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EDUCATIONAL INDIA

VOL. XIV

No. 11 and 12

May and June 1948

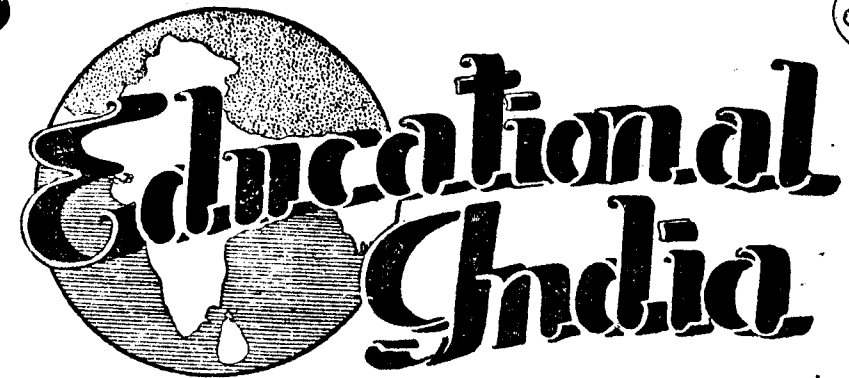
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A FORUM OF EDUCATIONAL THEORY AND PRACTICE

Vol. XIV

May & June 1948

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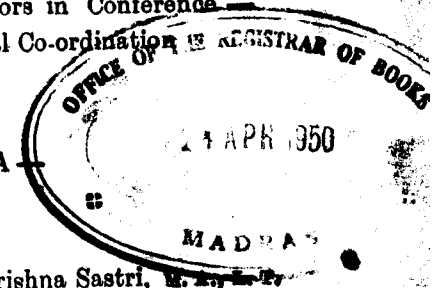
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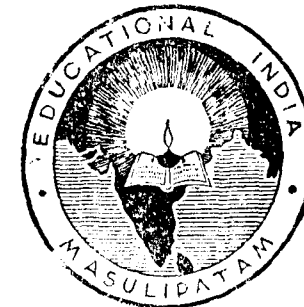
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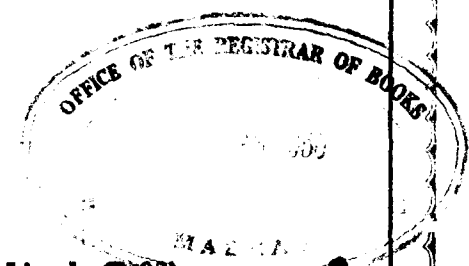
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EDITOR :

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'Educational India' Office,

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Dr. Thomas Arnold's Headmastership

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

MORE than a century ago, a great headmaster presided for fourteen years over the destinies of the public school at Rugby; and his name is remembered even today by educationists the world over as one who not only revolutionised the system of public school education in England, but who adorned and exalted the office of headmastership by the integrity of his character, his idealism, devotion to duty; the inspiring example he held forth in his personal life to the students who passed through the portals of his institution. Glory and fame fasten on to certain persons by virtue of the institutions they happen to serve; also, some great schools, like other human institutions, trace their greatness to the influence and capacity of one unusually able man of extraordinary personality; institutions achieve glory that may be handed down to generations on account of their association with dynamic personalities. The modern Gresham's school owes much to Howson of Holt; Sanderson of Oundle has been brought to prominent attention by H. G. Wells. Rugby became famous on account of Dr. Arnold.

Internal Management

Seldom do people take up an office with the full knowledge of the problems they may have to tackle, and the determination to solve them, come what may. Seldom, indeed, may we come across persons who would accept office on their own terms, and would spurn it if they could not discharge the responsibilities of their office with honour and dignity and according to their own lights. Few know that the conscience of the person who is sensitively conscious of

the dignity of his vocation is liable to be put to torment over every detail of school administration, if he cannot have a free hand in dealing with his assistants and his pupils. Dr. Arnold anticipated difficulties in the execution of his schemes for the betterment of his school, as he was aware of the mischief caused by subjecting schools to the ignorance and party feelings of persons wholly unacquainted with the theory and practice of education. He wrote to his friend who was to plead on his behalf before the Board of Trustees that "in the actual working of the school he must be completely independent. Their remedy, if they were dissatisfied, was not interference, but dismissal." On this condition he took the post; and any attempt to control either his administration of the school or his own private occupations, he felt bound to resist "as a duty" "not only to himself, but to the master of every foundation school in England." He wrote to Rev. E. Hawkins, "I confess that I should very much object to undertake a charge in which I was not invested with pretty full discretion. I should not like to enter on an office which I could not discharge according to my own views of what is right."

Many headmasters in South India have striven to uphold the principles laid down by Dr. Arnold; but, alas! only a handful may be said to have succeeded in maintaining their stand; and those who have fallen victims form a considerable number. But these instances only show what tough fibre those individuals were made of. It is only recently that the Madras Government have thought it proper to enunciate in the Service Rules that

'the Headmaster shall be responsible for the internal management of the school and the academic work of the school and shall exercise such powers as may be necessary for the due discharge of his duties.'

No other job in this world demands and develops in an individual that strength of mind, that grit, firmness, uprightness of character, the nobility of soul, the high-souled purpose, and the daring to meet with opprobrium and displeasure of well-meaning friends and well-wishers of the school. Even headmasters who may be considered generally weak will have exhibited on at least a few occasions rare courage to their credit. To achieve even a fair measure of success, it requires force and strength of character, firm resolve to carry out one's principles through a host of peculiar obstacles, magnanimity of mind that perceives the distinctive features of every case, the consciousness of the purity and sincerity of motives and actions, and its transparency so as to make others understand the justness of the procedure adopted. The tribute which Matthew Arnold has paid to his father in "Rugby Chapel" is a fine picture of the noble idealism for which great headmasters should stand.

"And through thee I believe
In the noble and great who are
[gone,

Souls temper'd with fire,
Helpers and friends of mankind,
Servants of God!

Yours is the praise, if mankind
Hath not as yet in its march
Fainted, and fallen, and died:
Ye, like angels, appear,
Radiant with ardour divine:
Beacons of hope.

Langour is not in your heart,
Weakness is not in your word,
Weariness not on your brow."

We have had eminent headmasters reputed for their great teaching ability; latterly, the headmaster's capacity for organising school activities was being tested; and in recent years, the office-work is becoming increasingly heavy, so much so that one feels an apprehension that unless the occupants of this job are vigilant, they might lose sight of the principal functions of their job, and lose themselves in purely administrative work. The modern headmaster should besides be an embodiment of culture, citizenship, goodness and even greatness and leadership.

Teachers' Qualifications

Till about two decades ago, headmasters had at least a voice, if not the predominant voice, in the choice of assistants. As selections from a large number of qualified persons have to be made, managements exercise this privilege. Patronage by extraneous bodies is often a matter for comment. Dr. Arnold was guided by definite principles in the choice of his assistants. He wrote, "It is my great object to get here a society of intelligent, gentlemanly and active men who may keep up the character of the school. I expect every master not to undertake the mastership without entering into the spirit of our system, heart and hand. He preferred activity of mind and an interest in his work to high scholarship; for the one may be acquired far more easily than the other. From the first he maintained that the school business should occupy the teachers' main and undivided interest. Boys should feel that they have some one at hand to consult in their difficulties to explain their case if they got into trouble. He also saw that teachers, like himself had time and leisure to read for their self-improvement; and he gave occasional help to such as needed. He also

took delight in inspiring his teachers with general views on education and life by which he was himself so fully possessed. Intellectually as well as morally, the teacher ought himself to be perpetually learning, and so constantly above the level of his scholars. For this reason, he used to say that no schoolmaster ought to remain at his post much more than 14 or 15 years, lest, by that time, he should have fallen behind the scholarship of the age.

Dr. Arnold expected some amount of buoyancy of animal spirits in teachers; for a schoolmaster's job is with the young, the strong and the happy; he cannot get on with them unless in animal spirits he can sympathise with them and show them that he is not selfish and weak. He used to say of himself, "When I find that I cannot run up the library stairs, I shall know that it is time for me to go." The youthfulness and elasticity of his temperament would be seen from his placing little children on his knees sometimes and going through the picture-books of the Bible or of History.

But at the same time when a teacher gets to an advanced stage, gravity would not misbecome him, for liveliness might then seem unnatural, and his sympathy with boys must be limited to their great interests rather than their feelings. Gandhiji and Nehruji play with children and seem to offer teachers lessons in handling children; but if some feel grotesqueness in playing with boyish enthusiasm, they may be forgiven, and may find solace in the need for gravity, too, in old teachers, stressed by Dr. Arnold.

