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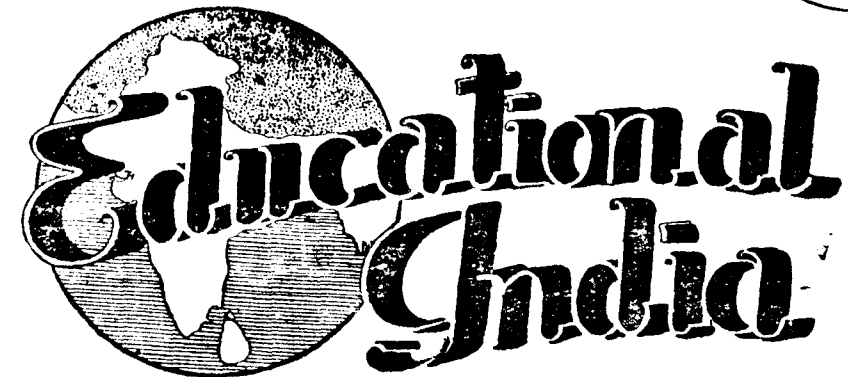
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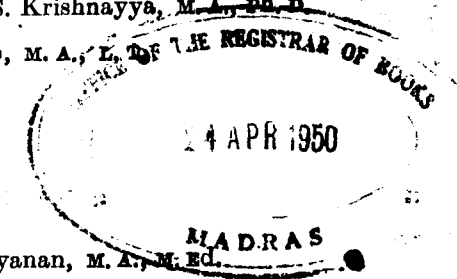
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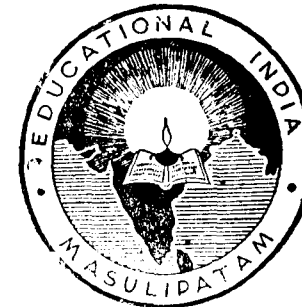
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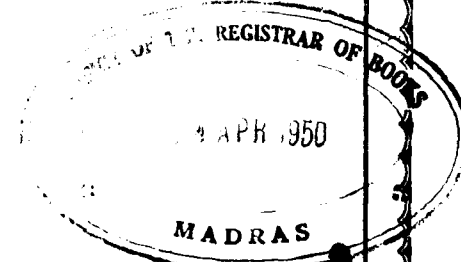
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THE SCHOOL AS CITIZEN-MAKER

Education for National Unity

DR. G. S. KRISHNAYYA, M. A. PH. D.,

Educational Inspector, Western Dn. and Inspector of European Schools, Bombay.

THE need for National Unity has been stressed for several months by India's foremost leaders—Mahatma Gandhi, Pandit Jawaharlal Nehru, Sardar Vallabhai Patel, Maulana Abul Kalam Azad and others. The desperate urgency has been repeatedly emphasized more seriously and more recently. During the last few weeks the tragic necessity of fostering communal concord and religious tolerance and mutual understanding among the people of various castes and creeds and languages has been brought home to one and all in this bereaved land. The demon of communalism must be fought and every thing possible should be done to fulfil the great task Mahatma Gandhi has left partially accomplished. A comprehensive campaign for the imparting of national and citizenship education is obviously indicated and the Schools as citizen-makers should begin to play their part in India as they do elsewhere.

The first requisite is *information*. Knowledge of India's past, her social and cultural development with its distinctive features and chief merits is indispensable. This should enable the pupils to derive their inspiration for the future from a known and real past. It would also foster a legitimate pride in their country and teach them dignity and self-respect. They should also know the defects and pitfalls of that culture so that they may form a balanced judgement of its real value and discover how to lay the foundation for desirable progress.

Far greater emphasis should be laid on the study of India's present

condition, social, economic and administrative. For this, civics or citizenship should be made compulsory and dealt with in a live, practical manner. The unparalleled phenomenon of the birth of a new nation inhabiting a subcontinent and including divergent elements of Eastern and Western religions and cultures should be dealt with in such a way as to challenge the attention and curiosity of our young people and give them a glimpse of the tremendous opportunities for service which lie before them. They should have a helpful understanding of India's terrible problems—poverty, ignorance, disease, communal rivalries and the like. There is much to learn in this matter from the work of the British Association for Education in Citizenship.

Lest they should become narrow in their patriotism and in order to bring to the solution of India's vast and perplexing problems the experience of the rest of the world—not merely of one or two countries as now—the pupils should be given a bird's-eye-view of some of the outstanding tendencies and movements of the day. Nationalism should be tempered with a wider vision and a larger enthusiasm.

Indian education has managed to leave the realm of ideas, attitudes and aspirations severely alone. These must be harnessed to a worthy end—peace and goodwill amongst the peoples of India. Mere intellectual apprehension however is not enough. The emotions must be appealed to and the common past must be dwelt upon. History must be taught in every school in a

new way. Not only should the blood and thunder view of greatness be dropped and homicidal geniuses be forced to abdicate their positions of importance in the school histories, but a new spirit should be introduced. To ensure the right approach and the desired quality the books will have to be approved by qualified committees. The example of most western countries suggests that the historians who write for boys and girls should be patriots pulsing with love and pride in the splendid story of their country's past. The varied contributions of the different communities to India's complex culture should be brought home in a sympathetic manner. The lives of great men, of every province and of every religion, should be taught in all the schools so that appreciation and understanding may take place of hatred and contempt, and so that parochialism may make room for an All-India consciousness. Men who have risen to national fame through service and sacrifice as well as the achievements made possible when people have worked together for a common goal, should be held up as ideals. If History serves only to create fear, jealousy and shame and cannot be used to bring the various groups together to toil for their country's welfare in a joyous and proud comradeship, the sooner it is ejected from the school curriculum the better.

Finally it must be remembered that an ounce of practice is better than a pound of precept and if this is true, opportunities should be provided for children to give expression to their love for their motherland, to engage in activities which train the good citizen and to realize the thrill which comes from effort to serve those in need. The experience of citizenship here and now is the best possible preparation for future citizenship. If the

pupil's devotion to his country is not thwarted and choked and if the sluices are to be opened for the natural flow of his enthusiasm, care has to be taken to see that he has the same outlets as are available to children abroad. The singing of national songs, the veneration of the portraits of national heroes, the celebration of the birthdays and anniversaries of the prophets and leaders, sages and saints, the institution of prize contests for the composition of national songs, the writing of national biographies and the planning of suitable programmes to commemorate the national events and festivals are a few of the many ways employed in the West which might with advantage be adopted in India. The national flag plays a prominent part abroad in most schools and therefore the proper and effective use of the flag is well-worth serious thought. All these serve not only the immediate end, but also the remoter purpose of informing the intelligence and developing among pupils a sentiment favourable to national unity and understanding.

Another important lesson which we may learn from English and American schools is their recognition of the value of the more purely social activities as a means of training citizens. Virtues do not grow in a vacuum: they need the stimuli of concrete experiences. Unselfish service, co-operation, toleration and true democracy are ideals which are forced to function only in actual social situations. The curriculum being engrossed with examinable subjects, it is necessary to depend on such extra-curricular activities as School Council, Assemblies, Scouting, Games, Debates, Journals, Camps and Excursions to provide the training so invaluable to modern youth. Not only do these activities develop the devices and mechanics of government

but also supply facilities for learning the rights and responsibilities, the skills and qualities of good citizenship. Civic conscience and civic intelligence need careful handling. In such matters deliberate and detailed planning will have to take the place of happy blundering. Good things rarely happen: they must be caused to happen.

Justification

This advocacy of a nationalising education should need no explanation when it is remembered that in a country like India with its innumerable languages, its variety of religions and its heterogeneous population, nationalism is nothing short of internationalism. The national idealist is confronted with a task not altogether dissimilar to that of amalgamating the different peoples of the continent of Europe. No son of the soil and no son of India can look with indifference on the Indian scene and desire its perpetuation. The desperate condition justifies desperate treatment. No amount of emphasis therefore on unifying factors and integrating experiences can be reasonably considered unbalanced.

Apart from that, it must not be forgotten that if we educate good state citizens, we are also educating good world citizens and that without the former the latter is unthinkable. This view is supported by Prof. J. Rose who says that "the cosmopolitan who sneers at his country and raves about humanity is like a man who disdains the use of stairs and seeks to leap to the first floor. Such efforts have always failed.....Because narrow-minded people can't see beyond their town or country, you do not abolish the organisation of the town or country. You retain the organisation and seek to widen their outlook. The true line of advance is not to sneer

at nationalism but to impart to it a true aim instead of the false aim which has bathed Europe with blood."

It may be added that without a healthy national consciousness no contribution that can be recognised as distinctive and worthwhile is conceivable. One humanity, parting into many peoples, enables it by their competition and their manifold energies to unfold all those hidden powers which are capable of common development and to fulfil its destiny more abundantly. To quote the sublime conception of nationality expressed by no less a nationalist than Mazzini himself "Every people has its special mission which will co-operate towards the fulfilment of the general mission of Humanity: that mission constitutes its Nationality".

