



JL
Tm2, N34ED
N48.14.8
127204

294



Educational India

294

A FORUM OF EDUCATIONAL THEORY AND PRACTICE

Vol. XIV

February 1948

PRINCIPAL CONTENTS

EDITORIALS :

"Education cannot wait"—Religious Instruction—Hasty Action—
Women's Education

ADULT EDUCATION—By Prof. K. G. Saiyidain

R. RANGARAJA IYER—THE FRIEND—Prof. M. S. Srinivasa Sarma

PHYSICAL EDUCATION IN HIGH SCHOOLS—Sri A. L. Narayana Rao, B.A., L.T.

COLLEGE TEACHERS IN CONFERENCE—Sri M. V. Narasimham, M.Sc.

THE IDEAL SCHOOL ASSISTANT—Sri G. Narayana, M. A., L. T.

THE IDEAL ASSISTANT—Sri Y. Vittal Rao, M. A., B. ED.

TRAINING OF TEACHERS—Sri R. Srinivasa Iyengar

Fundamentals of Business Organisation

DR. B. V. NARAYANASWAMI NAIDU,

M.A., PH.D., B.COM., BAR-AT-LAW,

Head of the Department of Commerce, Pachaiyappa's College, Madras

AND

H. K. DATTA, M. A., B. COM.,

Lecturer in Commerce, Andhra University

A SUITABLE TEXT-BOOK FOR COMMERCE STUDENTS

Price Rs. 10/-

Publishers — M. SESHACHALAM & CO. — Madras-1

DETAILED CONTENTS

	PAGE		PAGE
ADULT EDUCATION		Nautical College for India ...	230
Its Significance in National Life		Scientific Research Scholarship	231
Prof. K. G. Saiyidain ...	205	Indian Historical Records Commission ...	231
PHYSICAL EDUCATION IN HIGH SCHOOLS		MADRAS	
Organisation and Conduct of 'Participation Classes'		Educational Rules Amended...	231
By Sri A. L. Narayana Rao, B. A., L. T. ...	209	Motion Picture and Agriculture ...	231
COLLEGE TEACHERS IN CONFERENCE		Revision of Teachers' Pay ...	231
By Sri M. V. Narasimham, M. Sc. ...	211	BOMBAY	
THE IDEAL SCHOOL ASSISTANT		Primary Education ...	232
By Sri G. Narayana, M. A. L. T. ...	212	U. P.	
THE IDEAL ASSISTANT		Aligarh University ...	232
By Sri Y. Vittal Rao, M. A., B. Ed. ...	215	Benares University Vice-Chancellor ...	232
R. RANGARAJA IYER—THE FRIEND		COCHIN	
By Prof. M. S. Srinivasa Sarma, M. A. ...	217	Communal Rotation Rule Not to be Applied ...	232
TRAINING OF TEACHERS		PUBLIC OPINION	
By Sri R. Srinivasa Iyengar ...	220	Dr. Zakir Hussain urges Thorough Overhaul of Education System ...	233
EDITORIALS		Pandit Nehru on The Vital Task of Reorganisation ...	233
"Education cannot wait" ...	223	FOREIGN CURRENTS	
Religious Instruction ...	226	Presidential Commission Reports on Higher Education in U. S. ...	234
Hasty Action ...	227	CHINA	
Women's Education ...	229	Ten-Year Educational Plan ...	236
THROUGH DIFFERENT PROVINCES		SOVIET RUSSIA	
DELHI		Thirty-Years Progress in Soviet Russia ...	236
Scientific Talent in India ...	230	CORRESPONDENCE	237

Educational India's Homage :

A Great Soul has departed!

MAHATMA GANDHI

(October 2, 1869—Jan. 30, 1948)



The Greatest Man of the Age, the Apostle of Non-violence, the Father of the Indian Nation, God's Messenger of Communal Harmony and Peace met a martyr's death at the hands of an assassin.

"May the soul of my Master, my Leader, my Father, rest not in peace, not in peace. My Father, do not rest. Do not rest. Keep us to our pledge. Give us strength to fulfil our promise, your heirs, your descendents, your students, guardians of your dreams, fulfillers of India's destiny."

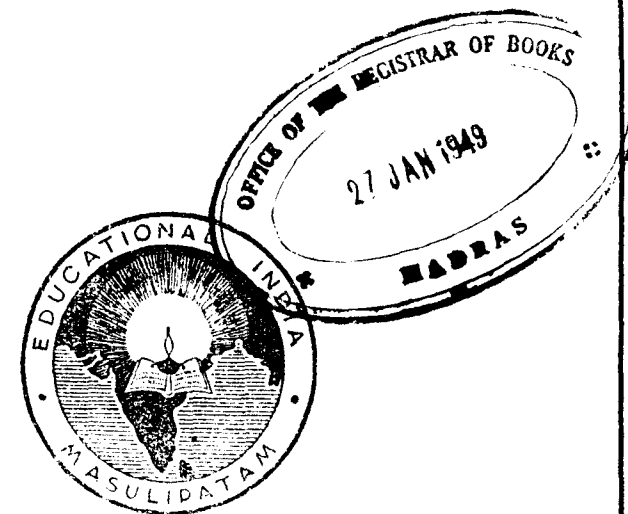
— MRS. SAROJINI NAIDU.

Vol. XIV : No. 8

February, 1948

EDUCATIONAL INDIA

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



EDITOR :

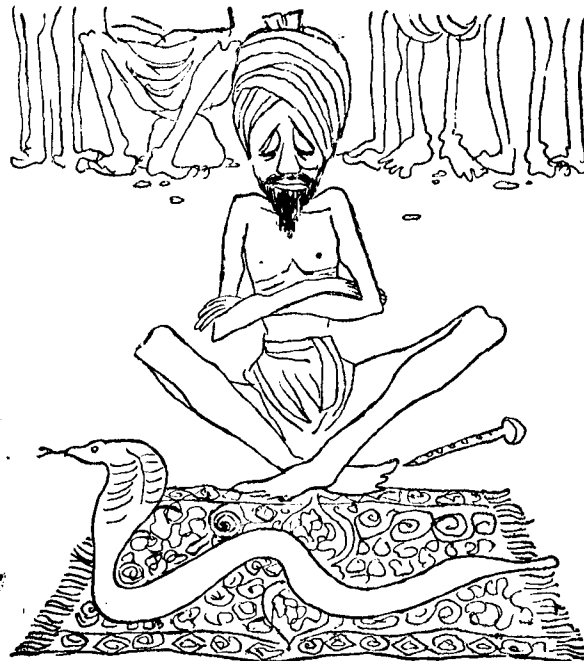
Prof. M. VENKATARANGAIYA, M.A.

**'Educational India' Office,
MASULIPATAM**

INLAND
Rs. 4-8-0

Single Copy As. 8

FOREIGN
Rs. 6-0-0



THE BOMBAY COBRA TRICK

Take a cobra, gently put it on a clean grass mat. Pick up the head with one hand, the tail with the other, and without releasing either, tie a knot in the cobra. (If you don't happen to have a cobra handy try this with a piece of string.) If you can't work it, you'll say it's impossible. If you can, you'll say it's easy. *And that's the way with most problems.*

Take, for instance, the problem of Sight & Sound Aids to Education. The chances are they'll be rejected by your educational experts as costly and therefore dubbed as superfluous.

It's just the other way round. The aids to education save teacher's time. Time saved means saving in the ultimate school or college learning period. If pupils stay less within classroom confines, learning has a big chance of becoming an interesting adventure.....!

"EDUCATIONAL DIVISION" of AMA Limited places its entire resources at your disposal to enable you to see for yourself how to step up education with the help of Audio Visual Aids.

Please write for detailed information to:

"EDUCATIONAL DIVISION

AMA Limited CANADA BLDG, HORNBY RD. BOMBAY
BRANCHES-DELHI CALCUTTA MADRAS

Canada Building, Hornby Road, Fort, BOMBAY.

Branches:—DELHI — CALCUTTA — MADRAS.

ADULT EDUCATION—I *

Its Significance in National Life

PROF. K. G. SAIYIDAIN,

Educational Adviser to Bombay Government.

WE are up against a desperately serious situation in the country and all our talk—must be directed to meeting this challenge. What has happened during the last few months—both the good and the evil—has put an entirely new complexion on the problem of Adult Education and all of us, who are interested in the future well-being of our country, must try to understand the urgent new issues which have crystallized themselves before teachers and educationists. In the recent past we have all been conscious, in a general way, of the importance of Adult Education, we did realize that it was impossible to build a free and progressive state or to improve the economic and social conditions of the people without launching a nation-wide programme of educating the adults and we all chafed and fretted at the failure of Government—as well as non-official agencies—to do so. But, during the last few months certain great changes have occurred—with what seems like the abruptness and the stunning force of an earthquake or a volcanic eruption which have given a wholly different orientation to our task. And that, if I may say, is not merely a superficial metaphor but is meant to bring out the true nature and genesis of these changes. To the unvary and the unintelligent, a volcanic eruption or an earthquake is an inexplicable and unexpected freak of nature for which they are never prepared. In blissful ignorance, they continue to carry on their activities by the side of a deceptively peaceful volcano, taking its smiling surface at its face value and ignoring the forces of destruction that may be preparing themselves underground, with ruthless persistence, for the final burst up. Intense heat would be generated in the bowels of the earth; the rocks and stones and metals, hidden beneath, will become molten lava, water will turn into hissing steam, the resistance of the crust will be weakened and, as soon as a physically favourable balance of forces is established, smoke and lava and burning stones will be hurled out, destroying, with implacable efficiency, men, women, children and all the products and landmarks of their gracious culture. And the fools will complain that there had been no previous notice of the catastrophe—as if natural catastrophes were Assembly questions requiring a polite and well regulated previous notice!

This is what has happened in India in recent months. We have, in the first place, achieved our freedom but it is not the result of anything special or spectacular done by us, say, during the current year, but is the culmination of a long political struggle waged for over 60 years, which had gained special momentum since the first world war. Momentous happenings in the international field did undoubtedly accelerate and facilitate the process—rather like softening the outer crust of a volcano. But, essentially, we have won our freedom, not suddenly and unexpectedly, but

* Inaugural Address of Prof. K. G. Saiyidain at the Fifth All-India Adult Education Conference held at Rewa on 29th and 30th December 1947.

JL
Tm2 N34 ED N48 14-8

as a result of the operation of political and human forces working over a long period of time. This freedom, however finds us unprepared, morally and mentally, to shoulder the great new responsibilities which it has brought in its train. We did gain a great deal of political education through our political activities but it was primarily a training in the technique of fighting even though the fight was mainly non-violent. But this transfer of power to the Indian people, this challenge to construct what is good and socially desirable instead of merely criticizing what was bad and reactionary and repressive, this exacting chance to build a new social order based on democracy and social justice—all this brings up new needs and problems and calls for new qualities and attitudes. If this great and ancient country, which is, at the same time, a state newly born into freedom, is to survive—remember that inexorable Time awaits no one's pleasure or convenience—we must adopt bold and quick and radical policies to create the proper intellectual and emotional atmosphere and cultivate the right social and moral responses. Education is, no doubt, a powerful telic force for reshaping the ideas of people but, if we rely only on the normal processes of formal education imparted to children and young men and women in schools and colleges—and this education is really effective and well directed—it will take a very long time, at least one whole generation, before any appreciable results can be achieved.