Arnoldian Tradition

Dr. Arnold will ever be remembered by the manner in which he handled the boys. He was in dead

earnest about his work at school. Once referring to an unpleasant incident, he wrote to an old boy, "If this goes on, it will end either my life at Rugby, or my life altogether." In the daily routine, the amount of time he devoted to his pupils was very remarkable; and he believed the school was quite enough to employ any man's love of reform. His intense earnestness pervaded the entire atmosphere of the school. Every pupil was made to feel that there was work for him to do, that his happiness as well as his duty lay in doing that work well. He was able to stimulate pupils of different natures. None felt that he was left out or that because he was not endowed with large powers of mind there was no sphere open to him in the honourable pursuit of usefulness. He treated boys as gentlemen and reasonable beings, and made them respect themselves by the mere respect he showed to them; he appealed to their common sense and conscience. He placed implicit confidence in a boy's assertion. His utterances in stirring up the consciences of his pupils have become classic, and had the virtue of making them speak the truth in his presence. "If you say so, that is quite enough—of course, I believe your word." "It is not necessary that this should be a school of 300 or 100 or of 50 boys, but it is necessary that this should be school of Christian gentlemen." "I cannot remain here if all is to be carried on by constraint and force; if I am to be here as a gaoler, I will resign my office at once." Thus there grew up a general feeling that "it was a shame to tell Arnold a lie—he always believes one." He addressed his pupils as a representative of the school whose character and reputation they should sustain as well as he. The magic influence of his inspiring personality is indescriba-

ble. There was something in his very tone and voice, countenance and outward aspect before which anything low, base or false or cruel instinctively quailed and cowered. His quick and farsighted eye studied the traits, actions, the face and manner of every boy in the school. His opinions of boys, his findings of the germs of coming good or evil were often considered as divinations; and his delineations of individual characters were accurate. "When his eye was upon you, he looked into your inmost heart. "Studying the influence of Dr. Arnold's personality on his pupils, one would be tempted to exclaim that Great Headmasters are Born, and cannot be cultivated!"

Religious Education

For him, the boy is a moral being and the school, a human society; the teacher functioning in and out of the society is not only to train the intelligence and inform the mind, but to touch the springs of character. He held that the schoolmaster's ideal aim must always be to cultivate in his pupils the habit of moral thoughtfulness and the conviction that life in God is true goal of all human endeavour. No one, according to Dr. Arnold, is better fitted to impart religious education than the schoolmaster. In his application for the Rugby job, he wrote, "whoever is chaplain, I must ever feel myself, as headmaster, the real and proper religious instructor of the boys. No one else can feel the same interest in them, and no one else can speak to them with so much influence. Being Headmaster, I am bound to be the religious instructor of my pupils by virtue of my situation. I decline the salary of the pastors, because I consider that I am paid for my services already." But the man who felt so strongly was not a faddist, and recognised the school-master's limita-

tions, in the matter of imparting religious instruction. In a famous Sermon, he draws the distinction between religious education and religious instruction. Religious education means "training our children to life eternal, making them know and love God, and abhor evil, teaching their understanding to know the highest truth, and teaching their affections to love the highest good. Schools can at best give elementary religious instruction and give a map of the road which the child is going, and which will keep him in the right way if he uses it. The religious instruction like the map, will serve as guide and best friend. But the great work of religious education is something to be compassed only by the joint efforts of all the whole church and the entire nation. For example, *the parent*, by his example of covetousness or love of pleasure or of passionate temper, to use Dr. Arnold's language, "*uneducateds much more than the school master educates.*" The people about us, and the circumstances about us are constantly advancing or hindering the great work of education in making us love, know and do what is good and great. We cannot undertake to make every boy, even if we have the whole term of his boyhood and youth given us for the experiment, either a good divine, or a good scholar, or be a master of any other kind of knowledge. He said, "It is not the subscription of some hundreds of pounds, nor the building of schoolhouse, nor the appointing of schoolmasters, nor the filling the school with all the children in the parish which will deliver those children's souls from death and foster and perfect the work of the spirit of God." The saving of men's souls is no easy matter; and our great enemy is not so easily vanquished. Dr. Arnold is then a realist, not a mere dreamer. The twenty-minute-

sermons of Sunday afternoons for the whole school society form an essential feature of Arnoldian traditions and have been adopted by most headmasters of public schools.

To me fell the good fortune of having addressed for over quarter of a century the entire school society under my charge for ten minutes day after day, before the commencement of the school-work, except during the admission and the examination months; and I may claim to have established the tradition of addressing the whole school society as an essential part of the headmaster's daily round of duties. My talks have covered a wide field, ranging from explanation of rules of school discipline and comments on school happenings to expositions of ideas from Kural, Gita, Scout Laws, Tagore's Gitanjali, Gandhiji's Songs from Prison and worthy utterances of national leaders and the world's great personages, as and when they are uttered. My headmastership has not been quite a bed of roses; I have had my share of the humiliations, disappointments, and persecutions, real or fancied; I have survived them all; and I do consider my daily effort to live on a high moral and spiritual plane not only for myself, but also for the hundreds of children under my charge to be the sustaining force for me. The sharing of moral and spiritual sustenance with the school society at the Morning Prayer Assembly is the headmaster's privilege and reward. When I enjoy this rich feast I feel my indebtedness to Dr. Arnold and Dr. Rabindranath Tagore, as I owe my inspiration in this respect to them.

School-Government

The Prefect-system and the School Court of Honour are advocated today for the inculcation of sense of responsibility in our senior boys. Dr.

Arnold invested the Sixth Form boys of his school with the responsibility of the governance of his school. "This governing body of the school, invested with great responsibility, treated by masters with great confidence and consideration, being constantly in direct communication with the headmaster and receiving their instruction almost exclusively from him, learn to feel a corresponding self-respect; and being answerable for the character of the school, acquire a manliness of mind and habits of conduct." Answering certain criticisms of public schools in "The Journal of Education", Dr. Arnold explained his position with regard to discipline and punishment. "Corporal punishment is totally out of question in the higher forms. All punishment should be superseded by the force of moral motives; and all endeavours to dispense with corporal punishment are the wisdom and the duty of a schoolmaster. It is one thing to get rid of punishment; and quite another to say that even if the faults are committed, the punishment ought not to be inflicted, and that the boy should be given the privilege of the pride and self-importance of manhood, and that his moral carelessness and low notions of moral responsibility should be ignored." He thought that it was positively harmful, if young boys were to consider themselves insulted or degraded by personal correction, and that in proportion as we see boys trying to anticipate or advance their age morally, teachers should try to anticipate it in their treatment of them personally by recognising their claim to the respectability of manhood.

An Impressionist

The discipline of public schools, associated as it was with flogging and fagging which are said by Arnold to be obsolete in his time, may not appear to be of sufficient importance

to convey lessons to teachers in India. But Arnold's greatness as headmaster and stern disciplinarian is indisputable. He, along with Thring of Uppingham, is considered to be an outstanding impressionist in the English public schools of the 19th century. Repression has no place in the schools of today. Impressionists are not considered to be progressive educationists. The emancipationist states that the impressionist's will prevails over the child's, that though he adopts humane means, there is coercion to some extent and that though he eschews appeals to fear, he deliberately and definitely taps the submissive propensity of the child. Madam Montessori, MacMunn and Neille are among the distinguished protagonists of the emancipationist school of thought. They say that impression damps down originality, cramps individuality, tampers with the sacred personality of the child and produce mere automatons of the educator. But one cannot be sure that complete freedom in school will lead to self-development of the child, the ends of the emancipationist. Moreover, complete freedom for the individual exists nowhere for adults in the most democratic society and even Montessori admits responsibility for seeing that the school reacts suitably on anti-social conduct and permits the temporary expulsion of the offender from the communal activities.

Mira Ben's excellent article on "The Blessings of Discipline" in "Harijan" of 30th November, 1947, contains valuable hints to us teachers. She writes, people who pass through an undisciplined childhood, naturally find it almost impossible to discipline themselves in later life. To the discipline of my childhood, I owe the ease with which I was able to enter into the discipline of Sabarmati. Until we can control and lovingly

discipline the children, there is no hope of the nation becoming disciplined."

So then, whatever the emancipationists may say, the following good features of impressionism have to be admitted. The normal child prefers order to disorder. There must be a personal educator to exercise influence. Ideals and attitudes have to be transmitted "from the living, through the living, to the living." Moral sentiments, attitudes, and enthusiasms are caught by contagion from admired personalities. The compelling power of the educator's personality takes the place of punishment. The school Government functions through personal example, direct moral suasion, and the influence of the school system which he planned and governs. The reign of respect and love for the impressionist prevails, not one of terror, as the emancipationist, the advocate of untrammelled freedom for the child, represents.