Conclusion

To summarize, if the citizens of future India are to live and work as one nation, if they are to strive to increase communal concord and understanding, if they are to lend a helping hand to those less privileged than themselves, if they are to be worthy of the task awaiting them, a sense of national unity and a sentiment of patriotism have to be stimulated and strengthened. The efforts made by Western countries along these lines deserve to be duplicated in India, not to develop a narrow nationalism but a genuine and inevitably broad-based internationalism. This article is a plea for engineering in the realm of emotions, for the assertions of the superiority of intelligence over instinct and for the displacement of drift by definite direction. Brotherly love amongst the communities and cohesion for constructive effort are what Gandhiji preached and practised. Though he was intensely religious and loved his country deeply yet no narrow religious or national bonds confined

AN IDEAL MANAGEMENT

T. SURYAPRAKASAM, M.A., L.T.

Headmaster, Hindu College High School, Guntur.

A BEHEST from my revered Guru, the Editor, and a mild reproof for some delay, and this short article is the outcome. In the Editor asking me to write on this subject I read the suggestion that I should write on the Management of my school, which without any apologies from me, may be regarded as one of the best Managements of aided secondary schools—and that of a college to boot—in the Andhra area, and therefore approximating to the ideal.

They say that for a correct estimate and appreciation of an object a distant view as well as a near one is essential, and one who observes from outside is a better judge of its merits than one who being always in it is highly prejudiced and lacks the proper perspective. My advantage is that for the first fourteen years of my stay in Guntur I was a teacher in the

other school—the Mission School—and my recollection is that the Town High School service was regarded as good as Government service, especially in the matter of security of tenure. In the Mission they chose wisely and paid liberally and the personal regard one had at the hands of the Manager and the courtesy extended to him as to an equal very nearly compensated for the Democles' sword hanging especially on the non-christian members of the staff, though it must be said that not a few Hindus served long enough to retire from Mission service. Yet, to the teacher who should work in a sheltered atmosphere and whose emoluments are humble in the extreme, security of tenure is the *sine qua non* of his very professional existence, and the shelter afforded in the Town High School contrasted strikingly with the uncertain conditions obtaining in the other sister institution.

Continued from preceding page

his spirit. Standing on the banks of the Ganges at Prayag on the 14th of February 1948, soon after the unforgettable ceremony, Pandit Nehru said of the Mahatma: "People talk of memorials to him in statues of bronze or marble, or pillars, and thus they mock him and belie his message. What tribute shall we pay to him that he would have appreciated? He has shown us the way to live and the way to die, and if we have not understood that lesson, it would be better that we raised no memorial to him, for the only fitting memorial is to follow reverently in the path he showed us and to do our duty in life and in death."

My revered and much beloved teacher and Principal, Mr. E. Winckler, would give his students every year by way of entertainment the *Lawyer's speech* which began, *Law is a bottomless Pit. If one gets into it, he will never get out of it.* It is perhaps quite fitting and proper that there is no getting out of the comfortable pit of the Town High School managed by Lawyers. It is the law of love—affinity between the school and the society—a sense of oneness and oneness between the teachers and the management which reflected the society, which is responsible for this happy state. This management is virtually the parent body, and the Lawyers, the Doctors and the business-

men who have their clientele extended over the entire body of citizens, are responsive to public opinion such as is expressed in the local Bar and the Clubs. The Municipality is represented in it, and if only a few other and saner elements, especially those connected with education proper even of the same school, are in it, the management is bound to be the nearest approach to the ideal, the Ideal being self Management only, by the teachers themselves, who have elected to dedicate their lives to this noble profession, as in the celebrated Fergusson College of Poona.

No management can lay any claim to being the ideal, if it arrogates to itself the position of a master and deals with the teachers as its servants. Such unfortunately has been the attitude of most managements. Under whichever agency the Teacher works he is a servant of the community and the state too should be cautious in imparting his liberty. Education is a trust and Managements are at best trustees. Even the Donor, the creator of a trust, who may have put in all his life's savings into it, injures himself and the trust if he regards himself as a master and the teachers his henchmen. It is said the Greek slaves were the teachers of the Romans, but the slave of a Greek scholar enjoyed better esteem than the teacher today. Pupils reared by dwarfed spirits cannot lay the foundations for a virile and progressive race. The teacher, like the civilian, should steer clear of active politics and political affiliations and work in a sheltered heaven. The school is like a ship-building yard in whose sheltered docks each new vessel is fashioned and made seaworthy, and where it comes back to receive such repairing as it needs. The workmen in this undertaking requires unfettered freedom and unbridled enthusiasm, if his craft is to

endure and stand the competition of the world, for in the ultimate analysis it is more the spirit that animates the body that counts in the battle of life than any mere skills of the hand or the eye. Society, therefore, only helps itself by leaving the fashioner of the mind and the spirit of the child best controlled.

Anarchism is the ideal of philosophers of the Gandhian School, where each man is a law unto himself, being *loyal to the Royal within*, there is no need for a state. Even where there is need for one, the ideal management is like the ideal servant who keeps out of ken till he is called, and disappears from view when his need is over. In his *King of the Dark Chamber* the Guru Deva, Poet Tagore, hints to us that the ideal ruler is one who gives evidence of himself in his wise governance, but remains altogether unseen. Doctors tell us that there is *certain* danger to life when the heart, the spring of the human machine, makes itself audible. Nicholas Nickleby provides an example of how an educational philanthropist should conduct himself, giving aid in such a way that the right hand does not know what the left hand giveth. That our management has an appreciation of this view can be gauged from the following: There was some interested propaganda against this management who, straining themselves a great deal in several directions, could launch out the Second Grade College. Mr. Papworth, then the Director of Public Instruction, in the full belief that something was really wrong with the affairs of the committee of management confronted it with a regular charge sheet that the school funds were directed to the college, that salaries actually paid bore no relation to the figures shown in the acquittance rolls, that much deception was prac-

tised in the keeping of accounts and so on. After a convincing refutation of all these charges the President coolly remarked, "Mr. Papworth, we are all very busy men—lawyers, doctors and merchants—whose time has precious money value. We have hardly any time to manage the institutions placed in our charge. Where on earth, can we find time to mismanage them?" To my mind a management consisting of men of Public Spirit whose time does not hang heavily on them, but who can manage to exert themselves on occasion, is infinitely better than one who have no other work to attend to, and who for that reason, and obsessed with a feeling that they can do much better than either the teacher or even the headmaster himself, thrust themselves too much into the affairs of the school. An idle manager can never be an ideal manager. This is true of retired headmasters as well whose even genuine enthusiasm to serve the school made them only the most oppressive of tyrants, and it is a truism that a teacher manager is the worst manager on earth.

During the hardest times we have passed through, the trying period of the last war and its after math, managements have been put to the test and only a few came out unscathed. So long as prices were low and the usually contented teacher could press rich with his forty pounds a year, Managements could keep schools going, though salary scales were deplorably low dwarfing the teacher and his intellect. It was usual for every call for revision of scales to be answered with a regular scaling down, for managements had no hesitation in admitting that their function was to manage for the teachers' benefit the available resources only—in the fee income in most cases—and in absorbing themselves of any respon-

sibility to find funds for the expansion of the school or for improving the teachers' lot. Managements came in for a good deal of criticism both at the hands of the public and the affected teachers themselves, why they should not give up their management if they could not fulfil their obligations. It must be said to the credit of this management that they are realistic, realised *in time* their need to rise to the occasion, raised funds necessary for meeting the Teachers' demands in full, including the adoption of the local board salary scales with weightage from the commencement of this financial year, and were thus the very first management in these parts to give a lead to other managements in the Andhra area. They earned the grateful esteem of the Guntur District Teachers' Guild who held it up as an ideal management whose generous gesture needs copying by other managements. For its high level of social leadership, its wise non-intervention in the internal administration of the school, its preparedness to provide the wherewithal for new schemes of expansion and for the ever growing educational needs of the locality now catering to the needs of a thousand scholars of the collegiate grade and more than three thousand pupils of the schools under their charge, for its alertness in tapping all possible resources and readiness to co-opt genuine and ardent fellow-workers and donors, this management which is so catholic in composition and cosmopolitan in outlook, bids fair to be a nucleus for such Education Trusts as the Deccan Education Society, under whose charge may be placed scores of institutions with pooled resources and closest affinities in service.

This management made itself illustrious in a few other ways which deserve special mention. Next only

to the Viresalingam Theistic High School which was in fact founded primarily by that father of Modern Andhra to provide free instruction to Harijans and girls, this institution offered free instruction to these ever from 1925 and the management has to be regarded as a pioneer in these parts in this noble cause. A noble spirit of self respect and self reliance was in evidence throughout, for the Management never hankered after any grants or favours from Government through any kind of compromises. They chose to have their dreams of raising the school to a college suffer delayed realisation rather than act contrarily to their inward conviction that national honour bound them to boycott the Simon Commission by closing the school on the day of their visit to this town. That is a red letter-day and we are proud to recall it and mention it to our pupils that if Andhra Province suffered a set back on that account, our college also had

to suffer the same for nearly a decade. Even today in giving such relief to teachers as they have deemed fit the Management proudly, and wisely also perhaps, does not put its trust on what grants the Government offers, for it is still a wise adage—do not put your trust in princes.

I daresay some who may have good reasons for it may be ready to give the obverse of the medal, and I, therefore, choose to close this with quoting the first two lines of Wordsworth's Happy Warrior:

This is the Happy Warrior

This is he who every man in arms should wish to be.