What are we then to do? Obviously this offers a great and glorious opportunity to Adult Education—conceived in its broadest and most generous sense to contribute to the formation of national ideology and character. Speaking personally I confess that, while I have always had a

fairly clear idea of the significance of Adult Education in national life, its urgency and the poignant immediacy of its need had never come home to me with such irresistible force as it has come during the last few months. While formerly it appeared to be both desirable and necessary and one knew that we could not make much headway in any direction without raising considerably the cultural and intellectual level of the 'masses'—if I may use that word respectfully and in its literal sense—to-day I feel, and I hope it is your feeling too, that it is a matter of life and death and that it can be ignored or postponed only at grave peril. If we are to build a workable democratic order, in which the will of the majority is to prevail, is it not necessary to ensure that that will is intelligent, enlightened and inspired by benevolent, rather than malevolent, motives and purposes? An uneducated democracy, swayed by random gusts of fanaticism and prejudice and invitingly responsive to the machinations of self-seeking demagogues, can be even a greater menace to peace, security and happiness than any other form of Government. To say so is not to decry democracy but to safeguard it against the possible corruption of its moral and intellectual content. The primary concern of the educationists of democracy should be to strengthen its intellectual and moral defences against two serious dangers—the uncritical and credulous acceptance of propaganda as truth and the breakdown of the sense of social solidarity which results in selfish clash of interests and the generation of a suicidal conflict between different communal, sectarian and geographical groups. Let me explain this in more concrete terms. In our country, the advent of political freedom and democratic institutions has greatly increased the ex-

official importance of the "masses." In order to gain political influence and power, ambitious persons—as well as good ones—have to seek their votes. Now, there are two ways in which we can win the support and the following of the people—either through patient, devoted and unostentatious service, which seeks to raise their material and cultural standards, or through the exploitation of their ignorance and the prejudices which are often associated with it. The first is a difficult and uphill path which is chosen only by persons of high moral calibre, those who are anxious to give and not to grab. The latter is the easy and downhill path where one can count on the demoralising help of the downward momentum! This is the path that appeals naturally to the ambitious and the aggressive type, more anxious to appropriate persons and things to its selfish ends than to devote its energies to service. Thus the main difference between them is, that, while the former regards people as Ends in themselves, who have to be cherished for their own sake and guided with affection and care towards the "good life," the latter looks upon them as mere means that can be exploited to gain political power and influence for themselves. Now, in a democracy, these two types are always in conflict and its ultimate fate depends largely on which of them is able to triumph and gain the confidence and support of the people. One of the primary objects of social and civic education should be to strengthen the critical sense of the people so that they might distinguish between self-seekers and true social servants, between incitement to fanaticism, which finds an easy access to our lower nature, and appeals to decency and truth which challenge our higher nature and put it on its mettle. This has become one of the

major problems of Adult Education to-day because the new and powerful media of mass communication threaten to swamp all independence of thought and judgment and make it possible for strong and influential vested interests to produce set patterns of thought and conduct in hundreds of millions of human beings. In fact, every new skill and device that education and science place at our disposal is attended with its own specific dangers. Adult Education aims at teaching people to read i.e., to translate certain written symbols into sounds and their meanings. But as soon as a person is equipped with this power, he finds himself way-laid by newspapers and periodicals many of which are concerned less with the propagation of truth and good fellowship than with purveying hatred and untruth. He gains an entry into the world of books but not necessarily into the kingdom of the mind and may spend a good deal of his leisure—as a large majority of literate, book-reading persons actually do—in reading artistically and intellectually third-rate stuff. Science has given us the Radio, the film and the talkies which between them, are pouring an unending avalanche of auditory and visual impressions on millions of persons all over the world on an unprecedented scale. Speeches, songs, stories, dramas, comics, informational features come crowding on us all the time. Yet how small is the percentage of items which can really deepen our sympathy and understanding, or exalt our emotions or improve our artistic tastes and standards! Most of them are out merely to amuse people at their lowest level so as to make quick and easy and, to my mind, tainted money for the producers. And, against this formidable array of forces, we have nothing at our disposal but the neglected, half-starved, ill-appreci-

ated agency of Education, a David pitted against so many seeming Goliaths! Yet there is no reason why education, broadly conceived and generously planned, should not be able to train people to think for themselves, to shift truth from falsehood, to withstand the pressure of propaganda, whether commercial or political, and to realize that the integrity of human relationships is too sacred and too important to be broken at the behest of any mischief monger, however powerful. This can be done through our schools and our adult centres—only we have not even started thinking about it seriously! There is no reason, again, why with a well meaning and progressive National Government at the helm of affairs, these dread Goliaths should not be made to do the work of David, why (in other words) the school, the Radio, the Cinema, the Theatre and the Press should not be regarded as integral parts of a single educational and cultural pattern, all aiming (from their special stand-points) to enrich the life of the people and improve their artistic, intellectual, social and moral standards. This does not call for regimentation or denial of freedom or the assumption of totalitarian powers but it does call for vision and imagination and a lively awareness of the issues involved and their dynamic inter-connection with one another. Unless we appreciate

the underlying unity of objectives that should inspire them all and understand how they react on the minds and emotions, we shall continue to watch helplessly the foolish and wasteful process of the good done by one agency being undone by others! We cannot provide any effective education for millions of our people or bring about any great and abiding changes in their intellectual and emotional attitudes unless all the influences pouring in upon them are intelligently harmonised and coordinated. If we wish to produce quick results—and surely we have no time to waste and no occasion for leisurely complacency—Government must adopt a bold and far reaching policy to deal with this situation and mobilize and encourage the best talent in the country for retrieving the films, the radio, the theatre and the press from the dull inanity or worse that characterizes them at present and infuse a new sense of mission and a new life-giving quality in them. I refuse to believe that Indians lack the necessary talent or the desire for service. What is necessary is to relax the stranglehold of narrow, vested commercial interests on them and visualize them primarily as agencies of mass education, and not as money making devices for profiteers without a social conscience.

(To be continued)

“A man trained in a series of Government offices is obviously not an expert on academic qualifications. However broadminded, he cannot possibly be expected to understand that an appointment means a peculiarly shaped hole to be filled by a peculiarly shaped peg.”

— Routh: *‘The Diffusion of English Culture.’*

“The existence in some schools (colleges) of an exaggeratedly intense social life especially among the girls makes the burden of keeping a daughter at high school (college) very heavy for poor (middle class) parents.”

Physical Education in High Schools

Organisation and Conduct of ‘Participation Classes’

Sri A. L. NARAYANA RAO, B. A., L. T.

Board High School, Yellamanchili.

EVER since attendance by pupils at physical education classes in Forms IV, V, and VI was made compulsory under the S. S. L. C. Scheme, the problem of conducting these classes and of arranging their programmes has assumed considerable importance in the physical education time-table of a High School. It is my attempt in this article to mention briefly how “participation classes” are organised and conducted in my school. In doing so I do not make any claim for the originality or the merits of the scheme which I know admits of considerable variation and improvement.

Group System of Organisation

All the boys of a form are divided into groups, the strength of each group varying between 10 and 14. The classification into groups is done on the play ability and efficiency in fundamental skills of the boys, so that Group A is almost equally matched to Group B, Group C with Group D and so on.

Each group has as its captain the best boy in the group and he appoints a second to take charge of the group in his absence. The captain of Group A is called the Senior Captain of the whole class and has the duties specified later in this article.

Girl pupils in the form or in all the higher forms are formed into separate groups and are given separate courts or areas for their articles.

Participation Programmes

The programme of activities for each form for the evening or the week

is drawn up by the Physical Training Instructor, or the Senior Captains in consultation with the Instructor. This is announced to the various classes early in the day or earlier in the week.

In a play field of about four acres in extent in which the following courts are laid out, it is possible to keep engaged at a time at least sixteen groups:—

One hockey court, one foot-ball court, two kho-kho courts, one basket-ball court, two chedugudu courts, two volley-ball courts and one base-ball court.

The duration of a “participation period” is forty minutes.

Group Attendance Cards

Printed Group attendance sheets of $\frac{1}{2}$ F. C size are used for the purpose of taking the pupils attendance on the play ground. These sheets are pasted at the edges on card boards, each group having thus an attendance card for itself. After each form is used up, it is detached and filed separately by the Physical Training Instructor, and a fresh form is pasted to the card. The Instructor posts these attendances in the Register of Physical Education Classes Attendance maintained by him as prescribed under the rules. This is done by him usually the next morning after the participation period. The Instructor is responsible for the custody of these cards, and brings to the notice of the Headmaster from time to time cases of absence of pupils from the classes.

Training of Group Captains

A few special classes are held at the beginning of the year for the Group Captains of the three forms, at which they are taught the proper way of maintaining and making entries in the Attendance sheets, the mode of conduct of the various games usually played during the participation periods, maintenance of discipline among players, insistence on fair play and so on. Periodical meetings of Group Captains are also held to discuss matters of interest relating to these items, and reorganisation of the various groups. In fact it is the council of Group Captains that forms the back-bone of the whole organisation. The Group Captain is the spokesman for his group and the senior Captain of each form for the whole class.

Supervision

Since the Physical Training Instructors are otherwise engaged during these participation periods with instruction of other classes or forms it is usually not possible for them to supervise these classes. This work is done by the other teachers of the school according to a time-table drawn up by the headmaster.

The Routine of Participation Period

As soon as the bell is given all pupils march out into the playground and each group or pair of groups straight to its own "Court" or "area" according to the programme laid down. The Senior Captain of the form hands over to each Group Captain the attendance card of the group. Players line up at the centre line of each court or area (if two groups, each facing the other) and the first roll call is taken by the Group Captains. If a single group is there to play a small area game such as basket ball, the

Captain divides his group into two equal opposing teams. If two groups are to play, such as for foot-ball, in an area, the Captains choose the sides, equalise the number of players in the two teams by transfer, if necessary, of players from the numerically stronger group, and the play starts.

These preliminaries usually occupy about ten minutes at the most, leaving a clear half-hour for the game proper.

When the closing bell is given, all the groups march each in its own file and led by its captain to the centre of the play-ground where the supervising teachers (who are all the while engaged in different parts of the field at that work) also assemble. The second roll call is taken by the Captains. The entries are then checked and the cards initialled by one or other of the teachers, under the total of the attendance of each group for the period.

All the groups are then called to attention by a teacher or a Senior Captain, salute is taken, and the "break off" order finally given. Thus ends a participation period.

Have you subscribed for

"Educational India"

which alone gives the
progressive view-points in
Indian Education?

If not—

Send your order to-day

Annual Rs. 4-8-0

Published from

MASULIPATAM.

College Teachers in Conference

SRI M. V. NARASIMHAM, M. Sc.,

Pachaiyappa's College, Madras.