Dr. Arnold's Journalism

I have enjoyed the unique privilege of sending contributions to the daily Press, weekly and monthly journals on topics of varied interest during the last quarter of a century and more. Those acquainted with the value of incessant contributions of mine may conceive the idea that this should have been possible by the sacrifice of my legitimate professional work that gives me bread; and those who are in daily contact with and observation of my teaching, correction, clerical and administrative work at school may wonder when I had the time to think and type the matter for journals containing references and authoritative quotations. Dr. Thomas Arnold had been in the same boat with me; and his defence of his conduct, often gave me strength and encouragement. This aspect of his

activities was the target of a good deal of criticism. One commented, "What a shame that the Headmaster of Rugby should be employed in writing essays and pamphlets." Another, though seemingly complimentarily, remarked, "What a pity that a man fit to be a statesman should be employed in teaching school boys." But Dr. Arnold thought he would not have been himself had he not felt and written as he did; he could not remain silent on subjects on which he believed it his most sacred duty to speak what he thought. He deemed it to be constant progress of self-education essential to the right discharge of duties as teacher. Justifying his action, he wrote to Justice Coleridge, "Although a school in which our business is to act morally on our neighbours affords in fact infinite employment, no man can ever say that he has done all that he might do; still I can truly say that I live for the school. However I am sure that the more active my own mind is, and the more it works upon great moral and political points, the better for the school; for education is dynamical, not a mechanical process; and then more powerful and vigorous the mind of the teacher, the more clearly and readily he can grasp things, the better fitted he is to cultivate the mind of another." The study and preparation of these, on political and theological problems gave him a new insight into the administration of his school, and created in him an eagerness to govern the school precisely on the same principles as he

would have governed a great empire. He confessed to be one of the most ambitious men alive and specified the three great objects of human ambition—"to be the prime minister of a great kingdom, the governor of a great empire, or the writer of works which should live in every age and in every country."

But Dr. Arnold won immortal fame as a prophet among schoolmasters, exhorting to us the sacredness of our calling. He performed the high mission of unveiling and interpreting the higher possibilities, responsibilities and duties of the schoolmaster's life. His influence was the influence of the inspired prophet and zealous reformer which is the salt of society in every age. Good soul, he never made any disparaging mention of his predecessors, but expressed unfeigned pleasure in what he found existing. He has recorded in his diary the motto of his daily life, "Let me mind my own personal work, keep myself pure and zealous, believing and labouring to do God's will, in this fruitful vineyard of young lives committed to my charge as my allotted field, until my work be done."

Dr. Arnold exalted the office of Headmastership and added to it considerable dignity and importance. We have had in the field of politics men of consecrated lives. It would be the glory of Free India if we could have a few of such consecrated lives in the sphere of Education.

"All your scholarship, all your study of Shakespere and Wordsworth would be in vain, if at the same time you do not build your character and attain mastery over your thoughts and actions."

"Woe to the teacher who teaches one thing with the lips and carried another with the breast."
—Mahatma Gandhi.

All India Educational Conference, Rewa Symposium on Education for a Free India

N. KUPPUSWAMI AIYANGAR, M. A., L. T.

Retired Lecturer, Training College, Trivandrum.

THE Political freedom that we have now got should not be used to substitute a Brown Bureaucracy for a White Bureaucracy. It must be used to transform the present social order based on competition and exploitation into a new Social Order based on cooperation and justice. It should aim at economic and social democracy.

Education is the only means known to mankind to inculcate in the minds of the peoples the ideal and practices that are necessary for the achievement of any aim.

Economic democracy means in words of Gandhiji that there are to be no drag and parasites whether rich or poor. Every one should be a worker who will look upon all kinds of useful work including manual labour even scavenging, as honourable and who will be both able and willing to stand on his own feet.

In a perfectly democratic social order there should be no class or caste superiority or inferiority. Education should bring about an equalisation of status between the son of an agriculturist, of a minister and of an industrial magnate.

Experience all over the world proves that equality of status can never be achieved by separating learning from labour, by giving literary education to one class of people and vocational education to another. As early as 1852, Terrar Winstanly taught:

"That there should be no special class of children brought up to book

learning only. For, then, through idleness, they spend their time to find out policies to advance themselves to be lords and masters over their labouring brethren, which occasions all the trouble in the world. Therefore it is necessary and profitable for the common wealth that all children be trained to labour and to learning."

Even Englishmen have begun to recognise this. Lord Percy in his book 'Education at the cross Roads' acknowledges it and pleads for a uniform system of education for all. Modern educationists realise that.

"No system of education can be satisfactory if one section of pupils is to be led, even sub-consciously to assume an air of superiority over other sections." And that the remedy is that all pupils rich or poor, rural or urban, should be educated together in the same kind of schools. Years ago Ruskin said:

"Every one, from the king's son downwards, should learn to do something finely and thoroughly with his hands."

Why? Not that he may earn his living thereby. It is to make him realise what work means, and thereby to create respect and sympathy for manual worker. It is an education in itself.

This is the reason why to the question, "What kind of education would be recommended for the urban population?" Gandhiji replied "The same kind though the crafts may differ.

This ideal of "equal status" is not new to the educational world. The

Spens Report on Educational Reconstruction in England devotes a considerable amount of space to this question. It postulates that "the removal of the inequality is the very foundation of education for democracy." But at a discussion on his report which took place in Manchester some time ago, the discussion concentrated on the question of how "within the framework of a system endeavouring to give post primary education of equal quality to all children, it can be made possible to meet the special needs of the different types," and they could not come to definite conclusion. The main obstacle was that the governing classes in England could not bring themselves to accept the solution that the sons should get exactly the same kind of education as the sons of the peasantry or the working classes during the formative period of the pupils. Class consciousness in England is stronger than caste consciousness in India. Preparatory schools and public schools for the classes and Elementary schools and Municipal and other High Schools for the masses have been the rule.

It is of this system that Mr. Morrison, the present Home Secy. in England said:

"Hitherto English Education had been too much stratified into social grades and had at an early stage segregated the youths giving them a narrow class outlook and forcing them to associate almost entirely with those of similar gifts to their own. This class outlook in Education must go". The present Labour Govt. in England has made it go. But the Sargent Scheme seeks to introduce this discredited system into India by a method which is unknown in any part of the world camouflaged by fine words like aptitude, fitness and economics of education.

I refer to the Bifurcation at 11 by means of an examination. But there is no doubt the fact that both on psychological and social considerations, the first consequence of our accepting the equality of status aim—the democratic aim, is that we must have only one system of education for all, rich or poor, urban or rural, and that manual work should form part of the education of everybody.

One system for all does not mean the same thing for all and at all stages. Until the pupil attains discretion to think and act for himself, the education must be identically the same. Afterwards such may be allowed to take courses according to his own abilities and aptitudes. But in an education for Democracy based on a co-operative basis, there is no place for diverting pupils forcefully to separate schools at the age of 11 or 12, or even 13 and thus create inferiority and superiority complexes in the minds of the pupils. It is these superiority and inferiority complexes that provoke class wars.

At the same time how to leave different kinds of education to pupils of different abilities and aptitudes without creating these inferiority and superiority complexes, is a problem. It is not an easy problem to be solved. But we claim that scheme of the All I. F. of Ed. Associations is a fair solution of the problem.

I shall give the salient points of that scheme:

1. The scheme aims at ensuring for every individual a maximum possible general cultural education and a preparation for occupational life, labour and hand work forming an essential part of general cultural education at every stage as far as possible.

2. The scheme consists of four stages:—

(1) Pre-School, (2) Basic (3) Secondary, and (4) University.

The Pre-School stage is for children below seven years of age.

The Basic Education stage is for all children between the ages of seven and fourteen years.

The subjects of the Basic school course should be more or less the same as those indicated in the Zakir Hussain Committee Report with such modification as local condition may render necessary, Hindustani, included as a subject of study from Standard V onwards as recommended therein.

The method of instruction at the Basic stage should be that of education as far as possible through purposeful creative activities related to local occupations, industries, arts and crafts.

The secondary stage is to be of 8 years duration till the age of 17 for those who have completed the Basic education course.

It should consist of parallel alternative courses, partly general or cultural and partly practical or vocational.

About half the school time shall be assigned to general education and about half to craft or vocational education throughout the school courses.

The medium of instruction shall be the regional language of the pupils at the Basic and Secondary stage, and as early as possible also at the University stage.