Post-script: In today's *Hindu* Mr. Papworth has some wise suggestions to make in regard to the constitution of University Bodies, suggestions which may as well apply to managements of Schools, and our management adopts them in good measure and is sure to follow them up.

Weightage for Service of Teachers

V. S. VENKATANARAYANA, M.A., B.Ed.,

St. Peter's High School, Nellore.

It is more than a year since the revised scales of pay were announced for teachers in our province. Unfortunately speedy steps were not taken to implement those scales in very many cases. Also proper decisions were not taken at the right time to better the lot of teachers. The one sore point much annoying to the teachers is the problem of weightage for past service. It has not been properly tackled and if many teachers are not enthusiastic or rather are taking no interest at all in the highly heralded schemes of the education department regarding bifurcation, basic education,

military training etc., nobody need blame them. There is just ground for them to feel aggrieved.

The lot of a teacher varies according as he serves in a Government school or a school under local bodies or that under private management aided by the Government.

A teacher in Government service gets the full benefit—if it can be so called—of the revised scales of pay. Consideration is shown to him for his past service. He is getting enhanced pay as from the 1st of January, 1947. Weightage for his past service has

been allowed as detailed hereunder. He is made to get one advance increment for a service of 4 years, 2 advance increments for a service of 8 years and three and four advance increments respectively for 12 years service and 16 years service. His salary has been fixed with due consideration to his experience and as such he has no material grievance. According to the arrangement, an L. T. in a Govt. School draws Rs. 100/- per mensem, if he has already put in a Service of 16 years.—Rs. 80 being the start and Rs 20/- being the weightage amount.

But a teacher under the other two agencies namely the local bodies and private managements shares a different fate. The salary grade differs from that of the teacher under Government service. As regards weightage for past service, under local bodies G. O. No. 2756 (Education) dated December 27, 1947 stated that it could be allowed with effect from January 1st, 1947 in some cases, from October 1st, 1947 in some other cases and from April 1st, 1948 in the remaining cases if and if only the concerned local bodies could afford to meet the entire cost involved from their general funds without any expectation of grant from the Government and if the other employees under those local bodies have been allowed such weightage. Subsequently the order was modified in a communique dated February 19th, 1948 published in the Hindu and it was stated the weightage should be allowed without claims for arrears and should be put into effect as from the different dates set apart for the different categories of local bodies specified in G. O. No. 2756. It was further stated that January 1st, 1947 would count as the date for calculating increments in the revised scale. So an L. T. of 16 years gets only 95 Rs/- per mensem and that only

when the local boards could afford to do so and he cannot claim arrears. His lot varies according as he serves the first, second or third category of local bodies scheduled in G.O. No. 2756 (Education).

In the case of aided secondary schools, the Government asked the managements in May 1947 to adopt for teachers in their service at least the revised scales of pay fixed for teachers under local bodies. In order to enable them to meet the additional cost involved, the basis of the assessment of teaching grants is changed from one half to two thirds of the approved net cost of expenditure from June 1st, 1947. They have stated in their press note dated March 2nd, 1948 that it is open to the managements to adopt for their teachers the revised scales of pay fixed for teachers in Government service if they could afford to do so and in such cases, the Govt., is prepared to consider it as an approved item of expenditure and they will make such managements eligible for teaching grant from June 1st, 1947 on the basis of two thirds approved net cost of expenditure. The Government further decided not to insist upon the managements of schools to give advance increments for past service but it is open to the managements to show weightage if they could afford to do so and in the case of managements who have given weightage, the expenditure thereby incurred would be considered as an approved item of expenditure for the purpose of assessing teaching grants.

Here the situation is therefore dependent upon the sweet will and pleasure of the managements concerned. Everything is left so open for them that they need not risk further expenditure. They charge enhanced tuition fees to the pupils and collect ten instalments even from pupils of the

school final class. But they are not obliged to give due consideration for past service of teachers in their employ. So an L. T. of 16 years experience here gets Rs. 75/- Only per mensem not withstanding his past service unless the management is noble enough to realise their obligation to him. There is another aspect of the problem here. Whereas the teacher's service in Govt. service or in Local bodies is considered in full, teachers who have served different private managements will have no consideration shown for service under other managements other than that which they are at present serving even if that management is sensible enough to show such justice. So the experience of teachers on the aggregate can never be taken into account in an aided school. To illustrate the point, consider the case of an L. T. who has 16 yrs. of service, 4 in one institution, 3 in another and so on. Even a generous management if he serves it only for 3 yrs. can give him no advance increment at all. So we find that experience counts for nothing in an aided secondary school.

An experienced teacher must therefore be satisfied with the minimum start fixed in the revised scale unless the management is generous enough to come to his rescue. But the experience of teachers under aided institutions with regard to Dearness Allowance makes them feel pessimistic regarding the generosity of management. There is abnormal delay between the date of publication of a Government Press communique and the date of communication of that order to the managements concerned—sometimes it takes even 6 months. As no retrospective effect can be allowed, the managements escape the responsibility and the teachers are made to suffer. Even in cases where advance incre-

ments are given—which I must say very rare—they are likely to be withheld after the 'open' declaration of the Government that they do not insist upon advance increments being given to teachers in aided secondary schools.

Thus we find that experience counts in a Government school, it counts in local bodies when the latter are in sound financial position and it may not at all count in an aided management. It is a great pity that such an invidious distinction should be shown to teachers under different agencies. It is admitted on all hands that aided Secondary Schools form the bulk of educational agencies and teachers working therein are more efficient. Even the Government appreciates this fact. Then it is a wonder why such a treatment should be shown to them. There can be no justification for such step-motherly treatment. It is high time that the Government lay down a uniform policy with regard to pay Scales and make recognition conditional upon the conformity of the managements to those scales. Otherwise the highly publicised and mooted about plans for reorganisation of education will not be successful for the field workers are treated with scant respect and regard. They will go the way of all the theoretical schemes which ignore the practical conditions necessary for their successful implementation.

It is urged that the Government will show the necessary breadth of vision and largeness of heart and see that weightage is given to teachers whatever be the agency under which they serve, the total number of years of service being taken into account. It is also prayed that all agencies give the same scale of pay to teachers of the same qualifications and service.

Language Teaching Through Stories

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STORIES form a major part of the world's literature and it is to be noted that from times immemorial they have been a source of delight to the young as well as the old. Children especially take delight in listening and telling Stories. They are never tired of this business. Experienced teachers are well aware of the fact that children who are restless at the time of lessons in other subjects are all ears when the teacher says, "Boys, I am going to tell you a story now." It is on account of this intrinsic merit of the story that this form of literature can be made use of for the purpose of teaching languages.

All modern methods agree on one point that the best teacher is he who teaches nothing. The teacher's business is to guide the students and not to teach them. He must not 'do' for his pupils but he must inspire them to do. If the teacher fails to create interest, his lesson is likely to fall flat. Interest is therefore the keynote of a successful lesson.

As I have already said children like stories; they love stories. They are therefore interested in what is given them through the medium of stories. Not only language lessons but moral lessons too can best be given through stories.

But much of this depends on the teacher, the teacher himself must be a good story-teller. Mere lifeless narration does not lead to the desired end. To enliven a story the teacher must put life in it and in order to make it a success the teacher must have in him something of an orator and actor too. He shall have to play many parts while narrating one single story. His

face, his voice, his eyes — all these convey the feelings. It is not plot and incidents but the thought and feelings in the story that matter much. Words carry a world of meaning. Only when they come out of heart and not from lips alone. For this purpose the teacher who undertakes this responsibility must be able to modulate his voice. Monotonous tone kills the very spirit of the story.

And it is not very difficult to cultivate all these qualities if the teacher has faith in his mission because faith alone brings success. He must have faith and interest in the story he is going to tell. A teacher who has no heart in the story can never win the hearts of his pupils. A successful story-teller forgets himself and becomes one with the characters of the story while narrating it. 'Fire kindles fire' and there is no warmth when there is no fire.

Fluency of speech must be there but fast delivery does not mean good delivery. The teacher should proceed slowly giving emphasis on words and phrases where necessary.

While telling the story he should never hesitate to put a few questions to the pupils. By means of occasional questions he gets co-operation of his pupils and can judge how far they are able to follow him. So far as imagination is concerned a good many pupils surpass the teacher himself and give answers beyond the expectation of the teacher. A good teacher never fails to give encouragement to the pupils when he gets such answers at times.

He can freely make use of the black board while telling the story.

A few difficult words and phrases may be put down on the black board because by context only pupils can best learn new words. A word separated from its context is a limb taken out from the body. It is a dead, meaningless word.

When this is done, it is better to have a discussion on the story. This part of the story is a give and take business. By means of questions the teacher should recapitulate the whole story and then he should ask 'How and why' questions so as to enable the pupils to think for themselves. He should also ask, "What would you have done if you were in that position?" referring to a character, if there is scope for such a question. As regards the opinion and remarks of the characters in the story, children should not be left to themselves. He should ask "Do you agree with Mr. so & so? Is he right in saying this? Why?" and so on. In this way children learn to think if they are taught to think for themselves. Herein comes the element of activity. It will not be out of place if I sound a note of warning here. The teacher should forget himself and come down to the level of the pupils. That will create an atmosphere of freedom and freedom alone gives birth to original thinking. In the first stage of the lesson much of the work is to be done by the teacher but the second stage is not a one man's show. It is a sort of mutual help. In the first stage, he puts on an air of superiority but in the second stage he stands on the same level with his pupils as if to shake hands with them.