THE second conference of the College Teachers in the province of Madras was held in the last week of December 1947 under the presidentship of Mr. M. Ruthnaswamy, Vice-chancellor, Annamalai University. Though the Union has a large number of members on its rolls and though it has two branch unions in Madras and five in the mofussil it is a matter for regret that the attendance of teachers at the conference was poor. There were of course none to represent the colleges in the Andhra University area as the teachers there have an organisation of their own. What was however most discouraging was the fact that many college teachers living in the city of Madras itself—where the Conference was held—were conspicuous by their absence. Teachers belonging to government Colleges had perhaps some excuse for their absence as they have not been permitted by the authorities to become members of the union, but they could have attended as visitors at least. Even this was not done by them. However those who attended the conference took great interest in its deliberations and contributed very much to its success.

Mr. Ruthnaswamy delivered a thought provoking address in which he referred to some of the highly controversial questions of the day. He also pointed out that if the Union is to be a success and be of real use to the members and enable them to do their legitimate work in moulding the policy regarding higher education it must not rest content till almost all the teachers in the Colleges of the province are enlisted among its members. He referred to the privileged place held

by such unions in England where teachers exercised that influence in university affairs to which "their equipment, their experience and their interest in university problems entitle them to exercise." It is however his observations on the medium of instruction—which is one of the burning questions of the day—that had special significance. He pleaded for a rational as distinguished from an emotional and sentimental approach to subject and expressed the view that from the point of view of utility, English would best serve the purpose of medium of instruction, that it has already become the *Lingu Franca* of the country in matters of higher learning and that it has in no way stood against the promotion of the highest terms of thought in the country. He therefore concluded that the right course would be—as was pleaded by Maulana Abul Kalam Azad also—to continue for some time at least the use of the English medium.

It was in response to the President's plea that the conference passed a resolution that as English had been the medium of instruction in the College and universities for the last hundred years it should continue to be a medium until a better substitute was found. The conference also suggested that in the meanwhile suitable arrangements should be made for instituting parallel courses with the regional language also as the medium, starting with the intermediate courses in arts in the first instance and extending it gradually to science subjects.

The anxiety of the teachers to better their financial prospects with-

out at the same time throwing a heavy strain on the resources of their managements was evidenced by the moderate scales of pay suggested in one of the main resolutions, scales which were recommended twenty years ago by the Madras University Commission and which were not as yet implemented by a large number of institutions in the area. The moderation of the teachers was also illustrated by another resolution passed by the conference in which they expressed strong resentment against resort to direct action and other methods intimately connected with it as not in keeping with the dignity of the profession and the nobility of the teacher.

There were also resolutions on the reorganisation of university education in which the teachers showed how they can influence educational

policy and mould the character of the future citizens of the country. In the end a small committee consisting of the president and eight other members was appointed to draft a charter of educational freedom in keeping with the fundamental rights of man. This was felt to be quite necessary and appropriate in view of the fact that at present the teacher occupies an inferior place in society—evidenced in the conference itself by very few members of the public having attended it. It is to be hoped the teachers would not in any way be discouraged by this lack of public sympathy and that they would continue to do their duty and rise to the height of their responsibility fortified as the president put it with good equipment which would enable them to fulfil their role as the makers of a New India.

THE IDEAL SCHOOL ASSISTANT

SRI G. NARAYANA, M. A., L. T.,

Professor of English, Osmania College, Kurnool.

AN ideal is not wholly eternal and absolute. It is mostly relative to the stage of evolution reached by a given society at a given time, though some of its features are universal and immutable. The ideal teacher in a slave country would differ widely from one in an independent state. The ideal teacher under a totalitarian regime would be poles asunder to his compeer in a democratic society. Likewise, there would be as wide a gulf between the ideal teachers of the East and those of the West as there is between the Eastern and the Western ideologies of life. To avoid, therefore, the danger of being too abstract and general in our discourse, we shall picture to ourselves an ideal teacher in India — for, a school

assistant is primarily a teacher, — against the back-ground of the present political make-up of India and the basic ideals of India's civilisation.

First and foremost, the ideal teacher is one who is attracted to the profession by an inborn love for it and not driven to it as the last refuge of one who is good for nothing else. He has a special aptitude for the teaching profession and belongs to what the psychologists call the "Social type." He chooses the job because it opens up the possibilities of rendering the highest service to mankind in the purest manner. New India requires teachers fired by an evangelistic zeal for the stupendous task of spreading education and enlightenment among her teeming millions and pre-

paring the rising generation for the tremendous responsibilities that await them when they enter the arena of life.

This is not to say that the ideal Indian teacher is precluded from demanding the salaries and other emoluments and conditions of service that India can reasonably offer to her servants and that he should simply feed on philosophy with an empty stomach, while the members of other professions eat bread and butter. Even a teacher must eat to live, and eat well that he might work efficiently. I only mean that, while he does not hesitate to use every legitimate weapon to fight for his rights and interests, he never allows his grievances, if any, to prejudice his work as a teacher. He carries out his duties cheerfully and sincerely, as if he were the highest-paid official in the state. He would never visit the sins of the Department or of his managing authorities on the heads of his pupils and subject them to vicarious suffering.

Next, the ideal teacher is an ideal man. His life itself is an education. He teaches more by his example than by his precept. Many bad teachers punish their pupils for what they themselves have unconsciously taught them by their pernicious examples. The school is a holy temple and none but the perfect are entitled to officiate in it.

The ideal teacher is fully equipped for his task both by education and training. He possesses a certain degree of versatility. That "a teacher who knows only arithmetic cannot be a good teacher of arithmetic" is a wise maxim, the truth of which applies with equal force to all subjects of the school curriculum. "Something of everything, and everything of something" is the modern educational ideal to which the ideal teacher conforms. He appreciates the place and the

degree of importance of his subject or subjects in the general scheme of education, correlates them with other subjects and thus aims at an integrated and well-proportioned development of the pupil's faculties. Also, with such teachers on the staff, school-discipline becomes easy and spontaneous, as the pupils have the highest regard for a versatile genius.

The ideal teacher is thoroughly acquainted with the theory and practice of education. Without becoming fossilised in outmoded ruts, he is ever fresh and growing in his professional outlook. He keeps himself in touch with the revolutionary changes that education has undergone in its aim, method, and content, in the advanced countries of the world. He studies and examines these new trends and experiments in education, performs his own experiments either individually or in collaboration with other teachers, and evolves theories and methods best suited to Indian conditions and needs and to Indian genius and culture. New India, with the most complicated and ticklish problems facing it, requires a highly intellectual leadership and a creative and constructive citizenship. An Indian teacher has to lay the foundations for such qualities of head and heart during the school-life of children. He can no longer afford to be a mere brain-stuffer and prepare pupils simply for the hall mark of examination-passing. The ideal teacher completely transforms the school. He introduces into it air, life, and love, so that in a healthy atmosphere and under natural conditions, the child may blossom into a full-blown personality.

The ideal teacher is also an ideal disciplinarian. Because we have an imperfect system of education, discipline is a problem in our schools. Here again, The New Education Movement

has revolutionised the concept of discipline and the means of achieving it. Through wise methods of teaching which keep every pupil always usefully and cheerfully engaged, through a variety of extra-curricular activities which build up the moral and social virtues of the child, through a large measure of freedom and self-government allowed for pupils in several activities of the school under a wise and unobtrusive guidance by teachers, by establishing many social contacts in which the child's individual life is brought into unison with the larger life of mankind, by the enlistment of the healthy co-operation of the parents in the building up of correct habits and attitudes in the children, by teachers behaving like the friends, well-wishers and confidants of pupils instead of as patronising superiors, and in short, by creating wholesome traditions and atmosphere in the institution. A Soviet School, for instance, aims at infusing in children a high sense of honour and self-respect, a regard for law and order, a cheerful spirit of co-operation, an instinctive love for good conduct and aversion for ugly and un-social behaviour, and, in a word, all that makes for spontaneous self-discipline and fruitful social relationship. The ideal Indian teacher would be far from ideal, if he does not catch up with the spirit of the times. No scope, hereafter, for a penal code enforced with all the terrors of corporal punishments, fines, suspensions, and all the rest of the unholy brood of hell.

A strong and virile manhood and womanhood is the imperative need of Free India and the ideal teacher co-operates with the physical Director of the school in helping boys and girls to build up healthy and strong bodies. He also gives a practical turn to their patriotism by encouraging swadeshi among them, so that their motto will always be "Buy

Indian." He makes them love their country and all that is best in her traditions and customs and manners, while at the same time encouraging them to imbibe what is best in other countries. They may enrich the soul of India but not replace it by a Russian soul or any other foreign one. He promotes in them in a spirit of true Godliness which does not degenerate into foolish fanaticism. Above all, the ideal Indian teacher has a clear vision of the glorious future of India which is destined to become the spiritual queen of the world. He inspires his pupils with that vision splendid and makes them the torch-bearers of India's spiritual heritage and the builders of a new world order.

The ideal assistant teacher sincerely and cheerfully co-operates with his superiors in all that tends to the welfare of the pupils and the progress of the school. He is obedient without being servile, he co-operates without sacrificing his conscience, he is a servant but not a slave.

To sum up, the ideal teacher loves the children, lives with them, lives for them and forgets himself in the joy of their company.

All that is said above applies equally to teachers of both sexes. 'He' is used throughout for want of a pronoun of the common gender. Only one additional remark is called for in respect of girl's education. The content of girl's education cannot entirely be the same as that of boy's education. In India, while there should be absolute equality between man and woman, a woman has the additional privilege of being a 'Griha Lakshmi.' The teachers of girls, therefore, should also aim at preparing them to become the goddesses of their homes.

THE IDEAL ASSISTANT

SRI Y. VITTAL RAO, M. A., B. Ed.,

St. Peter's High School, Nellore.

It is sometimes said that an ideal cannot be realised and so also an ideal assistant never exists. But ideals may be cherished, and according to Whitehead in his 'Adventures of Ideas' "ideals cherished in the souls of men enter into the character of their actions. These inter actions within society modify the social laws by modifying the occasions to which those laws apply. Impracticable ideals are a programme for reform. Such a programme is not to be criticised by immediate possibilities.

The ideal assistant when he first enters into the profession evinces keen interest in the working of the school and the staff, particularly watching the way in which the Headmaster receives him and assigns him to his respective functions. There will be busy whisper circling round the already existing staff about the latest addition to them, and the talk will be generally about his demeanour, mild or wild, haughty or humble, stout or lean, malleable or mandatory, liberal or peevish. All aspects will be speculated upon at first sight, and each of them will be confirmed or rejected on the first blow that the assistant makes in his conversation which too decides if he is social or reserved, which again goes a very long way in sentencing him by the staff to be one with them or to be aloof from them. So, the ideal assistant will be social, sprightly, lively and humorous with the staff who must find him a welcome addition.

The new assistant after contacting all the others in the staff will get into the work of knowing his work individually and in relation to the other members of the staff. He will

make a good impression on the pupils even at first sight. He will not fight shy to approach the senior members for suggestions or for any doubts to be cleared, and will not stand on false prestige. The senior assistant concerned, too, will make an ideal assistant if he does not treat the new one as a drag and if he does not assume airs before him and indulge in foolish remarks that the new one must gain experience before he can make a name for himself. The senior assistant must guide him, put him in the way and thus justify his position and the new man's position in the school.