Adequate arrangements shall be made for providing guidance to pupils in choosing their secondary school courses.

Change from one alternative secondary course to another may be permitted at any time during the secondary stage provided the requisite

fitness to enter other courses is attained.

The University stage shall be divided into (1) Undergraduate and (2) Post Graduate stages (the first of three years.)

The Under Graduate stage shall include (1) Arts Courses, (2) Science Courses, (3) Commercial Courses, (4) Technical Courses, (5) Home Economic Courses and (6) Education Courses for Teachers leading to the first Degree.

The Post Graduate stage shall provide for advanced work and Research. At the end of each school stage, there shall be internal school examinations leading to a Basic or Primary school leaving Certificate, or a Secondary School Leaving Certificate awarded on the basis of the pupils' school record and performance at the examination.

The Secondary school leaving certificate awarded at the end of the different alternative Secondary school courses provided for in the scheme shall bear the same value for purposes of employment in public services and for further study at the University.

Persons holding the secondary school leaving certificate shall be considered eligible for admission straightaway to the undergraduate university courses corresponding to the Secondary School courses chosen by them at the Secondary School stage, unless otherwise desired by the candidates for admission to the University. In the latter case their eligibility for admission to a different course shall be left to be determined by the Principal of the College in which they seek admission.

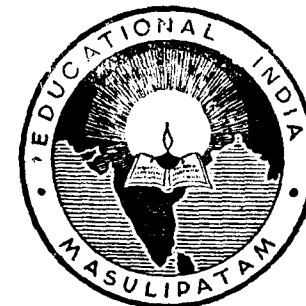
Adequate provision for continued education shall be made at the end of the Basic or Primary stage for

SUPPLEMENT TO :

EDUCATIONAL INDIA

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

Prof M. VENKATARAMAIA, M.A.



INDEX to Vol. XIV

July 1947 — June 1948

**'Educational India' Office,
MASULIPATAM**

INLAND
Rs. 4-8-0

Single Copy As. 8

FOREIGN
Rs. 6-0-0

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TEACHING OF HISTORY

BY 'HISTORIAN'

IMPERIALISM has now quitted India. Our Education all along had been directed by the imperialists for their own ends. We must now set ourselves the task of framing a new kind of education for a free India. We have to destroy the old remnants of the imperial structure and build a new one with an entirely new foundation. That leads us to framing the educational system for the needs of the country and the people. There has to be a change over from restriction to freedom. The old concepts and ways of thinking have to be replaced by free thinking. The facts presented to us, the curriculum chalked out for us have to give place to new facts and interpretations with a definitely national curriculum of studies. It is not possible to examine all the aspects of the question. We shall only take one subject, History and note how it should be taught in free India.

Most of our History text-books are written by foreigners and they are our British masters. They naturally in writing a history of India cannot give up their imperial bias nor is

Continued from preceding page

such pupils as desire further education by means of continuation School or Classes according to their needs.

Adequate provision shall also be made for further Primary, Secondary or University education for adults seeking it according to their needs.

I venture to say that this is the only scheme that would not only satisfy the main principles of a democratic education and those of modern educational psychology but keep out any form of undesirable 'Bolshevism.'

it possible to give Indian History its due, which would be a lowering of the prestige of the ruling race. Their main aim throughout has been to select such facts which raised them in our estimation. All facts leading to glory and pride in us were carefully avoided. Only such periods were taught in the Universities which did not even hint as to the decline of their empire or the weakening of their rule. We have therefore a difficult and hard task before us. The teacher would be doing a great injustice to his pupils and country if he merely taught from existing text-books wrongly interpreted. He has to make his own notes, find new facts and interpret them in the light of new and free environments if he is an honest teacher. Till new text-books are written from this national view point the task and the responsibility of the teacher is very great.

Let us now take concrete examples. The first important point in teaching of history is that, wherever possible Indian History should be compared with the corresponding and contemporary period in any other country of the world and we should find out the effect of various forces acting there and here in India. We shall for our convenience take the Tudor Period of England and the Moghul Period in India for our study. These two periods can be comparatively studied from the religious, political, and economic aspects. It is now well known that history has ceased to be only taught as political History. History is to be taken as a story of man in all his activities.

From the religious stand point the Tudor Period is known because of

the Reformation and the strife between the various sections of the Christian Church. This led to many acts of intolerance. The role played by "monarch Henry VIII was that of a selfish person interested in nothing except getting money by crushing and destroying the monasteries. He wanted to destroy the power of the Church so that he might become more powerful. In India the Religious Reformation was for a nobler cause and type. The influence of the Sufi Philosophers, Guru Nanak, Kabir, Abdul Latif and the Faizi brothers was to find out religious truths. They may bring together the two religions of India i.e. Hinduism and Islam. It was an effort towards unity and toleration. The part played by the great monarch Akbar was equally great. He became the supreme head of the Church like Henry VIII of England not for personal or selfish ends, but to crush the power of the reactionary "Ullamas" who were a hinderance to his ideal of unity and tolerance. Thus in England people were burning and killing each other because they interpreted the same teachings differently. While in India two different religions were trying to accomodate each other so as to bring about unity, tolerance and peace.

Politically the Tudor and the Moghul Periods were both Periods of the rule of absolute despots. But during and before the Moghul Period we in India had very efficient local self-government in the form of Gram Panchayats. This training in local self-government was absent in England during the Tudor rule.

From the economic point of view both the Indian and the English society were based on the feudal system. And therefore the relation between the lord and the tenants here was very similar to that of England. But whereas the English feudal

system was breaking up under the pressure of calamities like the black Death, the Agrarian Revolution and in the end Industrial Revolution; we in India continued to maintain our status quo.

Now we pass on to how we have to interpret facts from quite a different angle so as to give a correct understanding of our history. Taking Aurangzeb the most misinterpreted and misunderstood of the Moghul Monarchs as an example, we find that he is depicted in text-books as a religious fanatic. Yet he kept Hindu officers to look after his empire. We are not told, yet it is surprising to find that he gave grants to erect certain Hindu temples. Most of his wars were not against the Hindus but against the Muslim Rulers of Bijapur, Golconda and the Persian troops on the N. W. Frontier. He discouraged Sanskrit Pathshalas and established instead Madras as for the teaching of Persian. This act has been treated as indicative of his religious fanaticism. But it had more of a political flavour. In his days Persian was the court language. He may have found need for more Persian knowing persons to serve in his Empire and therefore like the British who introduced English at the cost of oriental languages, he introduced Persian. If we do not impute religious motives to the British why should we do so in the case of Aurangzeb.

Another glaring untruth current in text-books on Indian History is that India had been ruled by foreigners throughout her history. India in fact may have been invaded by foreigners, but was never ruled by foreigners till the coming of the British, for the foreigners came and settled down in India and made India their Home. Take the Moghul rules. They did not rule from Kabul or appoint governors or viceroys from

Kabul. They collected the revenue in India and spent it in India. They defended India against foreign invaders. There was no discrimination between rulers and the ruled. It is impossible to expect any one except an Englishman to hold the post of governor or viceroy under the British. But under the Moghuls a Hindu was made governor of Kabul and could also become a commander-in-chief of the Moghul forces. There was no distrust. Hindus were not deprived of their arms. They lived as Indians. They were proud to be Indians.

Lastly, we are told that due to the hot climate of India Moghuls lost their fighting qualities. But the Moghuls were not defeated by any outsiders

coming from the cold or temperate regions. They were defeated by the Marathas and the English did not defeat the Marathas except with the help of Indian troops. Nor would they have been successful without help from the Sikhs and the Gurkhas in 1857.

We have to forget what we have been taught and make a completely new start. A free and New India demands that the Indian should feel proud of his land and people. He should feel that he inherits a glorious past and has hope for an equally great future. Such spirit and aspirations are to be instilled among the young. Then only will India march confidently with firm steps ahead on the road to progress.

Reorganisation of Education

SRI C. BALAKRISHNA SASTRI, M. A., L. T.

"**E** DUCATION is not keeping pace with political advancement of the country. The proper handling of educational system has to be done in a spirit of cordiality, friendship and a spirit of give and take. In an alien rule it was no man's concern but not now. Publicity is given that teaching is the noblest of professions but surely it is a sorriest of trades. Even after the attainment of independence it is regrettable to note that there is no proper handling of educational system either at the Centre or at the Province. If government were to take shelter under this cover or that to put off implementing their schemes and giving the teacher a recognised place in the

body politic, he is exposed to calumny, obloquy, shame and degradation. Our Minister for Education may indulge in schemes but there is nothing to justify one's pride. The fact that out of 7 millions about 3 million children are receiving education, is not a matter for gratification or exultation. The Sargent's Scheme has been there and thanks to Azad, literacy is progressing. In due course it will make us legitimate, cultured and honoured citizens of an international world.