Now comes the third stage of the lesson when the pupil shall have to take up the responsibility on himself. After a thorough discussion over the story the teacher should ask the class "Who will tell the story?" Instead of selecting a particular pupil to tell the story it is better to give chance to pupils

who have a desire to come forward. This will to come forward is spontaneity and a spontaneous attempt is a piece of art. Good impression brings out perfect expression. Hence the teacher must strain every nerve to make good impressions on the mind of the child. If he succeeds in this difficult task he is bound to create that urge—that spontaneity among at least a few pupils. Many of the pupils are not capable of rising to the level of the teacher. But there is every possibility of the teachers coming across a pupil who shows better skill in narrating the story. In case the teacher finds such a pupil he must encourage the latter in every possible way. If his pupils fail to narrate the story continuously it is the teacher's duty to help them where necessary. He should write down a few link-works or a few points on the black-board and children will get on without difficulty. Here the regular lesson ends. This narration of the story is the application stage after which comes the assignment. The teacher should, then, ask the pupils to write down the Story in their notebooks, which are to be examined very carefully. On the strength of experience, I say that children generally do not forget to bring their notebooks on the day appointed as they find joy of expression in writing stories.

This type of lesson gives scope for oral as well as written work. Children get practice in speaking and writing English. Language teaching is nothing else but mastering an art and no art can be mastered without practice. While playing we get exercise in addition to recreation without feeling fatigue. Similarly while teaching a foreign language like English we can keep away the tedium in learning by making use of this interesting form of story. Our great Indian teachers of ancient times have done the same to educate the masses.

THE ROLE OF THE TEACHER

Maintaining Discipline in the Class-Room

SRI K. NARAYANAN, M. A., M. Ed.

II

(Continued from last Number)

PUPIL participation in class management may involve some pupils in a great deal of extra work. Office bearers may or may not be fit for the job. They may not understand their responsibilities. But these difficulties may be overcome, given tact and patience on the part of the teacher. The advantages are very great. Pupil participation in class management fosters social conscience and a sense of corporate life in the class pupils. They are trained to rely more and more upon themselves. Pupils will learn the virtues of self control, self discipline and initiative. Besides these, pupils are provided with multifarious opportunities that will give a right kind of outlet to the surplus energies of the pupils.

6. Formation of Character

The best way to discipline children is to help them in the formation of good habits and character.

(a) *Direct Moral Teaching*: Indifference towards direct moral teaching entails a serious danger. Psychologically ideas must precede action and hence inculcation of moral ideas is essential. The teacher should draw up a moral code. Stories and episodes in history and mythology should be narrated to substantiate a moral principle. It is regrettable to note that direct moral teaching does not find a proper place in the Wardha Scheme of Education.

(b) *Indirect Moral Teaching*: If it is contended that there should be

a scientific approach to history, historical approach to science, aesthetic approach to languages, human approach to geography there is no reason why an ethical approach and touch should not be given to all the subjects taught in schools. Herbart stressed the historical studies including history, literature and languages on the ground that they are of greater importance as the source of moral ideas and sentiments. Modern historians doubt very much whether history is after all a fit subject for moralising. "History is impatient of morals," says Prof. Creighton. Dr. Keatinge is of opinion that history does not lend itself to moral teaching. Nevertheless no one can deny that the teaching of morality through history is a praiseworthy ideal. Elenheim, the well-known German writer on the philosophy of history, said: "In support of virtue and in rebuke of vice, the lessons of history are independent of time." An able teacher can make use of historical characters like Asoka and Akbar as so many pegs upon which to hang the various moral virtues. But much can be done through suggestion when stories are told sincerely and in a vivid manner. Suggestion, as McDougall says, is the process of accepting ideas without the knowledge of person receiving, although it may quite deliberate on the part of the person suggesting.

(c) *Sublimation of Instincts and Building up of Right sort of Sentiments*

Th develop character instincts have got to be sublimated and right

sort of sentiments must be build up. The essence of human character is the systematic organisation of its tendencies and dispositions, native and acquired. Alexander Shand, who tries to evolve a science of character, refers to this aspect of life in his first law: 'Mental activities tend, at first unconsciously, afterwards consciously, to produce and sustain system and organisation.'

The instincts are the bricks out of which the individual's character is formed. The teacher meets them in their crude form and it is the task of the teacher to transform and purify them. For instance, the instinct of pugnacity may be sublimated, by asking the pupil to champion the cause of the weak and to fight for his team. Fear of bodily pain may be sublimated for fear of wrong-doing, and for fear of things regarding the soul. Thus we can say with ROSS that the whole task of education is the sublimation of instincts.¹

As for the building up of right sentiments, the teacher can do much to foster the growth of worthy sentiments among the pupils by himself being an exemplar of the desired qualities and by holding them as ideals to be achieved. In the main, as McDougall rightly points out, it is by a sympathetic contagion and by suggestions from admired personalities that the child's moral sentiments are shaped. The sublimation of instincts and the building up of moral sentiments will make the 'self' strong.

(d) *Habit Formation*: The law of habit formation may be summed up in the formula — Focus-Drill in Attention —. The teacher must induce his pupils to launch themselves with as strong and decided an initiative as possible. The initiation into

1. ROSS. "Groundwork of Educational Psychology."

the new habit must be taken with as much of decision as possible. The teacher must induce his pupils to act on the new resolve at every possible opportunity. Then there must be plenty of repetition, that the habits may grow and become independent of the will. There must be constant practice in the process of acquiring the new habits. No exception should take place. The drunkard who has taken to teatotalism comes in the way of temptation and yields saying, 'I won't count this time. But there is a recording angel in the nervous system who does count and the next lapse becomes easy. Each lapse is like letting fall a ball of string which one is carefully winding up; a single slip undoes more than a great many turns shall wind again. Again preaching and talking are ineffectual. There is much sense in the words of Seneaca who says that 'the road by precept is long, by example, it is short and sure.' It is the personality of the teacher that is of supreme importance. All talk on regularity and punctuality by an admittedly unpunctual teacher is bound to fall flat. He must be of proved capacity and his conduct must be above reproach.

Diligence, cleanliness, truthfulness, punctuality, regularity, honesty and obedience are some of the good habits that may be taught consciously within the class-room.

7. *Psycho-analysis and the Teacher*:—One of the recent developments in psychology, which is of such importance as almost to annex the term 'The new Psychology' all to itself, is Psycho-Analysis. The new Psychology has provided us with what Professor Cyril Burt¹ calls the geology of the mind as distinct from its geography. According to the new Psychology our behaviour is deter-

1. The young Delinquent

mined not so much by the ideas which are to be found in our consciousness, but by those deep in our unconscious self. Our conduct is determined by submerged ideas that have been brought into action for one reason or other.

Due to powerful external influences in the form of authority, culture or social order, many of the instinctive urges are not satisfied but are repressed. Such repression takes place in each individual's life and the experiences that are thus repressed, form each man's Personal Unconscious.

What should be the attitude of the teacher towards this new Psychology? The teacher should know himself. 'Physician, heal thyself' is no less true of the teacher. Since Psycho-analysis tells us that human behaviour is conditioned to a very great extent by the unconscious realm of the mind, the teacher who wishes to educate the child has necessarily to know the workings of this part of the Pupil's mind. The teacher who wishes to guide in the development of the whole personality of the child should try to gain access into the unconscious realms of his mind. This does not, however, mean that the teacher should play the role of the technical specialist. When any special newrotic symptom is observed, the child may be directed to the psychiatric clinics in the vicinity.

The teacher should so arrange his work in the class-room as to prevent the formation of repressed complexes. 'The unnecessary restraints of school life, the anxieties resulting from the strain of examination, the humiliation that accompany the teacher's thoughtless sarcasms—all these have a tendency to produce unwholesome representations with consequent complex-forma-

tion.'¹ Sarcasm, scolding, nagging and criticism, threatening and warning frighten and antagonise children. Teachers who employ these methods in their daily teaching, are sure to create a situation, which can only lead their students to recoil from them or to harbour towards their teacher feelings of revenge.

The teacher should cultivate an attitude of sympathetic investigation in dealing with unadjusted children instead of trying to get rid of them or brand them as beings never to be redeemed. It is a common experience among children to dread a recurrence of unpleasantness, if some kind of unpleasant experience is once associated with a subject, or with a teacher who believes in punishment as the normal mode of enforcing discipline in the class room. The large majority of cases at school are due to these facts, that either, the school has been anything but pleasant because the teachers are harsh and unsympathetic, or that, an unnatural regime of discipline is being maintained through physical punishment. Teachers should realise that no child can develop personality traits if he lives under constant pressure of fear. The child who is afraid of the teacher not only comes to hate him, but also the subject he teaches. This is how subject antipathies are developed.

The real contribution of Psycho-Analysis to education consists in enlightening us on the failures of development and in pointing to suitable methods for the treatment of awkward, difficult and unadjusted children. Stammering, active forgetting, persisting in the spoiling of exercise books, and uncleanness have all been explained in terms of repressions in the unconscious. The

1. Adams. "Modern Developments in Educational practice."

teacher should diagnose such 'cases' and report them to the psycho-analyst Doctor for treatment.

