. courses by some universities and urges all other universities to adopt a similar course.

2. This conference is of opinion that Child Psychology should be an independent subject of the M. A. Degree, and advanced courses on Child Welfare should be included in the B. A. and M. A. Courses.

3. This Conference is of opinion that specialised training for graduates in the Education of the pre-school child should be included in the syllabuses of all Training Colleges in India.

Copies of these resolutions were sent to all the Universities. I have had favourable replies from the Universities of Allahabad, Andhra, Aligarh, Annamalai, Benares, Delhi, Bombay, Nagpore and Patna. Delhi and Annamalai have agreed to implement these suggestions as soon as facilities for teaching are opened there in. Allahabad and Patna have agreed to institute special courses in Nursery School Education. The Benares Hindu University has agreed to include child-psychology as an optional subject in the M. A. The Nagpore University had agreed to institute special courses for fathers, mothers and parents. The Madras University, I understand, has already provided for the teaching of Child-Psychology in the B. A., M. A., and B. T.

IV. *Promotion of Children's Clubs, Libraries, Play Centres, Gymnasias and Swimming Pools.*

The following two resolutions were passed at the Madras Conference last year on this subject:—

1. This conference is of opinion that both from the stand point of recreation and general education, children's clubs have got a great national significance and therefore requests the Educationists as well as the various Provincial Governments and Indian States to promote children's clubs, libraries and play centres.

2. The conference requests the Government of States and Provinces, Municipalities and Corporations to render financial help to such institutions as are desirous of opening children's gymnasias, swimming pools, play centres and clubs etc.

Encouraging replies have been received on these resolutions from the Governments of U. P., Madras and Sind; and the States of Indore, Gwalior, Travancore, Cochin and Mysore. The Gwalior Government has just started a few Children's clubs and Play Centres. The Y. M. C. A. and the Shri Moolam Club of Travancore are conducting children's Play-centres. The Mysore Government is encouraging children's clubs called Makkala Coota with their Headquarters at Bangalore.

Apart from such organisations as the B. P. and Hindustan Scouts Associations and the Bratachari Samity, Bengal, the All India Children's Association founded in 1926 has been doing commendable work for the spread of children's club-movement in India. It has branches all over India. This Association aspires to establish a net-work of Children's Play-centres, clubs, museums, libraries, in schools all over India. Those interested should communicate with the Secretary, c/o Dada, Gulistan Khar, Bombay. The Cawnpore Children's Association has done a great deal during the last 7 years in creating public interest in Child-Welfare in U.P. The Sisamau Bal Samaj, Cawnpore, the Kispise Kal of Patna, the Shishu Madhu Bhandu of Khulna, Bengal are some other children's societies known to me that are rendering valuable services to the children's cause.

V. Children's Talkie Houses:

The following resolution was adopted at the last year's Conference about the use of films for children:

"This conference is of opinion that a large number of existing films are not suitable for children of tender age and urges the Governments to take necessary steps for the establishment of special Children's Talkie Houses."

This resolution has not aroused much interest and one Govt. has written that the time is not yet ripe for erecting special Talkie Houses for children.

IV. Parents' Associations and Libraries, Child-study Circles:

One of the resolutions adopted at the last year's conference invited Educationists and social workers to establish Parents' Associations and Libraries and Child Study Circles. In fact the Children's Movement and Parents' Movements must complement each other. No children's movement can be effective without a Parents' movement. Pioneer work in this country in this direction was done by the well-known *Teachers' and Parents' League of Gwalior* which was founded in December 1915 with the object of bringing about an abolition of corporal punishment and spreading among parents and teachers latest ideas in educational science regarding the up-bringing of children. The late Prof. R. K. Kulkarni of Gwalior served this society throughout his life as its Honorary Secretary. This Society has brought out a large number of pamphlets in English, Hindi, Marathi and Telugu. The daughter of the late Prof. Kulkarni, Miss Prabhawati Kulkarni, M. A. is pursuing her father's mission with the same zeal. She has started a Children's Library and a Children's Club and brought out a new pamphlet this year. '*A Novel Experiment—Parents and Children Attend the School Together.*' Those interested should communicate with her at Brahm Vidyashram, Khatkeswada Naya-bazaar, Lashkar, Gwalior, C. I. The Parents' League associated with Vidya-bhawan of Udaipur is another noteworthy institution for parental education, working under the guidance of Principal Shrimati. It conducts a journal in Hindi—BAL HITA—the only journal of its kind in Hindi.

Child Education Societies:

There are three well-known societies devoted to the education of Early Childhood (1) The J. K. Happy Schools Society, founded by Mr. Padam Chand of Delhi (2) The Nootan Bal Shikshan Sangh founded by the late Gijubhai, (3) The Association Montessori Internationale (India).