Our Minister has a programme for ten years in addition to the Five Crores he has been spending. As compared to pre-war provincial revenues of Rs. 16 crores we have today Rs. 44 crores of revenue even with Prohibition on. Cost of living having increased, elementary school teachers, who are paid less than even the

Address delivered at the 9th session of the Andhra Teachers' Federation held at Masulipatam on 23rd May '48.

menial staff of the government services, are labouring day in and day out. The Minister wants to comfort them by mere platitude. He may be bent upon doing something but not every thing the teacher rightly deserves. Education plays the most vital part in nation building. Hundreds and thousands of elementary schools have to be started all over the country. Adult literacy can only be accomplished by founding a number of rural schools and colleges and this was a dim and distant vision. We have to emulate Russia or Japan to eradicate our illiteracy, to make India one sphere of literacy and dynamic activity.

Today government was moving slowly in a terribly cautious way. Basic teachers and selected areas smack of error of judgment or a misapprehension of success of our own schemes. There should be uniformity all over the country. Elementary education and that compulsory is the primary and foremost responsibility of the State. In England and America even secondary education is part of government's job. There is no use government pleading that they have no finances to meet the cost. Where-with-all has to be found. If there are no funds, it is the bounden duty of government to beg, borrow or raise loans. Educational cess taxing every citizen has to be levied and just like any other tax being borne by the consumer, this tax will equally be borne by the citizen without a murmur. There should be no delay, disappointments or 'solicitations'. Whatever is done by government should not be by back door methods. When a scheme

is put into effect it must be done uniformly and simultaneously, all in one stroke, not bit by bit, dose by dose or step by step. Cordiality between the teachers and the pupils, the teachers and the managements—private or government should be maintained for otherwise the very educational system will crack. There is no good blaming the pupils or teachers for any thing going amiss for it is always the managements that have to be blamed. Today we find a rebellious spirit prevailing amongst student population and I cannot help referring to it and government alone has to be blamed for this, as it is the duty of government to ban all extra-school extraneous activities of the students. We hear a lot about the contemplated educational reforms. We have seen in the papers about the recent conferences at Delhi of the Directors of Public Instruction of provinces and Vice-Chancellors of Universities. It is strange to note that the study of Indian History instead of being a separate subject has been allowed to be merged into "Social Studies and Citizenship" which is a travesty of truth, for an Indian being an Indian first and every thing else second should know Indian History, Indian Civics, Indian Politics and Indian Economics separately. The spirit on which the educational system is being organised should be based on the principles of true democracy. With the right type of education given to the pupils, the teachers being given their deserving desert — service and emoluments—ungrudgingly the teachers would impart knowledge with Missionary zeal to the pupils who would imbibe the same in earnestness." (F. O. C.)

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The Editor,

'EDUCATIONAL INDIA,'

7, Sunkurama Chetty St.,
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The Manager,

'EDUCATIONAL INDIA,' OFFICE,
MASULIPATAM.



Educational India

Masulipatam, May & June, 1948

Military Training in Schools

It is a tragedy and a sign of extreme loose thinking which characterises educational authorities in the country to-day that one of the very first reforms that governments of several provinces are anxious to introduce is Military Training in Secondary Schools. Most governments have decided to do this and whether other aspects of educational reconstruction are taken on hand or not, there is almost a certainty that this 'reform' will be introduced.

In a land which for ages has been wedded to the doctrine of non-violence and which has risen so high recently in the estima-

tion of the world because of the effective use it has made of the weapon of non-violence under the leadership of Mahatma Gandhi the greatest man of the age it is a real tragedy that governments which claim to represent and work for the Mahatma's ideals should be thinking of introducing military training into secondary schools and make the boys and the girls of the country military-minded which in ultimate analysis really means 'minded' to kill other people mercilessly with a view to achieve whatever you consider to be right or good. The tragedy consists in even boys and girls of a tender age being trained to cultivate this attitude of mind. Whatever justification there may be for introducing militarism into Colleges and Universities where the youth are more mature, there is absolutely no justification for it so far as secondary schools are concerned. To do so will be to dishonour the memory and the great and noble work of Mahatma Gandhi, the Father of the Nation.

THE new reform has been defended on the ground that what free India requires is a system of education which trains the youth for citizenship and that military training is an integral part of civic education. This is a fallacy. Civic training in the true sense of the term consists in so shaping the character, the attitudes and the habits of the youth of the country that by the time they leave schools they will think of themselves more as members of the community, willing to

recognise as their brothers and sisters every member of the society around them irrespective of caste, creed or religion and working in a co-operative spirit for the good of all. Hatred and bitterness, readiness to shoot others do not harmonise with these ideals of civic training. And practising shooting is the crux of military training.

IT is argued by the defenders of the new reform that learning the art of shooting is only one of the elements of military training, that the main reason for its inclusion in the course is to familiarise the boys with the art of marksmanship and if there was conscientious objection to the use of the rifle it might be put down as optional. But to speak of military training with the use of the rifle left out of it or making it a mere optional is to ignore the essence of the new training and to make it meaningless.

MILITARY training has also been defended on the ground that it develops leadership, character, comradeship, the ideal of service and patriotism. All these are worthy objects that should be achieved through a reconstructed system of education in the country. But the question is whether they cannot be achieved without recourse to military training and whether there are not other and more healthy ways of community-training which will develop leadership and other desirable characteristics. There are many such ways. A reformed system of scouting and of orga-

nised social service in and through schools serve these purposes quite effectively. And it is on these that emphasis has to be placed in schools.

ENTHUSIASTS for military training in schools have gone to the extent of saying that girls should be as much included within its scope as boys and that no sex-differentiation should be made as that would mean another step in the perpetuation of male domination over society. How undisciplined is the educational thought of the age in nascent India is best illustrated by this attitude of mind. That girls of the age 13 and 14 should be trained to kill others with the latest weapons of warfare is the height of the folly into which men in authority have fallen in consequence of their not having bestowed any real thought over national reconstruction. They are completely under the sway of emotion.

WE are not arguing against the need for raising an army in the country for purposes of defence or against the need of many intelligent and highly educated people entering it. The latter purpose is being served by the Cadet Training scheme for the introduction of which the necessary legislative and administrative action is already being taken. But it is necessary to make all boys and girls military-minded at a tender age for raising the needed defence forces. Even if universal military training is required it should be intro-

duced if it is to serve any useful purpose at a later stage in a man's Career. Schools are not the place for the introduction of military training.

The Vice-Chancellors in Conference

A CONFERENCE of the vice-chancellors of all the twenty-four universities in the Indian Union together with Dr. S. S. Bhatnagar and Dr. S. K. Chatterji was recently held in New Delhi to consider the question of the medium of instruction at the University Stage. Important decisions were taken at the conference and though in respect of one of them a certain amount of reconsideration is necessary it will be a matter of great relief if the government persuades the Universities to take action for implementing the decisions. Past experience shows that the difficulty lies not so much in settling controversies as in the enforcement of what is settled. The result is that in many cases even controversies once settled are reopened for further discussion. It is this danger that has to be avoided in the present case.

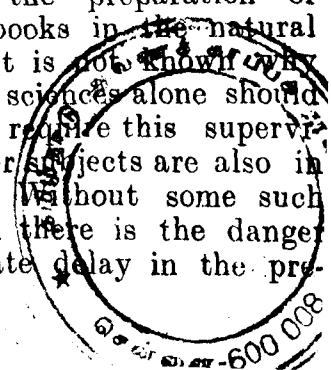
THE danger is not imaginary. For many of the Vice-chancellors are persons who have been brought up in old traditions and who are anxious to adhere to them for as long a time as possible. The process of anglicisation through which they passed during a very long period of their

life has left such a deep impress on them that unless there is sufficient pressure brought to bear on them by government the Vice-chancellors of Universities may not implement the decisions arrived at the Conference.

It was accepted at the Conference that the medium of instruction in the primary and secondary stages should be the mother tongue of the pupil. It was also agreed that at the University stage the medium should be the regional or the state language of the Province concerned and that the transition from English to the regional language should be completed within a period of five years. This means that in the normal course English will cease to be the medium of instruction in the University classes at the end of five years from now. It is in enforcing this recommendation that as pointed above the necessary care has to be taken.