B. Direct Control

By direct control is meant those steps that must be taken to correct an overt act when it has been committed. Prof. Pingle asserts that there is something fundamentally wrong when a high school teacher finds it necessary frequently to resort to any means of direct control. Yet experience shows frequent situations where attention to direct means of control is necessary. The problem of direct disciplinary control is likely to arise at times even under the most favourable conditions. 'Punishment is an evil thing and a thing to be avoided. So is the Surgeon's knife: both are necessary however.'¹ "All Punishment is in itself an evil; but out of evil, good often comes."² Punishment has got a psychology behind it. "If a certain kind of behaviour invariably brings an unpleasant consequence, this type of behaviour will tend to be repressed, or inhibited. Learning is always a process of modifying behaviour or conduct, and the principle just formulated lies at the basis of the learning process."³

The true and legitimate aim of punishment is the reform of the wrong doer, as it purges him of his tendency to sin. Punishment, in fine, is one of the effective means of reforming doer. Discipline and punishment are teaching processes as much as a grammar or arithmetic lessons. We must welcome occasions for discipline and even for punishment. Any chance that the offence may be overlooked is a temptation to the committal of it. But, if

1. Wren: 'Indian School Organization.'
2. Dr. Brey: 'School Organization.'
3. Dr. Bagley: 'School Discipline': Chapter X.

children know that the highly unpleasant punishment is bound to follow upon wrong-doing, they carefully avoid it, the tendency towards it is atrophied, and the virtues become habits.

A word about Corporal Punishment:—Comenius and Locke believed Corporal punishment valueless as an incentive to intellectual effort, but reserved for it a place as a moral corrective. Even Dr. Arnold of Rugby resorted to it in cases of moral turpitude and habitual misconduct. But it should be used as a final last resort when all other methods fail. Again as Dr. Bagley wisely observes, it should be the possibility of corporal punishment rather than its actual infliction that will fulfil the desired regulative function. §

The oftener it is inflicted, the less effective it becomes. The offender should understand that punishment is a regrettable necessity and the teacher should note that its strength lies in its silent reservation and suggestiveness. Corporal Punishment should fit the offence and suit to the disposition of the offender and should be administered in private after the lapse of an hour from the time of the offence. Delicate children should be exempted.

(C) Securing Attention in the Class-Room

Having seen the role of the teacher in the task of maintaining discipline and order in the class room through indirect and direct means of control, we shall now briefly point out the measures that the teacher can adopt to secure attention in the class room.

"Attention is a particular kind of striving to cognise." (McDougall) There are two kinds of attention—

§ Bagley—"School Discipline" Chapter XI.

the Involuntary or Non-Volitional attention and the Voluntary Volitional attention. Attention that is governed by instincts and sentiments needs no efforts of will to sustain it; and hence it may be properly called Involuntary or Non-Volitional attention. Attention that is sustained by will is called Volitional or Voluntary attention. The stimulus to the former is the feeling of interest, and the stimulus to the latter is effort of will. Hence, the psychological principles of securing attention reduce themselves to two viz., 'arouse interest' and 'secure effort', interest for involuntary attention and effort of will for voluntary attention. (Horne)

(a) *How to arouse interest*:—All new teaching lays emphasis on the role of interest as an aid in learning. We attend to those things which matter intensely to us, or in which we are interested. Attention is closely related to interest. It is a disposition in the mental structure and attention implies the activity of some mental structure. As McDougall says 'Interest is latent attention and attention is interest in action.'

The ultimate basis of all interest is instinct. Hence the teacher must appeal to instincts. Thus instincts of curiosity, activity, constructiveness and gregariousness would greatly help the teacher in creating interest. It can be easily aroused by whetting the mental appetite of the instincts of curiosity.

Again the new should be joined with the old and thus apperceptive attention should be secured. As Dr. W. James firmly puts it "The absolutely old is, insipid: the absolutely new makes no appeal at all; the old in the new is what claims attention, the old with a slight new turn." The teacher's ingenuity consists in a

1. "Talks to teacher."

sympathetic divination of the sort of material with which the pupil's mind is likely to be already spontaneously engaged, and in the resourcefulness with which he discovers paths of connection from that material to the matter to be nearly learned. The teacher should also make the subject show new aspects of itself to secure the attention of the pupils.

(b) *How to secure effort*:—'All mental training and discipline' says Stout, 'depend upon the victory of Voluntary attention.' Effort is the will to do the right hard thing, and to secure effort the teacher must rouse ultimate interests. Life presents us with a number of situations which we have to meet and adequately respond to whether we like them or not. Some of the situations may later on turn out to be highly interesting, but for a moment they present bleak, uninviting phases. What is true of the outside world is true of the school room too: one has to learn many things that are not immediately interesting. A pupil of Form IV may find mathematics dull, insipid, and uninteresting. The teacher's unfailing and clear duty is to make the pupil to realise that a pass in mathematics is absolutely essential for him to be declared eligible.

(c) *Other means of Securing Attention*:—Teaching methods also determine attention. The teacher should question the inattentive. Mind wandering can be prevented by appealing to as many senses as possible. 'Talk' should be supplemented with 'Chalk,' 'Pictures' and 'Objects'. To use many senses instead of one is like storming a citadel from different directions at once.

The teacher's vitality is a great factor in securing attention. The greatest single cause for inattention is to be found in the indifference and lack of energy on the part of the teacher.

A devitalised teacher can never make himself attended to. One of the out of school duties of the teacher may be designated 'hygienic'. He must take care of his health if he is to be 'maximally effective.' Sufficient sleep is the first requisite. An abundance of nutritious food should be the last factor to neglect.

Attentive exercises calling for concentration may be given. A story may be read aloud and the abstract of it may be called for. A stanza of a poem may be read aloud and the pupils may be asked to repeat it. By these exercises, points one F. C. Lewis, it is likely that attention may be adopted as a conscious principle of mental work.

Attention is aided by proper sort of bodily attitude. We cannot give a maximum of attention unless our bodies are in a proper posture. The teacher should therefore see that the pupils sit properly, stand erect, and move about with energy and ease. Often when attention flags, it can be brought back by changing postures and places, and by making pupils stand and sit.

There are some wrong ways of winning attention which the teacher should scrupulously avoid. Shouting, clapping of hands, thumping the table, asking for attention, claiming attention, preaching its importance, threatening, promising rewards for attention, all mean practically a confession of failure on the part of the teacher.

Conclusion

To sum up, the twin problems of class management, are the problem of maintaining order and discipline, and the problem of securing attention: "Poor discipline is the greatest single cause of failure among high school teachers." Hence the teacher should

be a good disciplinarian. In the main he should depend upon indirect means of control. He should mechanise class room procedures, keep the pupils mentally alert, establish the fashion of aggressive industry in the class, follow the maxims of methodical procedure and above all maintain an objective attitude towards class room disciplinary situations. He should have a winning personality. He should help the pupils in the formation of good character and habits. He should love his pupils to obedience. Starting with self-knowledge, he should see that his work in the class room tries to avoid the formation of new complexes in his pupils. He should resort to direct means of control, only when all the means of indirect control prove futile.

To secure attention, he should arouse interest by appealing to instincts and by rousing the apperceptive masses of the pupils. He should also secure effort on the part of the pupils by awakening the ultimate interests of the pupils.

"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.

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Education in the Draft Constitution

THE publication of India's Draft Constitution prepared by an entirely Indian Assembly and its Committees is an event of the greatest significance in the history of the country. There is every prospect of its being enacted into law at the next session of the Constituent Assembly and India will then have the proud privilege of being ruled in accordance with a constitution shaped by her own sons and daughters.

THOSE interested in education will naturally ask themselves whether there is anything specially noteworthy so far as education is concerned in the draft constitution. There are certain

features and clauses of significance from the educational standpoint in this great document and it may be worth while to state here exactly what they are.

AMONG the Directive Principles of state Policy it has included a clause which says that "Every citizen is entitled to free primary education and the state shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years." (Article 36). In article 32 it recognises the right to education as a fundamental right of every citizen and in article 18 it has laid down that "No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment." In article 31 it has stated that the state shall in particular, direct its policy towards securing among other objectives that "childhood and youth are protected against exploitation and against moral and material abandonment". All these constitute a clear declaration of educational policy so far as elementary education is concerned. The goal has now been made definite and what is required is the readiness and willingness on the part of those who will come into power under the new constitution to take rapid steps for implementing the policy. The constitution expects that in ten years' time at least elemen-

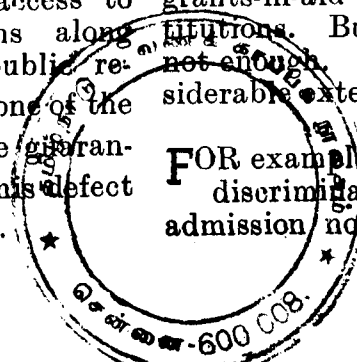
tary education would become compulsory and free. And it ought to be the duty of every provincial government to immediately chalk out a plan for realising this ideal within another ten years. What is required is not the expression of a pious hope but action.