Thus the senior and the junior assistants both will be ideal in so far as they cooperate with each other and maintain solidarity without giving scope for 'cliques' or 'bickerings' as between the members of the staff. The old and the young, the experienced and the inexperienced both learn from each other—each other's good points and failings—and strive for good quality in the work of their profession.

Their relations with the pupils also will be one of a very cautious nature. An assistant must avoid passing remarks to the contrary regarding the work of any other assistant before the boys in the class, just as it is expected that the Headmaster should not find fault with the assistant's work in the class openly before the pupils. An ideal assistant creates a sustaining interest in the boys for the lesson he handles, engages them so that the boys will feel that the period is over in a short time, and so that the boys are not driven to the necessity of looking wistfully and impatiently at a watch to know

how much time is there for the period to elapse. The assistant will be a glorious example of thoroughness, clearness, and orderliness. He will also set an example for punctuality, punctuality not only in attending school, but also in correcting class exercises, setting question papers, valuing the answer papers and returning them. He will carefully avoid criticism of being sluggish in work either from the authorities or even from the boys, for sluggishness will also be imitated by the school boys who are very notorious for imitating things.

The ideal assistant, again, feels that he is a life-long student and is conversant with the up-to-date information in the field he works. The leisure time that he spends is watched with great curiosity by his students. The practical man, in the last analysis confirms the favourable impression formed in the class-room. The teacher making the right use of the time is an object of awe and respect and he is quoted for adoption by the earnest seekers of knowledge among the students. The ideal assistant will also have his hobby befitting his status and dignity.

Discipline is another important factor that the assistant observes. He is well disciplined before he maintains discipline. Sad is the lot of the school with indiscipline which is the result of conflicting interests of the Management, the Headmaster and the staff. There have been cases of open rebellion of some members of the staff against the Headmaster who shouts in vain to curb them, as the Management have come to the succour of the rebels. But an ideal assistant is capable of avoiding any sort of rub with the Headmaster when once he understands the mind of the Headmaster and tries to convince him of his view point in any affair without vindictive

attitude. The assistant understands the limitations of the Headmaster and will co-operate with him. If he is not consulted, he need not stand on formality. The Headmaster in his multifarious duties may not find time to consult all.

Maintaining discipline need not be at the point of the cane. The assistant will eschew the rotten methods of threatening the boys, quoting hackneyed proverbs like 'spare the rod and spoil the child'. His method is that of love rather than of fear or intimidation and persuasion rather than of force. The playway in Education admits more of love than of force. He will use the God-given power to understand and thus tackle the problem of discipline in an effective manner.

Certain heads of institutions in recent years would not allow schools participating or taking a very active part in Extra-curricular activities, as that would bring certain assistants into the lime-light, for some special talent is necessary to create interest in those activities for boys. The ideal Headmaster would think that the fame of an assistant of his school is his fame, and the ideal assistant will feel that his fame is the school's fame. The ideal Headmaster and the ideal assistant both encourage boys to bring credit to the school by letting the school mingle with other institutions where it is possible.

Another important factor that the assistant is to be very cautious of is espionage. It is an institution which can work wonders, make or mar careers. Espionage or spy system is in vogue in institutions where nepotism, grants, favours and favouritism decides issues. The ideal assistant teaches in the class room anecdotes of the tell-tale and the consequent evils, of eaves-dropping and the consequent retribution. He

R. Rangaraja Iyer—The Friend

PROF. M. S. SRINIVASA SARMA, M. A.

[In the January Issue of the "*Educational India*" we published a symposium on "The Ideal Headmaster" by a number of gentlemen who wrote on the subject with authority from the fullness of their experience and ripeness of their wisdom. In this issue we have great pleasure in publishing an article on Mr. R. Rangaraja Iyer—the Headmaster of the National College Branch High School who laid down his high office in August 1947, from the pen of Prof. M. S. Srinivasa Sarma, the Vice-Principal of the National College, Trichinopoly, who, our readers will gladly remember, is one of our esteemed contributors from the inception of our Magazine. The article, though directly an appreciation of a successful Headmaster, is, in fact, a psychological study of the qualities indispensable for the making of sound leadership in educational Institutions.—*The Editor.*]

Clubbable Person

LOVE to remember the day—Thursday the 8th of July, 1920—the day on which I joined the National College Staff; for it was on that day S. V. Viswanatha, that high-souled gentleman who was the pride of the College brought me into contact with R. Rangaraja Iyer, a tall, slim, handsome, smiling man, and introduced him as a most decent and clubbable person. I shall never forget the smile on the

cheerful face of Rangaraja Iyer when he said to me, "You are welcome to Trichy and to this College. You are among friends." Now, after 27 years of my stay here, I am happy to say that in him I have found a true friend. Loyalty is his shining trait, and he clings through good and evil report to those he loves.

Rangaraja Iyer never said a wounding word in his life. He is always smiling. He is clothed in the armour

therefore does not become an eaves-dropper, will not sell his soul to another for his immediate gain and tell tales against his own colleagues who may be in utter darkness of their colleague turning a black sheep. Espionage is a political expediency not to be grafted on to the educational institutions. Spying has curious shapes; it makes real things unreal, impossible things possible. It can convert even a hard-hearted man into soft plaster. The head who pays heed to tales plunges headlong into the abyss of gross misunderstanding from which he can never hope to rise. It has its own evils afterwards. The noble profession must be proud of noble hearts and noble band of workers with nothing to separate, but everything to unite, and the ideal

assistant will try to achieve this unity of purpose and action.

The ideal assistant, again, comes into close touch with the parents who feel highly elated when they are apprised of the events of the school in so far as they affect their boys attending the school. He will organise also Parents Associations and give them an opportunity to express their opinions regarding the changes or otherwise of the system in schools.

In short the ideal assistant is an efficient teacher of wide reading, a helpful colleague, a punctual and regular worker of noble behaviour, a lofty example of order and discipline, and one of sociable temperament and cheerful bent of mind. He is an object of love and respect, not fear and derision.

of imperturbable blandness. He is never betrayed into wrathful speech, for the smooth current of his thought is unruffled by fierce emotion. He has ever ready the soft answer that turneth away wrath. Curiously timid before strangers, he faces terrifying dangers with quiet courage. But he has the gift of command, and is a kind of person everyone turns to in an emergency. He could be stern and severe when the occasion calls for those qualities; but his favourite saying is—"To know all is to forgive all". His methods are his own, and he bends to no man. He never argues; he simply goes on as if he did not hear.

Sense of Humour

A fearless person, a first-rate teacher, a born leader and a great organiser, Rangaraja Iyer has an enchanting sense of humour. Seldom laughing aloud, he joins the general hilarity with the running accompaniment of a low and breathless chuckle. Philosophers tell us that humour is really rooted in a sense of proportion and enables us to appreciate the incongruities of life. The chief merit of a sense of humour is that it teaches us to be tolerant. Tolerance is indeed the fine flower of culture. The more we learn, the less disposed we are to think that *our* views are right, and that everyone else's views are therefore necessarily wrong. Only a person devoid of honour could cherish such an illusion.

Rangaraja Iyer is the embodiment of balance, purity and sanity. He is distinguished by courage, a sense of fair-play and an appreciation of the other fellow's point of view and a dislike of intrigue. His mind always moves in a straight line; and this essential straightness is perhaps his most striking character. Fortune and

accident play a great part in the life of individuals. Mere merit cannot be certain of the rewards that are due to it. To smile to be agreeable and accessible, to endure without wincing the cruel shafts of ill-luck and in-justice—these are not easy to acquire; but they came naturally to him, and made it possible for him to give his great service to the institution which was his first love and enduring passion. He assiduously followed the prescription of Spinoza in sedulously disciplining his mind "not to ridicule, not to lament, not to detest the actions of men but to understand them". That enabled him to make teaching an exercise in the art of friendship. No wonder that he was particularly fortunate in gathering around him a body of colleagues who made the work of teaching less a labour than a privilege.

Leadership

Leadership is a directive initiative exercised for the purpose of group adjustment. Incidentally the fame and the power of the leader are enhanced. The reason is that the function of the leader is to be a symbol; and the real question that arises in other minds is not so much "What are you?" as "What can you help me to feel and be?" Immanuel Kant, the great German Philosopher says, "So act as to treat humanity, whether in thine own person or in that of another, always as an end, never merely as a means." This is the principle of intrinsic human dignity. The Kantian formula bids each man to apply the principle to himself as well as to others. The secret of Rangaraja Iyer's leadership is this feeling of self-respect and self-confidence which he helped to foster in his colleagues with the greatest tact and sympathy.

A few months back I was privileged to give a talk to the Girls'

section of the Students' Union of his school. While proposing a vote of thanks he made a few remarks which are profound and revealing, coming as they do from his wide experience. Here are the ringing words of Rangaraja Iyer. "Let me hasten to assure you that many things that are taught to our boys and girls in our schools today are absolutely worthless, nay, even harmful. Formal school training has no function or excuse except to fit a man into the social, industrial and political life of his time. His moral and religious life should grow naturally out of this. The object of schooling, as it appears to me, is to evolve world filled with educated people who, not only believed in, but lived lives of liberty, tolerance, sympathy and beauty." Here in a nutshell you have the philosophy of education and his message to humanity.

A Human Job

In Rangaraja Iyer's opinion, the teachers are the most important part of the equipment of the school since they bring wholesome, inspiring activities into the lives of the children with whom they work. They are human beings, and they have a human job. They are living their own lives as well as cooperating with the lives of the people whom they serve. But, owing to their peculiar economic position within the group and their constant relationship with children only, they hardly ever succeed in being on equal terms with the members of the same community. Despised and frequently maltreated by the society of the young and the society of equals, and forced to deform and distort their own sensitivity in the process of teaching, they become blind, supercilious, conceited, and economically speaking, non-entities.

Empathy

Rangaraja Iyer knows all this, and therefore it is that the treatment

of his assistants is human, generous, kind and almost god-like. Is it any wonder therefore that they find a great delight and a secret zest in working under him tirelessly and wholeheartedly? He gives abundantly advice, encouragement, stimulus and praise. He is a perfect master of this art of sympathetic understanding which the psychologists call "Empathy". This is a Greek term which means "feeling into", and signifies the ability to enter into and share the minds of others. It is empathy or social imagination that is suggested by such precepts as 'seeing ourselves as others see us', and 'putting ourselves in the other fellow's place'. The administration of a school is a co-operative adventure which is impossible without the empathic ability to identify ourselves with others. Without empathy we cannot appreciate the other man's point of view, nor, can we realise that what hurts us or make us unhappy will also make others miserable. It is the lack of empathy that is at the root of all misunderstandings between husband and wife, parents and children, teachers and pupils, and headmasters and assistants. How many persons placed in authority possess this indispensable trait of a leader?

Fostering Self-Confidence

Rangaraja Iyer is a true philanthropist. He gets very near his assistants and pupils, and identifies himself with them entering into their lives. What many a struggling soul needs most of all is a little more self-reliance and buoyancy of hope; and the knowledge that another has confidence in him will breed a new confidence in himself. Why leave unspoken the word of encouragement or praise which might mean to him so much good? The gloomy severity of condemnation, unlit by any ray of hope of better things, will crush a life which might otherwise have been

lifted to a higher plane. The fact that some one else has a real and unwavering confidence in him and sees in him the lineaments of a complete and noble manhood will inspire such a man with new strength born of a new hope. Such an understanding, such a right appreciation of another's task is not easy. But Rangaraja Iyer is by nature endowed with this rare human trait which is the secret of his success as the Head of an Institution.