ANOTHER recommendation of the Conference was that in the transition period of five years steps should be taken for the preparation of text-books in the regional languages, and that the Central Government should supervise the preparation of standard books in the natural sciences. It is not known why the natural sciences alone should be found to require this supervision. Other subjects are also in need of it. Without some such supervision there is the danger of inordinate delay in the pre-

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paration of standard books and this may later on be put forward as an excuse for lengthening the period of transition. The Central Government should create immediately a machinery for seeing that the universities in the different provinces take up this work in right earnest. And where there are several universities in an area which has a common regional language the responsibility of each university to undertake the preparation of text books in a particular group of subjects should be fixed. Otherwise each university may be thinking that some other university would undertake the task with the result that no action is taken.

IT was also decided at the Conference that a Board of scientists and philologists should be appointed to prepare a common scientific terminology for all Indian languages and that as far as possible international terms should be used for the purpose. This is a wise move. The tendency at present is for each author to coin his own technical terms which in many cases are found inappropriate. Uniformity of technical terms is what is needed most and the use of international terms satisfies this purpose very effectively. The Board should be immediately appointed and its report made ready in a few months so that those who are engaged in the preparation of text books may proceed with their work as early as possible.

THERE was keen discussion on the question of the script to be used in future. There were some who advocated the use of the Roman script not merely in respect of the Federal Language but also of the regional languages. But common sense and moderation prevailed in the end and it was resolved that so far as the regional languages were concerned they should use their own script or the Federal Script. The advocates of the Roman Script lost their point.

ANOTHER important issue that came up for discussion was the medium of the examinations for All-India services conducted by the Federal Public Service Commission. It was finally decided that the regional languages should be the media and that a candidate should, after qualifying himself for the service, pass a test in the federal language. This is the only right course to be adopted when once it is decided that the regional languages should become the media of instruction in the Universities. The test however in the federal language should be sufficiently stiff if the administrative efficiency of the central departments is not to suffer.

SO far the recommendations of the Conference are unexceptionable. But the conference also discussed the question of the future of English in our educational system and also the place of the federal language, Hindi or Hindustani. Here the Vice-chancellors showed a lack of

appreciation of the realities of the situation when they recommended that English should be a compulsory subject in the Universities while the federal language is to be an optional language. It should have been the other way. The federal language will in future be the language in which all the business of the central government will be conducted. The proceedings of the central Legislature and of the Supreme Court will be conducted in it. It will be the language of inter-provincial communication. English will have no such place. It will have to be learnt for its cultural and international value. In such a case there is no reason why it should become a subject of compulsory study for all. It is the federal language that requires to be studied compulsorily. It is hoped that this aspect will be reconsidered and the position assigned at the conference to English and the federal language is reversed and brought into harmony with the realities of the Indian situation.

Madras Adult Education Scheme

IT is announced that a scheme for spreading adult education in the Province has been drawn up by the Government of Madras and that the scheme will be put immediately into effect.

IT consist of five items. Under the first item provision is made to start one hundred schools for liquidating illiteracy among

adults. As this cannot be accomplished unless there are teachers specially trained for the purpose six training centres are to be opened. The period of training is to be six weeks and it will be open to any one who has passed III Form or VIII standard Public examination. The third item is the starting of three rural colleges under government and to grant recognition to twenty such colleges if opened by private agencies or by local bodies. The course in these colleges will be for two years and its object is to give high educational training for persons who have had some school education already. The fourth term is the starting of five training camps for social service workers. The period of training will be for six weeks and the course will deal with social service in accordance with Gandhian Ideology. The last item consists in the opening of a series of courses for giving training in citizenship and the training will extend for 15 days and a total number of 180 working hours—which means 12 hours a day.

THIS is a hastily drawn up programme and involves a good deal of overlapping. There are also evident signs of haste in the attempt to introduce every part of the scheme immediately. Things which have an inter-relation and which can only be worked when the inter-relationship is recognised are treated as independent items. Very little attention has been bestowed on

securing the right type of instructors and teachers for giving effect to the scheme.

OVERLAPPING consists in having one set of schools merely for liquidating illiteracy and another set of colleges for imparting higher education. Mere acquisition of literacy after a three year course will not at all be attractive to adults. This must be combined with oral and visual instruction in all subjects which it is proposed to teach in rural colleges. Moreover three years is not necessary for acquiring mere literacy. Even illiterate adults can follow lectures on subjects like Politics, History Economics, cooperation and Sociology—the subjects included in courses for the rural colleges. Similarly the attempt to have one group of centres and institutions for training in social service and another for training in citizenship is to create a distinction where there is no room for it. Citizenship is more or less identical with social service. The training for citizenship is identical with that for social service and the two groups of institutions should be amalgamated.

THERE is another important issue. It is proposed to start the hundred rural schools immediately even before teachers for the purpose are trained. This is a retrograde step. It is best to get the teachers trained and then start the schools. As the period of training is short nothing will be lost by a slight delay in opening the rural schools.

MOREOVER six weeks of training is inadequate for the purpose. In dealing with adults the teachers should possess higher general qualifications and technical qualifications. When S. S. L. C's and even graduates are available in such large numbers it is ridiculous to employ persons who have passed only Form III or VIII standard for the purpose. And it is still more ridiculous to think of paying Rs. 8 per month for trained teachers employed in these schools although they are expected to do part-time work. Such men will not command any respect. All expenditure on them will be a waste and it will bring the whole scheme into contempt. The same is the case with rural colleges which will be under the control of a higher elementary grade teacher on Rs. 30/ per mensem in the grade Rs. 30-50. It is also most unbusiness like to think that for a remuneration of Rs. 180 graduates will be prepared to deliver part time lectures in these colleges. All this may give scope for the distribution of patronage but they will not have value from the point of view of adult education.

THERE is no need for training special set of teachers for liquidating adult illiteracy, or starting separate schools for imparting such training. The ordinary training schools should teach to their pupils Lanbarch's quick Literacy Plan and other aids to quick literacy. All this

should be included in the courses of studies in the training schools; and more pupils should be admitted into them this year. The amount that is proposed to spend on the new training centres can be better utilised on increased stipends to pupils admitted into the ordinary training institutions. They should also be given training in citizenship and social service. The whole idea of starting separate training centres for these purposes is to be abandoned.

THE syllabuses to be followed in rural schools and colleges and the special set of books to be prepared for use in them are not yet ready. All this may be made ready in the course of the present year and work begun in 1949-50. Nothing will make the scheme so unpopular and unattractive as starting it without the needed preparation.

Educational Coordination

THE function of the Ministry of Education at the centre is said to be the coordination of the educational policies of different provinces. It is desirable that the importance of such coordination is recognised by all.

A Few days ago a meeting of the Committee on Secondary Education appointed by the Ministry of Education was held in Delhi. It was attended by the Directors of Public Instructions from six of the Provinces and by representatives of some

of the Indian States. It was presided over by Dr. Tarachand, Education Secretary to the Government of India. It passed a number of decisions of great significance.

A LITTLE later the Madras Press published the Scheme for the Reorganisation of Secondary Education recommended by the Secondary Education Board and accepted by the Provincial Advisory Board. On a few vital points there is absence of coordination between the recommendations of the Central Committee and those of the Madras Boards. These points require to be further examined and some sort of coordination brought about.

ONE such point is the duration of the Secondary School Course. The Central Committee recommended that before entering the University a student should have undergone a twelve years' course in Secondary Schools—junior basic course of five years, a pre-secondary course of three years and a Secondary course of four years. But the Madras Board adheres to the present system of 11 years. Some uniformity is required in this matter.

A SECOND point is the place of different languages in the Secondary Course. The Central Committee resolved that the federal or the national language should be started as a subject of instruction at the end of the junior basic stage and be compulsory throughout the pre-secondary stage and that it

should become a compulsory subject in the secondary stage when English ceases to be the medium of instruction in the Universities. But no provision has been made by the Madras Board for a compulsory study of the Federal language at any of the stages.

AS regards English the Central Committee and the Madras Board are agreed that it should not be taught in the junior basic stage. But while the Central Committee recommends that at the later stage it should be only an optional subject the Madras Board recommends the compulsory study of English as a second language throughout the secondary course from II Form onwards for a period of five years.

IN respect of the training of teachers the Central Committee decided that as an emergency measure matriculate teachers may be required to undergo training for one year only in the first instance and later on attend refresher courses. And as for long term needs it recommended that education should be one of the subjects in the Universities for students who intend to take to teaching as their profession. The Madras Board has not drawn any distinction between the short-period and the long-period needs. To get an increased supply of teachers it recommended the introduction of teaching as a subject in secondary course and not at the University stage.