ONE peculiar feature of the Indian Social system is the existence of a large section of untouchables who have been in the past denied equal access to educational institutions. This may not always be the outcome of any statute or law. It is however there as a result of custom and convention. In the draft constitution the equality of all citizens is recognised and untouchability is abolished and its practice forbidden in any form. Moreover the state of the future is called upon to "promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the scheduled castes and the scheduled tribes, and protect them from social injustice and all forms of exploitation." This is a charter of educational freedom to the backward sections of the community. The draft constitution should however have included in article 9—the article on Right to Equality—access to educational institutions along with access to shops, public restaurants, wells etc. as one of the fundamental rights to be guaranteed to every citizen. This defect requires to be remedied.

ANOTHER peculiar problem in India is that relating to the existence of numerous religious, cultural and linguistic minorities who are anxious to preserve their culture, language and script and who can achieve this object only when their culture, language and script are given a recognised status in the country. The draft constitution does some thing in this direction but it has not gone sufficiently far enough. It has not recognised the need for safeguarding the cultural interest of linguistic Minorities who will be found in almost every province in the country, especially when the provinces become distributed—as they are sure to be—on a linguistic basis. As it is, the draft constitution has included certain provisions for protecting cultural and educational rights of minorities. It has recognised (a) the right of any section of citizens having a distinct language script and culture of its own to conserve the same; (b) the right of such sections not to be discriminated against in regard to admission into any educational institution maintained by the state; (c) the right to establish and administer educational institutions of their choice and (d) the right not to be discriminated against in securing grants-in-aid to educational institutions. But these rights are not enough. They require considerable extension.

FOR example there should be no discrimination in regard to admission not only into educa-

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tional institutions maintained by the state but also into other institutions whether maintained by the state or not, provided they are recognised by the state or are in receipt of grants by it. For most of the educational institutions in the country—especially of the secondary and the collegiate grade—are maintained not by the State but by private organisations. It is they that supply the educational needs of the country. And it is they that shut their doors against Members belonging to particular communities and sections. It is such discrimination also that has to be prevented.

MOREOVER there should be a positive provision recognising the right of every linguistic and cultural minority to receive proportionate aid from the public funds of the state in maintaining its own educational institutions. It is not enough to obtain the right to establish and administer educational institutions of their choice. It may be beyond the financial means of several sections to do this. As citizens of the province and as tax-payers they have a right to get positive financial aid and other kinds of help from government in maintaining their institutions and in conserving their languages script or culture as the case may be. "The financing of the educational and cultural undertakings of a ministry should be the responsibility of the state. And to avoid interminable wrangling over the "equitable share" pro-

vision should be made for an allotment proportional to the numbers of the minority. It is because of lack of such a provision that even today the Andhras for instance in the province of Orissa and the Andhras resident in the city of Madras are not in a position to provide themselves with facilities for educating their children in and through the mother tongue. It is in recognition of the need for such positive aid that one special article was included in the constitution of the Czechoslovak Republic which is as follows :

"In towns and districts where a considerable proportion of Czechoslovak citizens belong to a minority as regards race, religion or language, and where sums of public money are set aside for educational purposes in the State or municipal budgets or otherwise, a due share in the allocation and use of such sums shall be accorded to such minorities, within the limits of the general regulations concerning public administration."

It is an article like this that has to be included in our constitution also.

THE Draft Constitution has an article which says that "no religious education should be provided by the state in any educational institution wholly maintained out of state funds." This is a reply to those who argue that schools should impart religious instruction.

Central Government and Education

EVEN under a Federal System of Government there cannot be a rigid division of functions between the central and provincial Governments. In respect of almost every function the right policy is always for the Governments at both the levels to work in close cooperation and help each other. This ought to be the case all the more in regard to a subject like education which is of as much importance from the point of view of the centre as of the Units. Under the existing governmental system the responsibility for the education of the people rests mainly on the Provincial Governments. At the same time however the Central Government has a department of Education of its own presided over by a responsible minister. This has been felt necessary not only because there are certain areas like Delhi and Ajmere which are directly administered by the Central Government but also because it has been found necessary and useful from experience that there should be a body to scrutinise the plans of Provincial Governments for the spread of education and for the improvement of its quality and give advice of a friendly character to them when it is found that they are going a little astray. And as for a long time to come the Central Government is likely to have more finances at its command, it is but right that these surplus revenues are spent

on education and other nation-building schemes even though these latter fall within the jurisdiction of Provincial Governments. This is best done through a system of Grants-in-Aid as is the case in many other federal States like the U. S. A., Australia and Canada. The strength of the nation as a whole is a matter of supreme importance to the Central Government. The kind of personnel it will be able to get for service in the various departments of administration—civil, military and commercial—and the efficiency with which it will be able to run its administration are ultimately the resultants of the educational policies of Provincial Governments. It therefore stands to reason that the Central Government should interest itself in all educational enterprises even though the primary responsibility for executing them rests with provincial Governments.

IT is from this stand point of view that the reply given by Maulana Azad, the Education Minister, to the debate on the demand for grants under the head 'Education' in India's Parliament is of great importance. Those who took part in the debate criticised the Central Government for the slow progress that is being made at present in the spread of literacy and in the provision of facilities for technical training. Some criticised the Government for its failure to distribute grants to all universities and for its indiffer-

ence in the matter of educational communalism in Madras and in the variety of policies adopted by Provincial Governments in respect of the place which English, Hindi and the Regional Languages should have in future. Maulana Azad took the opportunity to review the educational programme of the Central Government and made it clear that the centre was alive to its educational responsibilities.

FROM his reply it has become clear that the centre is determined on seeing that cent per cent literacy is spread in the country within the next ten years. The basic plan for Universal compulsory education would begin to work in Delhi from July next. There is every chance of the centre coming to the aid of the Provinces in executing similar plans. He also made it clear that "from now on more money will be spent on the expansion of Indian institutions and only in exceptional circumstances would selected candidates be sent for training abroad at Government expense." In pursuance of this policy it is now proposed to establish two higher technical institutions in Calcutta and Bombay and to provide additional funds for the development of existing technical institutions. But it is not merely to the development of scientific and technological studies that the funds of the centre are to be devoted. Provision is being made for the preservation and promotion of Indian culture. The

Music College at Lucknow is to be reorganised and a central College for Karnataka Music is to be established in South India. Committees are to be set up for writing a History of Indian Philosophy and a comprehensive History of India. As for the distribution of grants among universities he stated that the matter was in the hands of the University Grants Committee and provincial universities would obtain aid equally with universities for which the centre was directly responsible.

WITH regard to the future of English he assured his critics that the replacement of English by a national language would be brought about by a gradual process and not all on a sudden. This is the right course for Governments to adopt especially in those parts of India like Madras and Bengal where Hindi is as much a foreign language as English. And as regards educational communalism in Madras, Maulana Azad stated that regulating admissions into educational institutions on a communal and caste basis had nothing to support it, that it was wholly wrong and that he would approach the Madras Government on that subject.

THIS in brief is the immediate educational programme of the Central Government. But there is not much indication in it of Government's preparedness to set apart the necessary funds for the introduction of free and compulsory education over the whole

country. There is also no guarantee that it would adopt the right sort of policy in developing technical education. The defect here is that while on platforms and in Parliaments and Assemblies it has become the fashion to say that there is a lack of scientifically trained man power in the country and that more of them should be produced there is as a matter of fact a large number of trained people who are not able to get employment and utilise the training they already received. What is needed is a readiness to spend money on universal elementary education and more discrimination in spending funds on technical and industrial education. Education divorced from the industrial possibilities and realities of the country is education wasted.

Madras Government to publish Text-Books

FROM a press communique issued recently it is found that the Government of Madras have decided to prepare, print and publish text-books for schools and Colleges in the province. The communique alleges that the present system under which the work is undertaken by private agencies is unsatisfactory, that it is the plan of the government to give the best material at the lowest cost and that the profit which now goes to the private publisher will hence forward go to the State.

THIS decision arrived at by government deserves to be condemned in the strongest terms. It is not known from what sense it is that the government learnt that the present system is unsatisfactory. The communique does not say clearly from what stand point it is unsatisfactory. Is it the considered view of the government that there are not at present in the field text-books which are satisfactory from the purely educational stand point—text-books which conform to the syllabuses drawn by various departmental authorities, which are written in appropriate language, which present the subject matter in a proper form etc. There may be some unsatisfactory text-books in the field to-day but to generalise from it and condemn the whole system is to ignore the very large number of excellent books that are now in use. Moreover no book can be used in a school unless it is approved by the Text-Book Committee the members of which are appointed by the government. And though these committees have their own vagaries it should be recognised that the remedy is to have a better type of people on these committees, people who will examine the books sent for approval on their merits instead of being influenced by uneducational and unacademic considerations. There is therefore no basis for the statement that the present system is unsatisfactory.

GOVERNMENT seems to be under the impression that publishers are making large profits by putting up a high price on the books published by them. Although it is true that many publishers exploit the authors there is nothing to show that the prices they charge are high or that they are making large profits. There are also cases where the publishers meet with loss. It is open to the Government and to the Text-Book Committee to regulate the prices of the text-books recommended and approved by them. If however it is the contention of the Government that through nationalising this business they will be able to add to public revenues they are doomed to disappointment. They cannot achieve this object if they decide on giving "the best material at the lowest cost." There are many other ways by which Government can directly and more honestly increase the public revenues. They should tap those sources and not fall back on a business which after all may yield a few thousands or a few lacks per year.