Karma Veera

Does it ever occur to any of us that there are thousands of people who live bravely every day? They are fighting poverty, ignorance, apathy, oppression and injustice in a happy fashion, never complaining nor explaining away their lot. There is little recognition for them, and they do not ask for it. They just plod

along day by day. How do they do it? By accepting what comes, they make the best of things. They ask for no sympathy, and they will assure you they are as happy as anybody else. They are the people who are the salt of earth. After all it never has been entirely true that the great performances of life have been the most important. It is much more necessary that a man should light his own corner than that he should become a Cabinet Minister; and the best way to make things better than they are is to live wholesome lives; and for that we need a constant heroism that is never off duty. Rangaraja Iyer is such a hero, a typical Karma Veera. Man truly reveals himself through his gifts; and the best gift that Rangaraja Iyer offers is the creative force of a decent and beautiful life. Let us appreciate that gift and feel thankful to him for it.

TRAINING OF TEACHERS

SRI R. SRINIVASA IYENGAR

Headmaster, Sarva Jana High School, Peelamedu.

GOPALA KRISHNA GOKHALE'S utterances on free and compulsory elementary education in the legislative assembly of his day deserve careful study by the educational administrators of today. The statement recently made by India's Education Minister Moulana Abdul Kalam Azad that he would mobilise all the educated persons available and at the same time push on with schemes for the training of teachers reminds one of the challenging answer made by Gokhale to the excuse trotted out by the bureaucracy of lack of trained teachers for opposing his bill that without waiting for the inauguration of free and compulsory elementary education

till trained teachers could be procured he would have it started at once and go on for a time with untrained teachers. Moulana rightly felt that the vicious circle should be broken and that the great hurdle of the lack of trained teachers should be jumped over without postponing educational schemes. It is to be hoped that the Indian Minister's decision and lead will be followed by the Provincial Education Ministers.

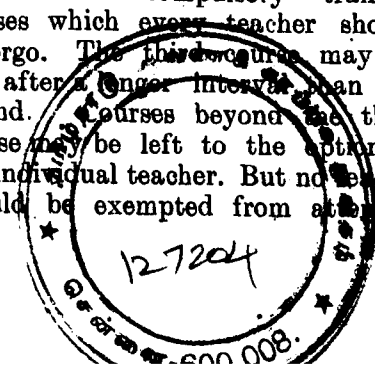
While training institutions are being established all over the country, certain problems regarding the training of teachers have to be deeply considered. A teacher is trained for the profession and is deemed compe-

tent to discharge his responsibilities all through his long career of 30 to 40 years. Definite prospects of fixed scales of pay ranging over a long period and security of tenure have been recently assured for teachers under all types of managements. Apprehensions are being expressed that the artificial stimuli to effort have been removed and that something should be done to arrest stagnation and atrophy and to promote professional efficiency. The teacher is ever open to criticism at the hands of the public. If the teacher would wish to be judged not by immediate results, he would be said to shirk the issue; and if he claims immediate successes, he would be said to have abandoned his ideals. Within the profession itself, as William James said, the "old foginess" is said to creep in at an early stage. Dr. Westcott said "No one ought to be a school-master more than 14 years." The peculiar nature of the teacher's work, the incessant demand on his nervous energy, the wearying monotony and repetition of the class-room work, the parochial outlook and the petty animosities of the common-room atmosphere, and the aloofness from the invigorating outside world are factors not conducive to the development of creative sense and freshness of enthusiasm needed to stimulate young and virile minds. As he acquires mastery of skill in his technique and cannot draw on his own personality for his daily work, the experienced teacher develops into an automaton. The self-improvement in certain respects is accompanied by self-deterioration in certain others. In the book "The First Hundred Thousand", Ian Hay, a school-master puts the question, "If you had spent seven years in a big public school, teaching exactly the same thing, at exactly the same hour, to exactly the same kind of boy, for

weeks on end, what sort of change would you welcome most?" "Death" is said to be the answer of several voices to the query. Again, teaching is an art, but is not practised as an art by many. The preliminary training is not sufficient to sustain the dignity and usefulness of the profession.

In certain countries, sabbatical terms are granted to teachers. In Soviet Russia, every teacher is granted two months' holiday with full pay and facilities of planned recreation. In our own country, teachers' guilds and unions arrange refresher-courses; but it is the very teachers that need most refresher-training who do not attend these courses. The enthusiastic teachers profit by these courses. Any refresher-course on a voluntary basis defeats the objective. The remedy seems to be that refresher training course of not less than two months' duration should be prescribed as compulsory for teachers of all grades, elementary, secondary and collegiate, once in every ten years. Batches of teachers who go back from schools to the training schools will examine the problems they have faced with leisure and freedom and gather new experience in consultation with their professors which will surely react on their further work to the benefit of their pupils. The suggested arrangement should not tax teachers' purse; and the expenses for these training courses should be borne by the State. Money spent in this direction is fruitful expenditure. Besides the preliminary training, there ought to be if not once every 10 years at least two further compulsory training courses which every teacher should undergo. The first course may be held after a longer interval than the second. Courses beyond the third course may be left to the option of the individual teacher. But no teacher should be exempted from attending

127204
T902, N34E
N42.14.8



three training courses in his career. If these periodical training courses are not planned by the State, woe be to the education in our country! Worse will be the caricatures of teachers than those painted by Charles Lamb, H. G. Wells, Hugh Walpole, Paul Selver, and their ilk. I beseech the Education Ministers to pay their careful attention to the suggestion put forth above. Our teachers should pass through the stages of novitiates, journeymen and craftsmen. As the "Times Educational Supplement" wrote some years ago, "the expression 'trained teacher' might die a proper death. We are all teachers in process of training, and the process is lifelong."

The Madras Government have been arranging training courses in basic education for the existing trained teachers. The correlation of knowledge with craft is still an experiment and has not been fully explored even in the highest research institute for basic education in Wardha. Dev Prakash Nayyar's illuminating article under the title "Intellectual Content of Takli" published in Harijan of 21st December is avowedly frank, and explains how every bit of knowledge under the sun, every subject, viz., algebra, geometry, physics, chemistry, geography, economics, history, sociology, physiology, psychology, and nay, even the highest education can be traced to the magic potentialities of the takli, and connected with the iron rod, the brass disc, and cotton. A study of the article will show how education through craft can be conceived and worked out by the genius and application of the individual teacher who has faith in the ideology of basic education. Hence without organising basic training courses for the trained teachers extending over months it would serve the purpose, if the existing teachers are

directed to qualify themselves for prescribed standards in the crafts in question, study the literature on basic education, and attend some discourses on the ideology of basic education. It seems to me to be highly improper to wait till the correlation between knowledge and craft is effected in the Wardha Training School and other training institutions. We should feel highly indebted to Dev Prakash Nayyar for having clarified the puzzles of the orthodox educationists. The time of the nation and the funds of the taxpayer could be saved, and universal basic elementary education could be speeded up. Only an attitude of realism to basic education and a compelling sense of duty by the children of our land who should without any further delay be provided the basic elementary education of eight years' duration are the desideratum today.

"The Child and His Up Bringing"

BY

Prof. A. V. MATTHEW, B.A., M.Ed.

With a Foreword by

Miss A. B. VAN DOREN, M. A.

Cr. 8vo. pp. 211 + XXI

Price Rs. 3/-

PUBLISHERS:

M. SESHACHALAM & CO.,
MASULIPATAM :: MADRAS

NOTICE

All communications concerning Editorial to be addressed to :—

The Editor,

'EDUCATIONAL INDIA,'

7, Sunkurama Chetty St.,

G. T., MADRAS

Address all Subscriptions and business communications to :—

The Manager,

'EDUCATIONAL INDIA,' OFFICE,
MASULIPATAM.



Educational India

Masulipatam, February, 1948

"Education cannot wait"

THE keynote to the addresses delivered by Maulana Abul Kalam Azad, the Minister for Education at the fourteenth session of the Central Advisory Board and at the All-India Educational Conference specially convened by him is that education cannot wait any longer. The needs it has to fulfil in the new India which emerged on August 15, 1947 are so urgent that any delay in the organising of efforts for the purpose is sure to prove to be a national disaster of the first magnitude. This realisation by the representative of the highest governing authority in the country to-day of the urgency of the problem is an event of the greatest importance and if only it is accompanied by an energetic

effort to start work immediately the nation can congratulate itself on having made a good beginning in laying the foundations of democratic freedom in the country. It is work that is needed. We have had too much of talk.

MAULANA AZAD made it clear that the period of forty years which was regarded by the Sargent scheme as the period required to implement the plan of post-war education was too long and that it should be cut down. He pointed out why it should be reduced and also the possibility of reducing it. Both these points are important. In the free India of today the duties and responsibilities cast upon citizens are far heavier and more onerous than those they had to discharge in days when the country was a mere dependency of the British. Everything should be done within a period of five or ten years to educate the people so that they might become fitted to hear the new responsibilities. It is also possible to reduce the period as the government that now exists in the country is a national government and is therefore in a better position to get from the people their active co-operation in the form of both men and money for the rapid execution of all the educational schemes. What was impossible for a foreign government becomes easy for a national government.

THIS does not however mean that we should ignore the difficulties of the task. As the Maulana pointed out we have

still the two difficulties which have to be faced if the problem of universal education is to be speedily solved. One is concerned with getting an adequate supply of teachers and the other with finance. He calculated that to provide basic education to the three crores of children of the school-going age nine lakhs of teachers would be required and that the expenditure would have to be increased from the 7.22 crores to 24 crores per year. Ways and means therefore have to be discovered for overcoming both these difficulties.

SO far as the first difficulty is concerned he suggested that we must resort to a system of conscription and compel every educated man and woman to come forward and serve as a teacher for two years at least. This suggestion deserves serious consideration as it is possible to bring many theoretical objections against it. It is quite possible to argue that every educated man is not fit to become a teacher, that even those who are temperamentally fitted to become teachers require training before they can be entrusted with the education of children and that conscription may not give us the right type of teachers. All this is true. But when once we recognise the urgency of the task we have to ignore these objections and make use of conscription if there is no other alternative.

THE question however is whether conscription is absolutely necessary and whether it will not be possible to secure the

required number of teachers by voluntary enlistment. We think that under certain conditions educated people will volunteer themselves to become teachers and conscription may not be necessary. There are three points to be considered in this connection. We have large numbers of educated unemployed in the country—Matriculates as well as graduates. They are not able to get even a living wage. They are idling away their time as they have no chance of doing work which is in keeping with their educational attainments. Such persons will be quite willing to become teachers if they are provided at least with a living wage. This source will have to be tried first before conscription is thought of. In the second place there is the motive of patriotism which is wide spread in the country and every one is anxious to do some service in the cause of the development of a strong and efficient India. An appeal to educated men in the name of patriotism will evoke an enthusiastic and adequate response. A third and a very important point is that the governments at the centre and in the provinces should by their constructive work inspire the educated people that they are bent on removing all inequalities in society and that they are engaged in reconstructing society on an equalitarian basis and it is as a step in this direction that they want the teachers to sacrifice their personal comfort and convenience and work for a living wage. This will mean that the

government should be prepared to overhaul the whole administrative system and reduce the salaries of those who are now in the middle and higher ranks of civil service. There is no meaning in asking teachers to be satisfied with a mere living wage when fabulous incomes are guaranteed by government to other sections of their employees. In a national cause all should be made to undergo sacrifices.