The J. K. Happy Schools Society:

This society was founded in Delhi in 1933 by Mr. Padam Chand for conducting schools for young children, training classes for nursery school teachers and spreading modern ideas on child-education. The society conducts training classes every year at Delhi for parents, teachers and social workers. In his booklet '*The Happy Education Scheme*' and a few other pamphlets, Mr. Padam Chand has expounded his ideas on the education of the pre-school child.

There are many children's schools in Northern India—especially in Delhi, Lahore and Alwar, that are being conducted on the Happy Education scheme. Mr. Padam Chand conducts a monthly paper—"*Happy Education*" published at 17, Bazaar Lane, New Delhi.

The Nootan Bal Shikshan Sangh, Bombay: The Nootan Bal Shikshan Sangh, founded under the inspiring initiative of the late Gijubhai has a band of self-less workers in the field of child-education. Under the able guidance of Mrs. Saraladevi Sarabhai and Mr. Tarabai Modak, it conducts the monthly "*Shikshan Patrika*" in Marathi, Hindi and Gujrati, runs a school on Montessori lines and trains teachers in this line of work. Recently it has also started a centre for rural areas and is training village-teachers on these new lines. Its object is to popularise accepted modern principles of child-education, to guide sister

institutions doing work in the same field, and to evolve by experience and experiment a system of modern pre-primary education suitable to conditions prevailing in India. Shri Harbhai Trivedi is conducting his Home School at Bhavnagar on similar lines and also edits a magazine "*Nootan Shikshan Patrika*" in Gujrati.

The Association Internationale Montessori (India):

This association coordinates the various Montessori Schools in India and works under the guidance of its president Dr. Maria Montessori. It conducts a quarterly journal devoted to the cause of Indian child at an annual subscription of Rs. 6. Under the auspices of this association Dr. Montessori has trained more than 2000 teachers who are the servants and the soldiers of the child. The Association has published several pamphlets. It has its branches throughout India.

Other societies of which I am aware are (1) the association of Child-nature and Education founded in South India some years ago, (2) the Nursery School Project, founded in 1935 to establish nursery schools in and around Madras and (3) the Indian branch of International New Education Fellowship that is trying to spread the new Education Movement in India and emphasizing the vision of the child as an active being with interests and individuality to be developed.

Children's Schools in India:

Mention has been made above of the institutions that are conducted by the J. K. Happy Schools Society, the Nootan Bal Shikshan Sangh and the Association Internationale Montessori (India). The following are some of the well-known Children's Schools in India:—

1. The New Era School, Bombay
2. The Casa-Montessori, Bombay

3. The Kindergarten Department of Teachers College, Saidpet
4. The Infant Section of the Besant Theosophical School, Benares
5. The Raj Ghat School, Benaras
6. The Annie Besant School, Allahabad.
7. The Children's Gardan School, Mylapore, Madras conducted by Dr. V. N. Sharma and his wife Ellen Sharma.
8. The Happy School of Alwar which has among other things a Children's Gymnasium, a Children's Swimming Pool and a Children's Museum conducted by the Bal Hit Siksha Samiti of which Prof. G. S. Jaiman, M. A. is the Hony. Secretary.
9. The Bal Niketan of Jodhpur (Hony. Secretary - Prof. Sardar Singh M. A.)
10. The primary section of Jamia Milia Islamia, Delhi.
11. Children's Section of the Moga School in the Punjab. (Project-Method forms a special feature of the above two institutions) and
12. The Montessori School of Pilani.

The institution last mentioned claims to be the only one of its kind which is serving the children of the masses. The education is free and clothes even are supplied free. This institution is run by the Birla Education Trust and is thoroughly equipped with most up-to-date laboratories, educational appliances and play-materials. The trust has constructed a special building, a Temple for the Child, which will be a unique movement to the great ideas of the Messiah of the child, Dr. Madame Montessori.

Nursery Schools in India.

Some of the schools named above have their nursery sections also. But it is doubtful whether these sections

can be called as Nursery Schools in the sense in which such schools are conducted in Russia and other Western countries. Nursery School Education is still backward in India and it has not yet occupied its proper place in the educational frame work of this country. There are a few Nursery Schools here and there but as yet there is no all-India Nursery Education policy. A nursery school is being run by the Vidyabhawan of Udaipur under the direction of Miss C. M. Fry. The Nursery School Project of Madras mentioned above conducts several Nursery Schools in Madras, the Vepory Nursery School being the most important among them. There are nursery schools in Indore, Hyderabad, Mysore and Travancore. We have seen with appreciation some of the beautiful exhibits of the Government Nursery School of Trivandrum conducted by an enthusiastic local secretary, Shrimati Dakshayani Amma. It must, however, be admitted that Nursery Education has received a special attention in Mysore State where a Committee was set up so far back as the year 1936 to advise on Nursery School Education. It is gratifying to read from the report received from that State that at present there are 28 Nursery Schools in the State with an average daily attendance of 650 children and a postwar five-year scheme of development of Nursery Education provides for the opening of 50 Nursery Schools on a grant-in-aid basis every year. Provision has been made for providing milk, medical inspection, necessary equipment for the children of nursery schools. The Sargent report mentions only three well known Nursery Schools in India: (1) The Rajghat School of Benares, (2) Infant Section of the Besant Theosophical School, Madras and the (3) Jitendra Narayan Roy Nursery School of Bengal.