FROM the educational standpoint the decision taken by Government has nothing to commend it. The selection of authors invited to write the text-books will become a matter of patronage. All sorts of irrelevant considerations communal and otherwise will as a

matter of course influence the Government in choosing the authors. There is therefore no guarantee that the best books will be written. There is also the danger of indoctrination—of one particular set of views being forced on boys and girls studying in schools; and the doctrines propagated through text-books may go on changing with every change in the ministry. Education will become completely subordinated to the politics. With no alternatives before them school-managements will be compelled to place in the hands of their pupils whatever text-books are brought out by government irrespective of their quality.

MOREOVER there should be variety in the kind of text-books used in schools. There are different ways of presenting a subject. There is the question of emphasis and of style. When once Governmental monopoly is established in this business all variety disappears.

GOVERNMENT will therefore do well to reconsider its decision and not embark on this enterprise of printing and publishing text-books. They will be doing better service if with the help of their experts they issue certain pamphlets or guide-books indicating in detail the lines on which text-books should be written.

THROUGH different PROVINCES

DELHI

STUDY LOANS TO REFUGEE STUDENTS

The scheme for the grant of loans to non-Muslim refugee students and trainees from Western Pakistan has now been extended to those non-Muslim students and trainees who were already studying in India but have either lost their parents or guardians or whose parents or guardians have migrated from western Pakistan to the Indian Union and are unable to continue their studies or training for lack of funds, says a Press note. Loans will be granted to such students and trainees under the scheme for grant of financial assistance to non-Muslim refugees, students and trainees already announced.

ADMISSION TO KING GEORGE MILITARY COLLEGES

The Government of India have decided to throw open existing vacancies at the King George Royal Indian Military Colleges, Jullundur, Ajmer, Belgaum and Bangalore in the age groups 13 to 14 years and 14 to 15 years to sons of V. C. Os. and I. O. R. s of the Indian Army, Warrant Officers and ratings of the R. I. N. and warrant Officers and airmen of the R. I. A. F. who have been displaced from Pakistan, says a Defence Ministry Press note.

The selection will be made by a competitive examination to be held at all sub-area headquarters on June 15 and 16, 1948. Successful applicants will join the colleges on August 1, 1948, (September 1, 1948 in the case of Belgaum college).

MADRAS

AIDED ELEMENTARY SCHOOL STAFF CANNOT JOIN POLITICAL PARTIES

Government have withdrawn the permission given to employees in aided

educational institutions, to enrol themselves as ordinary members of primary organisations of any political party, and to do constructive work of any kind, not connected with elections. They have since reconsidered the question and have decided that the staff in aided elementary schools should not become even members of any political organisation.

ADVISORY COMMITTEES FOR PRIVATE COLLEGES

The Government have issued instructions to the managements of Aided Colleges to constitute Advisory Committees with the Principal of the College as its convener. The Committee should consist of one representative from the staff, two representatives nominated by the management from the donors and sympathisers of the college and three persons to be nominated by the Government.

The duties of the Committee will be to advise the management on the framing of rules for admission, consistent with the rules laid down by the Government opening of new groups of subjects, provision of hostel facilities and provision of extra curricular activities.

GOVERNMENT TO PUBLISH TEXT BOOKS

Government have decided to prepare, print and publish text-books for schools and colleges in this Province. Till now private agencies were doing this work, but this system is considered unsatisfactory by Government. Government plan to give the best material at the lowest cost, and the profit which now goes to the private publisher will henceforward go to the State.

The preparation of text-books for basic Education in Tamil and Telugu has been taken up first.

To implement this decision Government have decided to appoint a Committee of three.

BASIC EDUCATION SCHOOLS IN DISTRICTS

The Director of Public Instruction, Madras, writes:

It is proposed to construct during 1948-49 about 13 Basic Training School buildings in rural areas in the districts of East Godavari, Kistna, Guntur, Nellore, Bellary, Tinnevely, Rannad, Tanjore, Coimbatore, Malabar and South Kanara. In selecting centres preference will be given to the localities where the people are willing to come forward by way of money, land or buildings and where facilities for the opening of Basic Training Schools are available. There should be at least 10 to 15 acres of land for each institution and there should also be a well (in the site proposed) which can irrigate about two to three acres of land as agriculture is an important aspect of Basic Education. Those who wish to contribute by way of gift for the purpose are requested to contact the District Educational Officers concerned for further details.

BOMBAY

TEACHERS' EFFICIENCY

The Government of Bombay are determined to ensure that due respect is shown to teachers as a class and have, therefore, enjoined upon all Government officials to co-operate in implementing this policy, says the Director of Publicity, Bombay, in a statement.

Government have been keenly and consistently interested in the question of living and the social prestige of teachers of all grades and classes, the statement adds. With this object in view, they have already adopted and are adopting several measures.

PAY FOR PRIMARY TEACHERS.

The Bombay Government have without delay announced a revised scale of pay for primary teachers in fulfilment of their promise to do so in accord with the revision of pay of Government employees arising from the Central Pay Commission's recommendations.

GOVERNMENT TO START MORE TECHNICAL SCHOOLS.

The decision of the Government of Bombay to start ten more technical high schools, in addition to the two existing schools estimated to cost a total of Rs. 64 lakhs, so as to provide at least one technical high school for every two districts in the province was announced by Mr. B. G. Kher, Premier, in the Bombay Legislative Assembly on Wednesday.

The average annual recurring expenditure on these schools, the Premier added, would be Rs. 4,40,000. Mr. Kher also stated that in pursuance of this decision, Government had sanctioned the opening of two technical high schools, one in the Northern Division and the other in the South Division with effect from June next.

U. P.

MILITARY TRAINING IN HIGH SCHOOLS

The question of introducing military training in educational institutions of the province has been under the consideration of the Government for some time past. A committee was recently appointed to prepare a detailed plan and advise the Government on the equipment required the qualifications of the instructors and the probable cost involved.

The committee submitted an interim report and after considering the recommendations made therein the Government has decided that there should be a comprehensive scheme to provide for compulsory military training in high schools from Class IX which should continue up to Class XII. The training will be intensive in Classes XI and XII.

Physical culture will also soon be made a compulsory subject for all classes up to and below Class VIII.

The details of the scheme are being worked out and it is proposed to appoint immediately a Director of Military Training to assist the Government. Steps are also being taken to

provide necessary funds for the purpose in the budget for the next financial year.

20,000 NEW SCHOOLS IN U. P.

Moving the grant for education in the U. P. Legislative Assembly on 11th march Mr. Sampurnanand, Minister for Education, revealed that the Government's new educational plan included the introduction of compulsory military training in educational institutions, opening of 20,000 primary schools, grants for research in scientific departments, increased expenditure on the education of Scheduled Castes and backward communities and the establishment of a Sanskrit University at Benares.

C. P.

ADULT EDUCATION SCHEME

The Ministry of Adult Education deserves to be congratulated on its scheme to educate the illiterate. Like the Village Panchayat Scheme this is another important step taken by Pandit Dwarka Prasad Mishra towards the development of the province in the educational, civic and social service fields.

This ambitious plan proposes to harness the services of the educated to the service of the illiterate and it is hoped that within five years illiteracy would be liquidated. The cost estimated of the project is two crores of rupees, surely not too much to pay for the education of 15 million people.

To achieve the objectives of the scheme it has been decided to request Government to compel every teacher in all types and grades of educational institutions in the province to undertake work for adult literacy. An Adult Education Certificate will be issued to men and women who have gone through their literacy tests. The good offices of the High School Education Board, the Universities of Nagpur and Saugar, the local bodies in the province and the managers of private institutions are being sought for co-operation in the work.

EAST PUNJAB

SCHOLARSHIPS FOR PUNJAB STUDENTS

The syndicate of the East Punjab University has decided that the scholarships for examinations held in 1947 will be awarded on the combined results of the examinations conducted by both the West and the East Punjab Universities and that the number of scholarships will be awarded as follows:— Matriculation—50; Intermediate—30; B.A., one scholarship for standing first in the aggregate in the examination, and one scholarship for each subject to be awarded on the results of Honours papers in that subject.

It was further decided that the amount of the various scholarships be the same as in the Punjab University at Lahore except that the scholarship to be awarded for standing first in the aggregate in the B. A., examination shall be of the value of Rs 30 per mensem for a period of two years.

60 STUDENTS FOR WARDHA

The East Punjab Government is sending 60 students to Wardha at Government expense for training in the various village industries such as oil pressing, pottery, handmade paper, gur manufacture, bee-keeping, soap making, manufacture of paints and varnishes, grinding and shoe making.

Four students are also being sent to Noakhali, for necessary training in the art of manufacture of Charkhas from bamboos which is not yet known in the East Punjab.

WEST BENGAL

ADVANCEMENT OF SANSKRIT

The West Bengal Government's decision to appoint a committee in the immediate future to draw up a scheme for the advancement of Sanskrit education in the province, was announced by the Education Minister, Mr. Harendranath Chaudhury, at the annual Convocation of the Bengal Sanskrit Association.

EDUCATION IN THE U. S. S. R.