IF an atmosphere like this is created there may not be any need for conscription. But if even then the needed supply of teachers is not forthcoming conscription may be resorted to. There is nothing unfair or unjust in a national government resorting to it. And when it has to be done it should be extended to women as well as men. Much of the educational talent of women is being wasted at present. And it is universally recognised that women make better teachers than men. And conscription is proved by what Shrimati Anasuyabai Kale observed the other day as the President of the All-India Women's Conference when she appealed to government to conscript women and utilise their services towards problems like removal of illiteracy, adult education and welfare and stated "we are not living in normal times and therefore the Government should declare a state of emergency and requisition the services of all, particularly of women."

THE other difficulty that has to be overcome is that of

finance. How to secure the additional crores of rupees that are required if the new scheme of education is to be speedily executed? The Maulana suggested the imposition of a special education cess. This will be an excellent measure. And if it is levied on a progressive basis no one will have any serious objection to it. In provinces like Madras where in consequence of the hasty introduction of prohibition government has to face a severe financial crisis a cess like this will be most fair. It will also result in the public as a whole realising the importance of education in the life of free India.

ALL this presupposes the existence of an energetic government in the provinces. It is on provincial education ministers that the actual execution of any educational scheme formulated by the centre will depend. Power politics which are now engaging the attention of provincial ministries must yield place to constructive effort. The former should be left to the Congress High command. And in this task the ministers should receive the help of the members of legislatures. If only the latter bestir themselves they can without much difficulty solve the problem of school buildings and equipment especially in rural areas. It is unfortunate that in the struggle for power members of legislature are not paying attention to work of this sort. If only provincial ministers indulge less in talk and airing their views on

ideals and spend more time in working out details of plans we may hope that the Maulana's ambition of universal education, becoming a reality not in forty years but in five to ten years, will be fulfilled. Much therefore depends on the energy of provincial governments.

Religious Instruction

IN his address to the Central Advisory Board Maulana Abul Kalam Azad put forward a powerful plea in favour of making religious instruction a compulsory item in the scheme of basic education. He gave a number of arguments in favour of his view. One argument was that the nineteenth century liberal point of view that religion would stand in the way of the free intellectual development of the child had already lost weight and another argument was that in the special condition of our country it would be dangerous to leave religious instruction entirely to private agencies as these are generally bigoted and make children quite fanatical and intolerant. He attributed the communal atrocities that are now ruining the country to private agencies being in sole charge of religious instruction.

WE however beg to differ from the learned Maulana. It may be true that even in Soviet Russia the ideological opposition to religion and religious instruction was as pointed out by him abandoned and that the British government had amended its educa-

tional system in 1944 in favour of imparting religious instruction. But these are not conclusive arguments. Conditions in India differ very much from those prevailing abroad and we cannot draw any inference regarding what is suited to us from what is happening else-where.

OUR leaders have been telling us that what we have to do in our country is to build a secular state as distinguished from a communal state based on religious differences. It will not therefore be consistent with such an ideal to impart religious instruction in state schools maintained out of public funds. A set of religious beliefs which would be subscribed to by Hindus, Muslims Christians etc., it will be impossible to formulate. Instruction in religion therefore will not be instruction in one set of doctrines or in one mode of life but in different sets of doctrines and creeds. The moment that religion is taught the pupils in schools will have to meet in different classes. This will inevitably make them feel that in religious matters there is nothing in common to all of them and this will strengthen the spirit of separatism and make the establishment of secular state an impossibility.

THE Maulana argues that the alternative to religious instruction not being imparted in schools is not the imparting of religious instruction at all but encouraging private agencies to do it and these agencies are universally bigoted. But bigotry

is inherent in all religions given to proselytisation—in Islam and Christianity in particular. The followers of these faiths believe that they alone have truth and that all other religions are false. It is Hinduism alone that is really catholic. It does not believe in any conversion of the followers of one faith to another. Whether Islam and Christianity are taught in schools or by private agencies there is no escaping the fact that they will strengthen bigotry and fanaticism.

If religion is to be taught in schools it should not be religion as it is traditionally understood. It must be a new kind of religion like communism which is the religion of Russia to-day or nationalism the creed of most Western States. Before therefore we decide on imparting religious instruction in public schools we have to formulate a religion which is consistent with the secular state which we wish to build. It will then be time to make it a part of basic education.

THIS is just the reason why the two Committees appointed previously by the Central Advisory Board could come to no agreed decision on the matter. The Maulana proposed to have another committee appointed to go into the question *ab novo*. We are afraid that even this committee may not succeed where its predecessors have failed.

Hasty Action.

IT is understood that the educational department of the government of Madras is determined on introducing in the coming school year 1948-49 new courses and syllabuses recommended by the secondary school leaving certificate board. It has been agreed all along that secondary education is in need of drastic reform and that no time should be lost in bringing about the desired changes. This does not however mean that precipitate action of a harmful character should be taken. This is just what is about to happen in regard to certain contemplated changes.

IT is proposed for instance to include in the new curriculum the subject of social studies in place of History, Geography and civics. This is an entirely new subject. It has not been so far taught in any of the schools in the province or in any of the other parts of India. It is in vogue only in some of the Western countries especially in the United States. There is however very little literature available here throwing light on the scope of the subject, the methods to be adopted in imparting instruction in it and the kind of text books to be used. Most of the teachers are blissfully ignorant of these aspects connected with it. To make it therefore a part of the curriculum in June this year should be regarded as a hasty step.

Syllabuses in the subject are still being prepared. They

are not yet ready. After they are made ready it is desirable that they are published for criticism by Teachers' Associations and experts in the matter. The department may then revise them in the light of this criticism and give a final shape to them. This will be the proper and legitimate course to adopt.

IN addition to this there is another question—the question of text-books—to be considered. It is not an easy task to prepare a text book on the subject unless a good deal of effort is put into it. It takes time to do this. And for teachers to begin instruction in it in June this year even before suitable text books become available is to take a responsibility too heavy for most of them to bear. They will be driven to dictate notes based on insufficient material. And if at the initial stages the subject is not properly taught a large amount of prejudice will be created against it and there will be an agitation to remove it from the list of subjects and to go back to the old courses. It is therefore necessary that a novel subject like this should be introduced in a more favourable atmosphere.

THE difficulties we are pointing out are not of an imaginary character. These were just the difficulties experienced in connection with "Modern History" which was introduced rather hastily under similar circumstances in 1945. Even today there are no satisfactory text

books on the subject. As the syllabuses were framed without any criticism being invited on them they have been found to be vague in some respects and highly ambitious in other respects. Teachers are already saying that this subject is not found to be quite useful although on purely educational grounds an insight into Modern History in general is much more important than a knowledge of British history whose place it has taken.

THE best course for the government to adopt is to postpone the introduction of new subjects to the year 1949. Meanwhile they should make the syllabuses ready and after inviting criticism they should publish the final syllabuses by the end of April 1948. This will give at least six months time for authors to prepare text books. And everything will be in a workable shape in June 1949 when the new courses are actually introduced.

WE appeal to recognised Teachers' Associations to take all these aspects into consideration and make suitable representation to government. Publishers' Associations interested in bringing out the best text-books should also move immediately in the matter. Unless there is intelligent public opinion expressing itself at the appropriate time and making its influence felt there is the danger of government taking hasty action.

Women's Education

IT is a happy sign of the times that the women of the country are taking keen interest in the subject of education. This is evidenced by the proceedings of the All-India Women's Conference which was held at Madras in the last week of December 1947. A prominent place was given to it in the Presidential address and several aspects of women's education were hotly debated upon in connection with the several resolutions passed on the subject.

THE president stressed the importance of the right type of education in building up a strong Indian Nation based on equality and social justice. She expressed the view that the Basic Educational system best integrated with the needs of national life. She pleaded for making compulsory the physical training of both boys and girls. Above all she wanted that a special course should be devised for women to be trained in self-defence. In her opinion a regular national militia of women is the real need of the hour and she welcomed the starting of such a militia in Kashmir. Everywhere there is a talk of the need for compulsory military training of the youth of the country. It is no wonder that the kidnappings and abductions to which women have become subject in recent months has resulted in their leaders also advocating this kind of training to them.

IN the discussion of the educational resolutions at the conference there was some opposition to the introduction of compulsory military training. But it did not find much support and resolution in favour of military training was passed. Another matter that provoked discussion was the inclusion of sex-education as a compulsory subject in all secondary schools. One of the speakers pointed out that it was extremely necessary if boys and girls were to be prevented from falling into evil ways; and this resolution also received the approval of the conference.

WHAT the women's conference should now do is to prepare a scheme for imparting sex-education. It is here that most difficulties and complications lie.

ANAND KITABS

(PROP. M. SESHACHALAM & CO.)

MASULIPATAM

Stockists of all the publications of the *National Information & Publications Ltd.*

Sub Agents wanted in all important centres in Andhra Desa.

Apply to :

THE MANAGER,
ANAND KITABS
MASULIPATAM

THROUGH different PROVINCES

DELHI

SCIENTIFIC TALENT IN INDIA

GOVERNMENT TO PREPARE ROSTER

The Prime Minister, Pandit Jawaharlal Nehru, has issued the following appeal to all Indians having scientific qualifications: "The Government of India have at present under consideration the report of the Scientific Man Power Committee appointed in April 1947, to advise on the best method of utilising and augmenting the scientific man-power resources of the country. A basic recommendation of the Committee, which the Government have accepted, is that immediate steps should be taken to prepare a roster of the scientific talent that is now available. The necessity of such a roster is obvious.

"The National Institute of Science had previously made an attempt to prepare such a roster but they were not able to make much headway. The Government of India have entrusted the work to the same agency working under the auspices of the Council of Scientific and Industrial Research.

"I appeal to all persons in India possessing Degrees or Diplomas in Science to send complete information about themselves such as age, permanent and present addresses, their scientific qualifications, research and industrial experience, their present occupation, the nature of the research work, if any, they are engaged upon, etc. This information should be sent to the Secretary to the National Institute of Sciences, India, University Buildings, Delhi. I hope this information will be supplied soon and a complete roster prepared urgently."

NAUTICAL COLLEGE FOR INDIA

India, like most other maritime countries, will have a Nautical College

for the higher training of merchant shipping officers if the Government accepts this recommendation of the Merchant Navy Officers' Training Committee. The Committee has submitted an interim report, which is under the Government's consideration.

At present the Indian Mercantile Marine Training Ship "Dufferin" gives a three-year course of training to cadets before they go to sea. But after acquiring the sea experience necessary to make them eligible to take examinations, conducted by the Government, for a Mate's or Master's Certificate, they have to prepare on their own for these examinations: and it has been found that as a result, an unduly high percentage of candidates fail.