It is with the object of focussing public attention on this neglected aspect of child-education that we selected as the subject of our symposium "Need for Nursery Schools in India."

Indian Council of Child Education:

The need of an all India central body that will coordinate child education activities throughout the country, has long been felt. It is gratifying to find that this long felt need was removed last year through the efforts of Dr. V. N. Sharma and others by the formation of the Indian Council of Child Education under the presidentship of Mrs. Sarlabai Sarabhai who has done so much for the Nutan Bal Shikshan Sangh of the late Gijubhai. The objectives of the Council—of undertaking a study of the growth of the Indian child, of encouraging such a study, of encouraging sound methods of child education and of cooperating with the existing institutions and furnishing them with all necessary information and guidance—are indeed laudable and we hope that this newly formed Council will exert a wholesome influence over the Central and the Provincial Governments and the Government of Indian States and will bring in a new era of early childhood education.

Child Guidance Clinics:

There have been great advances in applied child-psychology in the West whose application in practice has enabled experts to reclaim maladjusted and abnormal children and cure cases of mental disorders. We must make use of these latest psychological discoveries for social betterment in India and open a large number of child-guidance clinics. The Child-Guidance Council of Delhi has been doing useful work under the guidance of Dr. A. S. Guha since its establish-

ment in 1937. The Tata School of Social Sciences also runs a similar clinic and imparts training in Psychiatry and Child-Guidance.

Child-Welfare and Child-Education:

Child-education is intimately bound up with the wider question of Physical fitness and the general welfare of the child. I invite your attention to my article in the *Telegraph* of Cawnpore, under the caption *departments of child welfare in the world*. Therein I have shown how all progressive Governments in the world have special Departments of Child Welfare. We must fight for similar Departments in the Provincial and Central Governments and also in those of Indian States. Several child welfare societies in India are also conducting Nursery and Kindergarten Schools for children. The Indian Red-Cross Society, the All-India Maternity and Child Welfare Bureau, Delhi, the Children's Aid Societies of Bombay and Delhi, The Society for the protection of Children in Western India, the Child Welfare Association of N. W. Railway etc. One interested in child education is bound to interest himself in the condition of child labourers working in organised and unorganised factories in India. I have written to the Government of India regarding the formation of a Child Labour Committee. The Government of U. P. has approved of my suggestions and will soon set up a Child Labour Committee for U. P. to look after the interests of juvenile labourers in the province.

Child Welfare Information Bureau:

Along with a special Department of Child Welfare, we badly need a Bureau of Child-Welfare Information in the Central Government. Resolution No. 8 passed at the last Madras Conference urged the Government of

India to establish a Bureau like this. I have already sent a copy of this resolution to the newly formed Interim Government. A bureau like this will coordinate child welfare activities throughout India and also supply the public with information and guidance on the subject.

Children's Charter for India:

Our Federation took the lead in framing a children's charter in India in its Conference held in Nagpore in 1935. I have got that Charter reproduced in the *Telegraph* of Cawnpore. The All India Children's Association has prepared Children's Charter of its own. I would suggest that the All-India Federation of Educational Association, the All-India Children's Association, the All-India Women's Conference and all other bodies interested in child welfare should prepare a common charter for children in India and move the Government of India for its acceptance.

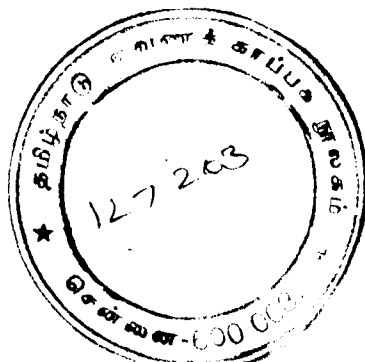
In conclusion, I must thank the members of my Committee and the

various Provincial Governments and Indian States for their kind cooperation in the work of this section. We must thank all those Governments and States who have sent their representatives for this conference. We must particularly thank the Bengal Government for having deputed Mr. F. M. Abdul Huq, M.A., their Additional Assistant Director of Public Instruction on their behalf to take part in the symposium.

I need the help of friends of children in each Province and Indian State who are prepared to give their time for the service of the child and the advancement of his happiness and I am sure such help will be forthcoming.

N. B.:—The Federation has practically no funds for being utilized on the work of sectional committees. It is because I maintain a regular office at my own expense that I have been able to put in the work detailed above. I will, therefore, thankfully accept any voluntary donations that children's well-wishers may like to offer, to relieve me of my burden.

K. V. PHADKE,
Secretary.



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