A Single System

By IVAN FEDOSEYEV

THE brilliant progress of education in the 30 years of Socialist construction is one of the major achievements of the Soviet Union.

In pre-revolutionary Russia, education was the privilege of an insignificant minority of the population, a privilege of the propertied classes. According to official statistics only 7.8 per cent. of the children attended school in 1914.

Especially obstructive was the attitude of the Tsarist Government to public education in the national borderlands. More than 40 nationalities in Tsarist Russia did not even have their written language.

The Soviet Revolution opened to the peoples of Russia the road to knowledge. The Soviet Government is spending an ever greater proportion of the State budget on education. More than 60,000 new schools were opened during ten pre-war years, and the total number of schools reached 200,000. As compared with pre-revolutionary times, the number of pupils had increased by five times by 1941.

Not only elementary and secondary but also higher education developed rapidly. Whereas there were only 91 higher educational establishments, with 112,000 students, in prerevolutionary Russia, the present figures in the U. S. S. R. are 800 of these institutions, attended by 670,000 students.

The number of technical schools (secondary vocational training establishments) likewise increased rapidly and there are now more than 3,400 of them in the U. S. S. R. The number of students of technical schools (1,200,000) is now 3½ times more than before the Revolution.

All schools and other educational institutions in the U. S. S. R. belong to the State. This ensures uniformity of education and training of citizens, of the Soviet Union, proper planning of schools and institutions, adequate material provision for them, uniform curricula,

continuity of methods. The State system of education enables all citizens of the U. S. S. R. to take advantage of their right to education. It has eliminated haphazardness in the organisation of education and its dependence on private or public charity.

Universal seven-year education for children is compulsory in the U. S. S. R. and all costs of education are defrayed by the State.

The complete equality of rights of the nationalities of the U. S. S. R. in all spheres of public life has also been realised in the sphere of education. Teaching in schools of all national republics is conducted in the native language.

The sexes are equal in every respect. In the Soviet schools the standards of general education are the same for boys and girls.

A single system of education has been established in the U. S. S. R., embracing a developed network of general educational and vocational schools and higher educational establishments.

General education in the U. S. S. R. is conducted through the following types of schools:

1. Elementary schools for children from seven to ten years of age, with a four-year course of tuition. The course of tuition in this school fully coincides with the first four grades in the seven-year and secondary schools.

2. Seven-year (junior secondary) schools for children from seven to thirteen years of age. The course of tuition in this school coincides with the first seven grades of the secondary school.

3. Secondary schools for children between seven and sixteen years of age, in which the pupils study for ten years. The first four years cover the elementary school program and the junior secondary school program on completion of the seventh year.

(Continued on page 302)

SANSKRIT STUDY IN SCHOOLS

Chief Justice P. V. RAJAMANNAR'S APPEAL

"A course of study in Sanskrit should be made compulsory for all boys and girls in schools if we want them to acquire our ancient culture", declared Mr. P. V. Rajamannar, Chief Justice, speaking on the occasion of the Founder's Day celebration of the Pennathur Subramania Aiyar High School, Mylapore, on 8, March.

Outlining his own views on the place of Sanskrit in the educational system the Chief Justice said: "I would like every boy and girl irrespective of caste, creed or community to undergo a course of study in Sanskrit." Some people might say that after all the amount of knowledge in Sanskrit which could be acquired in school would be very limited and would consequently be of little use to the students. But he would unhesitatingly declare that even this limited knowledge of Sanskrit would be of incalculable benefit to them. "I want them to learn Sanskrit" Mr. Rajamannar said, "not merely because all our ancient culture and all the best that has been taught and said by our wise men is enshrined in that language, nor even because Sanskrit possesses the greatest literature in the world, but because of the great educative value which a course in Sanskrit will have for the young student."

MENTAL TONIC

To illustrate his statement Mr. Rajamannar described the usefulness of a study of Sanskrit grammar. While the study of the grammar of any language exercised a certain disciplinary influence on the mind of the pupil, this was particularly pronounced in the case of Sanskrit grammar. The study of Sanskrit grammar the Chief Justice said, "is probably one of the best mental tonics that I know. It has an invigorating effect, it inculcates a sense of discipline and is a great aid for a proper appreciation of analysis and synthesis"

Mr. Rajamannar said that an important feature of Sanskrit, as of other

classical languages, was its quality of conciseness and economy of expression. This quality was most effectively demonstrated in the *sutras*. For compression of ideas he could not think of any other language which could compare with Sanskrit and anybody who tried to translate Sanskrit works into other languages would bear testimony to this fact. Closely akin to the quality of conciseness was the almost co-ordinate quality of suggestiveness which was peculiar to Sanskrit. The ancient Sanskrit writers did not believe in overelaborating their thoughts and in leaving nothing for the reader or the listener. "I hope that I will be pardoned", the Chief Justice observed, "if I say that the growing tendency nowadays seems to be, to use the inimitable language of Oscar Wilde, that nothing succeeds like excess. We find thinness of thought wrapped up in profusion of words in the belief that the thought will appear larger than it really is."

RICH DICTION

Another great feature of Sanskrit, the speaker continued, was its precision. Sanskrit diction abounded in a variety of words which in ordinary parlance might be called synonyms. But every particular word had its own definite connotation, its own definite shade and its own definite nuance which must be understood before it could be properly used. In this respect again, unfortunately, we must admit that we at present had lost our sense of respect for words. We had lost track of accuracy of expression and this was partly because of lack of accuracy in our thoughts and partly because we did not seem to believe in paying adequate attention to the meaning of words.

A further noteworthy quality of the Sanskrit language, Mr. Rajamannar said, was its "finish". This quality was probably most implied in the name, "Sanskrit" given to the language. The word implied a sense of cultivated refinement, of per-

fection and of the realisation of proportion. A language which was born of experience of intense meditation, which was founded on the knowledge of the Sastras which applied to things of this world as of the next, Sanskrit embodied this quality of cultivated refinement. Bhartruhari described the great value attached to refined expression in a sloka in which he said that it was not jewels or other finery but only refined speech (Sanskrita) which would be a real and lasting ornament to man.

STUDY OF CLASSICAL LANGUAGE

‘Enshrined in the literature of Sanskrit,’ Mr. Rajamannar observed, “is almost all the culture of our land. If we wish to acquire this culture, we must go to Sanskrit and unless we are determined and decided to give up our ancient culture we must give our children an opportunity to learn Sanskrit by making the study of the language compulsory in our schools.” Declaring that he had not suggested anything extravagant the Chief Justice drew an analogy between India and England and pointed out that in the latter no one could obtain a degree in Arts without qualifying himself in Greek and Latin. Even in the public schools the study of the classical languages was compulsory. And this in a country which had produced one of the greatest literatures of the world. To this day the English had not given up the compulsory device to enable their children to acquire a knowledge of the classical languages. If compulsion was necessary even in England, it was still more so in this country.

“The study of Sanskrit”, Mr. Rajamannar pointed out, “would, in an indirect and sub-conscious way induce in us a sense of the fundamental unity of the whole of India. A line from Valmiki, a simile from Kalidasa or a noble utterance from Upanishads would touch our heart strings and stir in us a thousand memories—memories sub-conscious, ancestral, primeval, going back to the origin of man in India—memories of our great and glorious past which binds us together though in this superficial present we are torn by differences and dissensions.

Education in the U. S. S. R.

(Continued from page 300)

During the war, “schools for working youth” were instituted for those who wished to complete their secondary education in their leisure time, i.e., without leaving their job.

To the general educational schools belong also the special schools for the blind, the deaf and dumb, the mentally deficient children.

On finishing a seven-year school, a pupil may enter a specialized secondary school (technical, medical, teachers’ training, music or theatrical schools), for a three to four years’ course.

Those graduating from a secondary school may enter a higher educational establishment (a university, an institute, an academy) with a course of tuition of from four to six years. All students who show good progress in all subjects receive a State stipend.

Various children’s extra-mural institutions form part of the school system of the U.S.S.R. These include children’s libraries and reading-rooms, clubs, palaces and houses of pioneers, children’s cinemas and theatres, centres for young naturalists, centres for young technicians, children’s tourist centres, children’s parks of culture and rest, and so on. For the variety and number of these institutions, the U.S.S.R. surpasses all other countries in the world.

The educational system of the U.S.S.R. also includes various cultural institutions for adults: clubs, houses of culture, collective farm and rural clubs, village reading-rooms, parks of culture and rest, libraries, museums, lecture Bureaus.

Such is the system of education in the U.S.S.R., a system providing all Soviet citizens with wide possibilities of education, of raising their qualifications, of satisfying their various interests.

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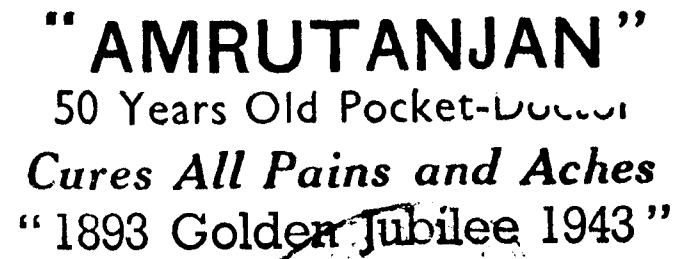
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