In order to avoid this, the Committee stresses the importance of the establishment of a Nautical College, preferably in Bombay, to offer training facilities to candidates who wish to qualify for various certificates of competency in Navigation and Nautical Engineering. It is felt that a three to six months' course in such an institution should suffice for most of the candidates, after their practical training at sea. Apart from Navigation, subjects taught in the college would include Mathematics, Astronomy, Meteorology and Law as applied to shipping.

The standard set for the Mate's and Master's examinations in India is on a par with that for similar tests conducted in Britain, and Indian certificates are of world-wide validity. In Nautical Engineering, the examinations held in India are of the First Class Engineer's standard. Thus a candidate need go abroad only to complete for the Extra Master's Certificate or the Extra First Class Engineer's Certificate.

The nature of the training which should be provided for ordinary seamen

and the question of expanding the "Dufferin's" pre-sea training facilities will, it is understood, be dealt with by the Committee in its final report.

SCIENTIFIC RESEARCH SCHOLARSHIP

One Science Research Scholarship will be awarded this year by the Royal Commissioners for the London Exhibition of 1851 to students from Indian Universities or institutions having post-graduate departments of Science. The scholarship which is of the value of £350 per annum and tenable for a period of two years is intended to enable the selected student, who has already completed a full University course and whose record gives evidence of capacity for original scientific investigation, to devote himself to post-graduate research in some branch of pure or applied Science at any institution abroad approved by the Commissioners.

Subjects of the Dominion of India and Indian States, below the age of 26 years on May 1, 1948, will be eligible for this scholarship. Applications from students, whether residing in India or abroad, have to be recommended by the authorities of a University of an institution and are to be made to Provincial Governments and Local Administrations through the Universities and institutions concerned, who would forward them so as to reach the Secretary, Ministry of Education, Government of India, not later than 10th March, 1948.

INDIAN HISTORICAL RECORDS COMMISSION

The twenty-fourth Session of the Indian Historical Records Commission will be held at Jaipur on February 21-23 1948. His Highness the Maharaja of Jaipur is expected to inaugurate the Session which will be presided over by the Honourable Maulana Abul Kalam Azad, Minister of Education, Government of India.

MADRAS

EDUCATIONAL RULES AMENDED

The Government have amended the Madras Educational Rules and the Grant-in-Aid Code for the prevention of

bringing into hatred, ridicule or contempt the beliefs or practices of any religion within the precincts of the school or outside.

An additional clause under Rule 154 of the Educational Rules provides that the "expression of views which are calculated to bring into hatred, ridicule or contempt the beliefs or practices of any religion within the precincts of the school or outside, will be taken as bad conduct for the purposes of the above Rule." Under Rule 2 of the Grants-in-Aid Code, the Director of Public Instruction has been empowered to refuse grants to any institution which directly or indirectly encourages such propaganda against any religion.

MOTION PICTURE AND AGRICULTURE

Mr. R. Ramakrishniah was informed by K. Madhava Menon, Minister for Agriculture in reply to a question put by him in the Legislative Council that the government proposed to get motion picture reels on agriculture, obtainable from the Motion Picture Service, Office of Information, U. S. Department of Agriculture, in America, for the purpose of carrying on propaganda for the Grow More Food Campaign.

REVISION OF TEACHERS' PAY

In their order dated June 5, 1947, the Government sanctioned the introduction of revised scales of pay for teachers in secondary schools under local bodies with effect from January 1, 1947. Representations had since been received from teachers in secondary schools that they should also be given weightage for their service in the scale existing prior to January 1, 1947, as has been done in respect of other employees under local bodies paid from general funds.

Pending a decision on the question whether extra expenditure involved in the grant of advance increments to teachers in secondary schools be taken into account for purposes of assessment of teaching grants to those schools every year, the Government have decided that teachers in secondary schools should be allowed the concession of weightage for their service, if the local bodies concern-

ed can afford to meet the entire cost involved from the general funds without any expectation of grants from the Government and if other employees under their control have been given such weightage. Accordingly Special Officers of the District Boards and executive authorities of the Municipalities concerned, who consider that this course can be adopted, have been directed to arrange for the grant of advance increments to teachers in secondary schools and refix their pay in the revised scales with effect from January 1, 1947.

BOMBAY

PRIMARY EDUCATION

As a result of the introduction of compulsory primary education and its voluntary expansion, a much larger number of children will attend primary schools. Additional provision of school buildings will, therefore, be necessary, says the Director of Publicity, Bombay, in a statement.

The present position in the areas of district local boards and non-local authority municipalities is that with regard to the construction of school buildings, the statement adds, Government grant represents two-thirds of the cost of the building, the remaining one-third being met from district local board funds or private contributions.

The cost of construction of school buildings has greatly increased. Non-Government contributions may not, however, increase "pari passu" with the increased cost. With a view to avoiding slowing down of the programme of construction of school buildings, Government have decided that its contribution should hereafter be three-fourths of the cost of the school building in place of two-thirds as hitherto, the remaining one-fourth being contributed by non-Government sources.

In areas where district local boards have earmarked 15 pies of local fund cess towards primary education Government bear the rest of the expenditure on primary education and the whole of the non-Government share or one-fourth in such areas will have to come from private contributions.

U. P.

ALIGARH UNIVERSITY

REPRESENTATION OF GRIEVANCES

The Hindus of the Aligarh Muslim University have submitted a list of their grievances to H. E. Mrs. Sarojini Naidu, Governor of U. P. when she visited the University recently. The University authorities have appointed a Sub-Committee to enquire into their grievances, consisting of Prof. Habib, Prof. Rashid, Proctor and Prof. Ram Saroop.

The list of grievances is as follows: Separate hostel for Hindu students, dropping of Urdu as compulsory subject, substitution of Hindu culture in place of Muslim history, Hindu scholars not to be compelled to put on college uniform which is Muslim dress, holidays should be according to Government holidays, Hindi books, Hindi national papers to be subscribed to in the University Library, arranging for a Hindu waterman, Scholarship for Hindu students, Burka should not be made compulsory for Hindu Girls, Hindu students to be admitted in Engineering classes, Hindus should be elected to the University Court on behalf of Hindu Registered Graduates.

BENARES UNIVERSITY

VICE-CHANCELLOR

Dr. Amarnath Jha, Chairman of the Public Service Commission, U. P., and former Vice-Chancellor of the Allahabad University was unanimously elected Vice-Chancellor of the Benares Hindu University for the residuary term of Dr. S. Radhakrishnan at the special meeting of the Hindu University Court held on Jan. 11.

The Maharaja of Rewa has sanctioned an annual grant of Rs. 12,000 in perpetuity to the Benares Hindu University for establishing a Chair of Mining to be named after him.

COCHIN

COMMUNAL ROTATION RULE NOT TO BE APPLIED

The Government of Cochin have issued orders abolishing the principle of communal rotation for appointments in private schools throughout the State.

PUBLIC OPINION

DR. ZAKIR HUSSAIN URGES THOROUGH OVERHAUL OF EDUCATION SYSTEM

Dr. Zakir Hussain, Principal of the Jamia Milia Islamia of Delhi, presiding over the Psychology and Educational Section of the Indian Science Congress on January 3 criticised the prevalent system in India which he said, "has never meant selecting different cultural goods for the education of different types of mind." He suggested its thorough overhaul so as to lay more stress on the two essential constituents of the educational process the various types of mind to be educated, each with its specific dominant quality, and the goods of culture, which are the means and instruments of their education, themselves the products of the various types of mind.

"In the early years of the schools system, which we provide for the children of our nation," Dr. Hussain said, "we should see to it that instead of initiating the child into several cultural goods corresponding to the same psychological aptitude, we should provide the educative goods subserving all or as many as possible, of the aptitudes and refrain from making them all obligatory. We should above all, introduce the goods corresponding to the dominant psychological characteristic of the early age."

"During the period following basic education when the differentiation of mental structure become noticeable, the axiom of congruence between the subjective and the objective mind urgently demands a diversified system of secondary schools or colleges adequate to the needs of the development of the chief types of mental make-up, theoretical schools of the literary type, theoretical schools of the mathematical

scientific type, technical schools, art schools and agricultural and commercial schools. We should remember that, however scientifically we diversify our secondary education, none of these new schools can hope to be accurately adapted to the specific needs of all individual pupils in an equal measure. Innumerable variations are possible within the same type. It is therefore essential that the whole time of the pupil is not claimed by the prescribed work of the school and that opportunities are given and facilities provided for the pupils to apply themselves spontaneously to aspects of culture not quite adequately represented in the required school programme.

PANDIT NEHRU ON THE VITAL TASK OF REORGANISATION

Pandit Nehru was inaugurating the 14th session of the Central Advisory Board of Education on 13th Jan.

Pandit Nehru said that whenever conferences were called to form a plan for education in India, the tendency, as a rule, was to maintain the existing system with slight modifications. This, he said must not happen now. Great changes had taken place in the country and the education system must also be in keeping with them.

The entire basis of education must be revolutionised, Pandit Nehru said. The present system might have been suited to the past situation but maintaining the *status quo* in the field of education under the present circumstances would do nothing but harm to the country. The state of mind created by the system of education was absolutely out-of-date and ineffective.

Presidential Commission Reports on Higher Education in U. S.

Stresses Responsibility of Developing Manifold Potentialities of Individual

President Truman's Commission on Higher Education, established in July, 1946, to examine the functions and status of higher education in the United States, made public the first and key volume of its report which will bear the general title, "Higher Education For American Democracy."

The first volume, "Establishing The Goals," places heavy emphasis upon the responsibility of education to develop the manifold potentialities of the individual, make fresh and up-to-date the democratic heritage of America and the world, and broaden higher education to bring about a much finer and more comprehensive understanding by Americans of the cultures and thinking of other peoples.

The commission, headed by George F. Zook of the American Council of Education, plans to supplement its first volume with five others covering barriers to equal opportunity for higher education, organizational problems of education at the national and local levels, the staffing situation, analysis of fiscal problems, and resource data.

Need For Sweeping Changes in Higher Education

In its first volume, the commission called for sweeping changes in higher education, principally through a critical re-examination of the curriculum, administration and organization, with the goal of bringing higher education to closer grips with present-day and future problems.

The commission termed the expansion of American educational enterprise since the turn of the century "phenomenal." In 1900, only four per cent of the population 18 through 21 were enrolled in colleges or other institutions of higher education. By 1940, enrollment had

risen to 16 per cent of 1,500,000 students. This year, enrollments are at an unprecedented peak of 2,354,000, including some one million veterans of World War Two above the usual college age. Next year will witness probably higher enrollments.

In spite of this record, the commission said: "Nonetheless, the educational attainments of the American people are still substantially below what is necessary either for effective individual living or for the welfare of our society." The amount which the country put into education this year, while impressive as a total, is still much below what the country should and could do, the commission said.

About one billion dollars was put into colleges and universities this year, the commission reported, but this is less than one per cent of the national product of the United States.

The commission noted that U. S. colleges and universities have for the past three decades, and especially within the past decade "been healthily dissatisfied with their own accomplishments." The trend toward more higher education, the report said, has been brought about by the rapid advance of science, and with this the concurrent recognition that social understanding and progress has not kept pace with scientific and technological progress.