THERE are several other points in regard to which differences

Letters to the Editor

D. A. TO COLLEGE TEACHERS

SIR,

It looks as though college teachers have to wait endlessly for everything. They were the last to get the D. A. at all, and even now under several managements they are not getting D. A. at Government rates. And those Colleges too which at long last have commenced to pay D. A. at Government rates, are not giving effect to the *Revised D. A.* sanctioned by the Government.

Is it fair to force them to knock at the doors of the managements at every turn and for every concession and privilege? It is wrong in principle for the managements to adopt this evasive and dilatory policy.

To grant even the barest minimum at the call of the Government or the University loses its grace.

And knowing the attitude of the managements, the Government and the University at least have to come to the aid of the teachers promptly and direct the managements to fulfil their responsibilities. College teachers must be kept well above want to enable them to carry on their work of teaching and learning with single-minded devotion.

MADRAS,
2-3-48

S. A. JAIN,
Secretary.

are to be found between the recommendations of the Central Committee and the Madras Board. Final orders have not yet been passed on these recommendations. It is therefore desirable that before action is taken on them the representatives of the Centre and of Madras meet and come to some common understanding on essential matters referred to above.

The 38th Madras Provincial Educational Conference

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

Secretary, Nellore Dt. Teachers' Guild

THE 38th Madras Provincial Educational Conference took place this year on the 13th, 14th and 15th of May at Tiruchinapalli (Trichy) under the presidency of Sri R. Suryanarayana Rao, M. L. C.

The proceedings began with a flag-hoisting ceremony on the 13th at 8 A. M., in the Trichy District Teachers' Guild house by Dr. E. P. Mathuram, Chairman of the Trichy Municipality who exhorted the teachers present to work for the well-being of the country and not to teach Communism and Socialism to their pupils. The Conference began in the Lawley Hall of the St. Joseph's College. The delegates and visitors to the conference were welcomed by Principal A. Rama Iyer of National College, Trichy the Chairman of the Reception Committee.

Sri Rama Iyer, in his welcome address paid a tribute to Sri R. Suryanarayana Rao whom he described as 'a constructive thinker and a sober and fearless critic'. He welcomed Prof. M. S. Sundaram, Deputy Secretary to the Ministry of Education, Govt. of India who was to inaugurate the Conference. He commented on the slipshod way in which Government sought to introduce reforms in Secondary Education in the Province.

Prof. M. S. Sundaram next opened the Conference and expressed the desire that this 1st provincial educational conference of Free India should go in detail into the question of education in free India and help the Government in the task of planning it. He stated that the Government of India would not impose any pattern of education but would only propose broad lines of policy to be followed in accordance with local conditions.

The President Mr. R. Suryanarayana Rao spoke of the various problems confronting the teachers and criticised

vagueness and undue haste of the Government of Madras in their educational planning. He deplored the attitude of the Government who do not take the teaching profession into confidence before launching upon any vital scheme affecting education. He detailed the various replies he received on the floor of the Madras Legislative Council to show how the Government themselves were not clear about the type of education they wanted to introduce. He said that there should be no invidious distinction shown in the matter of salaries and allowances and other service conditions in respect of teachers of the same qualifications serving in Government, Local Body or Private aided institutions. He expressed the view that unless the teaching profession was made attractive there was no chance of a bright free India.

Then the portrait of Mahatma Gandhiji was unveiled by Prof. M. S. Sabhesan, President of the S. I. T. U. The educational exhibition organised by the conference was opened by the Most Rev. J. Mendonca, D. D. Bishop of Trichinopoly. The subjects committee formed of the representatives of the various Guilds present at the conference next considered the resolutions to be submitted to the conference. There was a parents' conference at 5 p. m. opened by Rao Bahadur Sri G. Rajagopala Pillai, F. R. H. S. There was an educational show in the night.

On the 14th the second day of the conference there was considerable discussion on the following subjects 'Education in Free India', 'The Supply and Training of Teachers' and 'Discipline in Schools and Colleges'.

Mr. C. Ranganatha Iyengar spoke on religion in Free India and sounded a note of warning that relegation of religion to the background would make education in-

complete. Sri V. S. Venkatanarayana of Nellore spoke on the teacher and his role in Free India and suggested that as the teacher has a great responsibility in the matter of moulding the future citizens of Free India he should be trained for social leadership and that that could only be possible when the teaching profession was made attractive. About 40 teachers took part in the discussion and they urged provincialisation of the teaching profession, equal importance to Hindi and English, the need for more contact with the public on the part of the teacher and the necessity for the teacher being upright and sympathetic towards pupils if discipline is to be effective. Prof. M. S. Sundaram stated that for purposes of large scale developments the Govt. of India had allotted large sums as lump grants to the provinces and it was therefore up to the education ministers of the provinces to put in a claim for a portion from out of this lump sum for educational developments. He regretted the lack of proper school buildings in the country. He suggested that agriculture being a basic industry ought to be given a prominent position in basic education. He said that the whole of India required two million teachers for enforcing free compulsory education and urged the need for educated women teachers. He opined that the Government should assure responsibilities for educating the poorer section of women.

The all-India Radio, Trichy held a conference of the headmasters present in the studio hall to discuss appropriate means for making educational broadcasts attractive and instructive. In the evening Swami Chidbhavananda of Ramakrishna mission spoke on education in Free India and urged the necessity of teachers being persons of character and selflessness.

The Conference concluded on the 15th after passing resolutions requesting the Government to adopt their scales and allowances recommended by the central pay commission irrespective of agencies, deploring the delay of managements in considering questions relating to weightage of service and requesting the Government to avoid all such delays and give

retrospective effect to all the benefits from January 1, 1947. The conference recommended the reorganisation of oriental schools and colleges and the provision for a special course of training in regional languages in training schools and colleges with a view to making effective use of them as media of instruction. The conference reiterated the Madras conference resolution that the children of teachers should be granted fee concession in secondary schools and colleges as long as they continued to make satisfactory progress. Finally the conference was wound up by the speech of Sir R. Suryanarayana Rao who regretted that the Congress Government should have revised the decision of the advisory regime to have uniform scales of pay for teachers employed in Government and aided schools.

There was also a public lecture organised by the conference in which Prof. M. S. Sundaram gave an account of Education in America and the work of the Government of India with regard to provision for foreign studies for Indian students. There was an American film show by the American consul at Madras.

The Hon'ble Mr. T. S. Avinashilingam Chettiar sent a message to the Conference in which he reminded the teachers of their duty and stressed the need for character and devotion to duty. Papers were read by Sri U. Balakrishna Joshi and N. Kuppuswami Iyengar.

The Conference was a very successful one and it revealed the high intellectual standard of the teachers of the province and their eagerness to serve the cause of education. Over seven hundred delegates attended the conference. The one thing that strikes an observer is the absence of educational officials from the conference. It is deplorable that opportunities like these are not availed of by the officials to acquaint themselves with the needs and reactions of the field workers of education. Unless this attitude of officials is revised, education in the province cannot be as it should be. The second striking factor

(Continued on page 334)

THROUGH different PROVINCES

DELHI

PHYSICAL EDUCATION PROPOSED CENTRAL COLLEGE

The Ministry of Education, Government of India, have appointed a Committee of Physical Education to prepare a scheme for a Central Training College of Physical Education, with Dr. Tara Chand, Educational Adviser to the Government of India, as the Chairman of the Committee.

The Committee defined the purpose of the proposed Central College of Physical Education as training of teachers for physical education for the Centrally Administered areas, an advanced course in physical education for training teachers in organisation and administration, training of coaches as well as recreation leaders and publication of information and literature on physical education.

The Committee appointed a Sub-Committee to work out the details regarding the preparation of the syllabus and the duration of the course.

ESTABLISHMENT OF NATIONAL LIBRARY

The Government of India have appointed an expert Committee to consider and report on the advisability of establishing a National Central Library in India. It is proposed that one of the sections of this library should be a central copy-right library to which a copy of all publications published in India will be sent.

Dr. Tara Chand, the Educational Adviser to the Government of India, is the chairman of the committee.

FINANCE BASIC EDUCATION SCHEME

The Education Ministry, it is understood is shortly appointing a committee to devise ways and means of

finding out funds to the extent of Rs. 24 crores which would be required to finance the basic education scheme besides the amount already provided in the Budget for the purpose.

EDUCATION FACILITIES FOR REFUGEES

"The Government scheme of introducing double shift in Delhi schools has been successful although still a large number of applicants have not been admitted," said Mr. L. R. Sethi, Superintendent of Education, addressing Pressmen.

He added that there was no time-limit for the admittance of refugee students in schools.

He said that the main problem now was to provide educational facilities for refugee students and to rehabilitate displaced teachers.