Also contributing to the recognition of the importance of higher education, the report said, is the fact that the United States is a democracy made up of many racial strains, faiths, occupational cultures, and that from all this must be achieved a "dynamic unity".

Citing the release of atomic energy as one scientific advance profoundly affecting higher education, the commission

said there is an immediate need to emphasize international and social studies. This crisis in education, the commission said, is not confined to the United States but is world wide.

Faith in Democracy

Noting the ideological cleavage in the world today between democratic principles and authoritarianism, the commission said:

"It is the American faith that the ultimate verdict in this conflict will go to that form of human association and government which best serves the needs and promotes the welfare of the people. We firmly believe that democracy is this form, but we shall convince others only by demonstration and not by words.

Because of this, education for "democratic living cannot be left to courses in history and political science but "should become instead the primary aim of all classroom teaching, and, more important still, of every phase of campus life.....

"A free society is necessarily composed of free citizens, and men are not made free solely by the absence of external restraints. Freedom is a function of the mind and spirit.....It consists of freedom of thought and conscience in action. Free men are men who not only insist on rights and liberties but who of their own free will assume the corresponding responsibilities and obligations.

"Only by seeing today's democracy in the light of our vision of democracy as it can be will we come to appreciate the size of the job that remains to be done. It is a task to challenge the energies of young people and one that is worthy of their passionate devotion. It must be so presented to them.

"To recognize and admit defects is not to disparage democracy. It is merely to see clearly the extent of its unfinished business."

Need For Promoting International Understanding

On the need for education toward better international understanding, the commission said; "Education for peace

is the condition of our survival, and it must have a high priority in all our programs of education.

"If the peoples of the world are to work together to build a unified, prosperous and peaceful world, there must be freedom of communication. And this freedom must include both the agencies and subject matter of communication.

"Freedom of the press, radio and of reporting must be maintained in all parts of the world if we are really to understand one another. Full and free discussion of all aspects of national and international life—including the basic facts involved in diplomatic relations—is essential in a world society of free men.

"American institutions of higher education have an enlarged responsibility for diffusion of ideas in the world that is emerging. They will have to help our own citizens as well as other peoples to move from a provincial and insular mind to an international mind."

Increased Knowledge of the Orient and Russia Essential

Increased knowledge and understanding of the Orient is needed, the commission said. "It is equally important that we learn the ways of thinking and living of the Russian people. The vast Russian state, part European, part Asian, is one of the world's greatest powers and her policies and deeds are of supreme importance." In spite of this fact, the commission said, not enough place is given to Russian studies. "The study of the U. S. S. R., in a sincere attempt to understand it, must be given an important place in American education."

Other recommendations made by the commission include:

A minimum of 4,600,000 youths in college by 1960;

Healing of the rift between education for work and education for life;

Extension of free public education beyond the high school and through the first two years of college for all youths who can profit by this extension;

Elimination in theory and practice of discriminatory conditions where they exist; and

Expanded Federal support of higher education and in a manner bringing the facilities and standards of poorer areas up to those of wealthier areas in the country.—USIS.

CHINA

TEN-YEAR EDUCATIONAL PLAN

Like India, China is passing today through a crisis; and many among her thinkers are of opinion that a reconstruction of higher education alone will enable her to tide over the crisis. Here is an out-line of Ten-Year Educational plan for China recommended by Dr. Hu Shia Chancellor, National Peking University. The aim of the plan is to lay the foundation within the next 10 years for academic independence of China. This independence must comprise these four conditions:—(1) China should rely upon her own universities for basing training in modern sciences; sending students abroad for this particular purpose should be unnecessary. (2) There should be institutions with sufficient equipment and capable teachers to enable those who have already received basic training in modern sciences to continue their studies in their specific fields of scientific research. (3) For the solution of problems concerning Pure Science Industry, Medicine, Public Health and National Defence, there should be a sufficiency of Research Institutes in China. (4) In the world development of Science and Technology, institutes and individual scholars in China should be able to cooperate with those in other countries.

To achieve this independence China should have a Ten-Year Plan of University Education. Under the plan, maximum efforts of the nation should be concentrated for the next 10 years on improving from Five to Ten universities with excellent records. Government should strictly enforce the provisions of

the new constitution under which expenditure for educational purposes shall be in the case of central government not less than 15% of the total National budget; and in the case of provinces not less than 25% of the total Provincial budgets. The main emphasis is to be on the improvement of Post-Graduate institutes.

SOVIET RUSSIA

THIRTY YEARS PROGRESS IN SOVIET RUSSIA

On the occasion of the celebration of the 30th Anniversary of Soviet state certain facts and figures were given regarding the educational progress in the country. Sixty thousand new schools were built. Expenditure on the education services for the period totalled 100,000 million roubles. The U. S. S. R. is at present spending fifteen times as much on education as Tsarist Russia did and appropriations are steadily increasing. Seven out of every ten Moscow School children are studying in new schools. The number of pupils in Soviet elementary and secondary schools increased by 2,400,000 in 1946. Attending school to-day are nearly 30 million boys and girls—almost four times as many as before the Revolution. The elementary and secondary schools are staffed by 1,027,000 teachers. Every third person in the Soviet Union is studying. In Tsarist Russia in 1914, there was less than one public library per 10,000 people in the Soviet Union, in 1939, there were five per 10,000 people. The number of public libraries in Moscow increased 48-fold in the period 1913—39. The number of books on the shelves of these libraries increased 121-fold. In the period 1917—46, more than 10,000 million books were published in the Soviet Union. Every village has its reading room and library. Every district centre has its house of culture, its district library. The cinema and the Radio are common places.

Correspondence

Nationalisation of Education

TIRUNALVELI DISTRICT GUILD

Sir,

"That the abolition of the demon of ignorance and illiteracy was as important to the progress and the well-being of a nation and the building up of a democratic state as the abolition of the demon of drink and that the Congress was committed to introduce Free Universal and Compulsory education for the children of ages 6 to 14", was stressed by Mr. E. H. Parameswaran, M. A. L. T., Headmaster, Tirthapathi High School, Ambasamudram, in the course of his Presidential address, to the Half-yearly Conference of the Tirunalveli District Teachers' Guild held at Tuticorin, on the 20th of Dec., 47.

The Conference which was attended by about 600 delegates from all over the district was held in the Subbayya Vidyalayam. Mr. Samuel Muthiah, B. A. L. T. President of the Guild, welcoming the delegates appealed for unity in the ranks of the teaching profession. The Conference was opened by Mr. V. S. Sundaravel, Chairman of the Tuticorin Municipal Council, who appealed to the teachers to play their part in Free India and be guided by high idealism.

In the course of his Presidential Address, Mr. E. H. Parameswaran, pleaded for the opening of a number of training schools to train a large number of teachers for Basic Education. He pointed out that Nationalisation of Education was as important to the country as the Nationalisation of industries, railways and motor transport and pleaded for the standardisation of salaries and the removal of the invidious distinctions between teachers of the same grade under different managements. He com-

mended the proposals of the Secondary Education Board for the introduction of the diversified courses in High schools and suggested that the programme should be implemented without delay. After pleading for a new orientation in the teaching of Indian History and other subjects, he appealed to the teachers to be free from all kinds of prejudices, and to do their best to make India occupy a leading place among the nations of the world.

The Conference adopted a number of resolutions regarding the revision of the Grant-in-Aid Code, the age for retirement for teachers, the standardisation of salaries for teachers of all grades and the introduction of Basic Education. There were two lectures on Adult Education and Compulsory Education by Messrs. A. Sundaresa Iyer, M. A. L. T. of Tuticorin and by R. Narayana Rao of Shermadevi. The Conference concluded with an exhortation by the president to the teachers to strengthen the South India Teachers' Union, and the District Guilds and a vote of thanks proposed by Mrs. V. Antonyswami, M. A. L. T., Secretary of the Guild.

TUTICORIN } H. VISWESWARAN,
20-12-47 } For Secretary.

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.

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

NEW METHOD GOLDEN READERS

BY
IRENE H. LOWE, M. Sc. (London)
Indian Educational Service (Retd.)

PRIMER: 0-8-0; Book I: 0-10-0; Book II: 0-12-0;
Book III: 0-14-0; Book IV: 0-14-0.

These little books aim at familiarising the Indian pupil of English with about 1,600 words of common use, short, easy, concrete words, most of them. If he learns these well during the first five years of his English schooling he will find no hardship in picking up as many of the bigger words as may be found necessary in later stages.

M. SESHACHALAM & CO.,
MASULIPATAM :: MADRAS

SUBJECTS IN TELUGU FOR HIGH SCHOOLS

HISTORY OF INDIA—By Prof. M. Venkatarangaiya.

Book I: Form IV, Re. 1-4-0; Book II: Forms V & VI.
Rs. 2-6-0. Also available in two parts.

Equivalent Tamil Editions also available.

MODERN HISTORY—By Prof. M. Venkatarangaiya.

Book I: Form IV, Re. 1-4-0; Book II: Part I—Form V,
Re. 1-6-0; Part II—Form VI, Re. 1-4-0.

HIGH SCHOOL GEOGRAPHY—By Prof. V. Jagannadha Rao and
Mr. P. Suryanarayana.

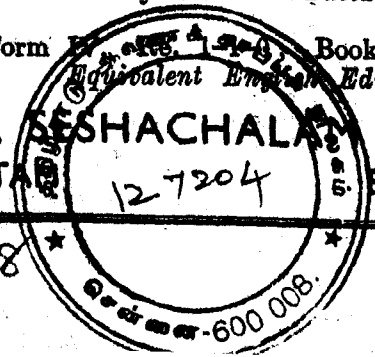
Part I: S. Continents & N. America, Rs. 1-4-0; Part II:
Eurasia & India, Rs. 1-8-0.

GENERAL SCIENCE—By Messrs. B. Pattabhiramayya and K. V.
Siva Rao.

Book I: Form IV, Re. 1-4-0; Book II: Forms V & VI,
Rs. 2-4-0.

M. SESHACHALAM & CO.,

MASULIPATAM Branch: MADRAS



JL
Tm2, N34ED
N48 14.8

THE PRINTERS OF THIS JOURNAL

UNDERTAKE

All kinds of Printing Work
for Educational Institutions

PRICES MODERATE — SERVICE PROMPT

Call or Enquire by Post

THE HINDU PRESS

MASULIPATAM

The Name Behind
"SADHANA"



Adhyaksha JOGES CHANDRA GHOSE
Ayurveda Bastri, M.A., F.C.S. (London), M.C.S.
(America), Formerly Prof. of Chemistry,
Bhagalpur College.

SADHANA AUSADHALAYA

HEAD OFFICE & FACTORY: Dacca
MADRAS CENTRE: 17/A, BROADWAY
Branches: BANGALORE & MYSORE

The
SOUTH INDIAN TEACHER

IS

THE OFFICIAL JOURNAL OF
The South Indian Teachers'
Union

*It is therefore the Journal of the
Teacher*

AND

No Teacher should be without it
Annual Subscription Rs. 4/-

Apply to :

The Journal Secretary,

250, HIGH ROAD,
TRIPPLICANE, MADRAS