MADRAS

TECHNOLOGICAL TRAINING

It is understood the Government of India have sanctioned four high grade technological institutes for the four different regions into which India is to be divided for the purposes of instruction and training in higher courses of science and technology.

The centre for the southern region will be Madras.

The Provincial Governments have been called upon to frame schemes to start institutions for training technicians.

REGIONAL EDUCATION CONFERENCES

With a view to discussing problems relating to education the Madras Government have decided to call two regional conferences of local bodies in the province.

The southern regional conference which will be held at Madura on June 15, 16 and 17, will be opened by the Premier, Mr. O. P. Ramaswami Reddiar. The northern regional conference at Masulipatam on June 10, 11 and 12 will be opened by Mr. K. Chandramouli, Minister for Local Administration.

Mr. T. S. Avinashilingam Chettiar, Minister for Education will preside over both the conferences which will be attended by representatives of local bodies of the respective areas.

RECRUITMENT OF D.Y. INSPECTORS AND SCHOOL ASSISTANTS

Government have announced important changes in the method of recruitment to the posts of Deputy Inspectors of Schools and School Assistants in the Subordinate Service of the Education Department, from this year.

The changes are: first, the age limit for recruitment is reduced from 30 years to 25 years; and secondly Graduates without L. T. or B. T. qualification will be chosen if found suitable in other respects.

Government propose to send on the candidates selected for B. T. training at Government expense. A stipend of Rs.50 will be paid to the selected persons during the period of training. After training, they will be posted to their various offices in their regular grades.

It is pointed out that the change in respect of the age limit brings recruitment in the Education Department to the same footing as that in other Departments.

Orders are being issued to the Public Service Commission to select the number of candidates required for this year, specially for Basic Education, on the basis of the new arrangement.

RESEARCH IN OIL TECHNOLOGY

The Government of Madras have approved the proposals submitted by the Director of Industries and Commerce for the establishment of an Oil Technological Institute at Anantapur for the purpose of undertaking research in oil tech-

nology, and the training of apprentices for a diploma course. They have sanctioned the necessary expenditure and staff for a period of 3 years.

BASIC TRAINING CERTIFICATES

Higher Elementary Grade teachers, who have passed the Matriculation or S. S. L. C. examination, have been permitted to take a short course for five months in Basic Schools and to be declared as Basic Trained teachers of the Secondary Grade, so long as they are employed in a Basic elementary school. Suitable amendments to this effect, it is understood, will be made shortly.

SCHOOL OF INDIAN MEDICINE

The Government have decided to continue the School of Indian Medicine along with the College of Indian Medicine. Admissions to the first year class of the School will be revived from July next.

BOMBAY

POONA' VARSITY: JAYAKAR TO BE VICE-CHANCELLOR

The Rt. Hon. Dr. M. R. Jayakar has agreed to his appointment as the first Vice-Chancellor of the Poona University for a period of two years. Formal orders regarding his appointment will be issued by the Provincial Government as soon as the Poona University Act 1948 is brought into force.

TECHNICAL EDUCATION

The Government of Bombay have set up a special organisation for industrial and technical education in the Province and have appointed Mr. J. A. Taraporevala, Principal, College of Engineering, Poona, as its Joint Director.

The institutions and schemes such as the Engineering College, Poona, technical institutes and schools at Ahmedabad, Sholapur, Surat, Dhulia and Bombay and the postwar reconstruction schemes regarding degree courses, textile manufacture, mechanical and electrical engineering at Victoria Jubilee

Technical Institute, Bombay, training of technical personnel abroad, etc., will be transferred from the Department of Industries and Public Instruction to this special organisation.

GUJERAT PRIMARY TEACHERS

A settlement is understood to have been reached in the two-month-old controversy between the primary Teachers' Associations of Gujarat and the Gujarat School Boards.

The dispute arose following the teachers insisting upon the observance of "Teachers' Day" on February 20, last. About 1,000 teachers were dismissed by the various School Boards after they had absented themselves from the school on "Teachers' Day."

It is understood that the dismissed teachers will be reinstated on the assurance that they will not repeat such instances in future but their pay for the day on which they were absent will be cut.

U. P.

HINDI TO BE MADE COMPULSORY

A decision to make Hindi compulsory in all the classes of the Aligarh University was taken at the annual meeting of the Aligarh University Court.

The meeting also decided to create a Hindi Department and appointed a committee to rename the University.

COMPULSORY PRIMARY EDUCATION

The U. P. Government has decided to introduce compulsory primary education in all the urban areas of the province within the next two years.

This announcement was made by Mr. Sampurnanand, Education Minister, U. P., addressing a conference of chairmen and education superintendents of the municipal boards of the province.

C. P.

SOCIAL EDUCATION SCHEME IN C. P.

The inauguration of the social education scheme in the Central Provinces and Berar has gone off with a bang and

reports are coming in of enthusiastic Public response all over the province. This new and great undertaking seems to occupy the immediate attention of most people, and there is genuine public desire for its success.

Pandit D. P. Mishra, the originator of the scheme and Minister in charge of it said the scheme had two objects in view, firstly to make adults literate and secondly to educate them in the affairs of the country and the world. The scheme had the sanctity of a mission and had to be pursued in the same spirit. Enthusiasm for it should be sustained and not be allowed to slacken at any time until every man and woman in the province had become literate.

Over 400 adults including women have already joined the classes and more are coming in.

MYSORE

COMPULSORY SOCIAL SERVICE FOR GRADUATES

It is understood the Government are considering a proposal to making it obligatory on students to undertake a term of social service before qualifying for the University Degree. Details of the scheme are being worked out.

EDUCATIONAL POLICY OF MYSORE GOVERNMENT

Mr. R. Kasthuriraja Chetty, Director of Public Instruction in Mysore, explained the educational policy of the Government at a special meeting of the Bangalore City Municipal Council.

He said that the first charge on the State budget was primary education and he did not think that the Government would be able to spend large sums of money on High School education. The Government were paying liberal grants on a grant-in-aid basis to private agencies and the Municipalities which came forward to open High Schools. The Government were meeting nearly three-fourths of the recurring expenditure, the remaining being met by the private institutions or the Municipalities concerned.

The Andhra Teachers Federation

9th Annual Conference at Masulipatam

The Ninth Annual Conference of the Andhra Teachers Federation was held at Masulipatam on 23-5-48 with Mr. K. V. Ramanayya Naidu, Ex-Municipal Chairman, Ex-Public Prosecutor and Member of the Syndicate, Andhra University in the chair, large number of delegates from various districts attending.

Miss. M. Anjani Bai, Lecturer, Queen Mary's College, Madras in declaring the conference open observed that just as in other spheres, the country is undergoing radical change in educational system. Though the old order seemed to appear to be changing slowly, she said, it has opened our eyes to the glorious future and we should spare no pains to the realisation of our ideals. The old system in vogue of manufacturing more clerks without any knowledge of technical subjects was fast disappearing. The Country being ours its resources have to be tapped to make them available to the common man. Women are no less intellectual than men and Wardha Scheme has envisaged co-education for boys and girls. Though Technical Education, she continued, may be a waste to most girls there are yet other subjects such as domestic sciences, arts and crafts useful to the housewife to be prepared to enter threshold of life. She pleaded for opening of more schools and colleges especially engineering and medical colleges. The speaker was of opinion that English as an International Language should have its place in the curriculum.

PRESIDENTIAL ADDRESS

Mr. Ramanayya Naidu, in his presidential address referred to the teachers as "Belonging to the noblest and most humanitarian of professions, a profession not indulging individual self-aggrandisement but as one working for the welfare of the community as a whole, a profession that has stood the test of character in producing citizens of the country worth the name". "Accustomed as we

have been to the alien English Rule neglecting our own languages and not respecting our own erudite yet ill paid Pandits, we, engrossed in a system of education planned to prepare us as clerks and administrators till recently, have not been able to change our outlook even after the attainment of our independence." Referring to the change of events after the 15th of August 1947, he said that we are to-day in turmoil, with no security of life or property these being the parting gifts of the British to the people of India in their hurried evacuation which was more to their own attempt to save their own skins by a realisation of their own fall in International position as an aftermath of war than due to the strength of agitation in the country. The legacies of division of the country, Pakistan, Kashmir and Hyderabad questions have been left behind awaiting solution and settlement. With freedom on, he said, we have not been able to reorganise and reconstruct. India backward as it is in literacy cannot afford to lag behind other nations in pursuit of scientific knowledge for this implies danger of annihilation. However preoccupied government may be, they should take up planned economy and reorganise educational system immediately. Teachers should not be left starved forcing them to seek subsidiary occupation.

The speaker referred to the interferences in administrative matters by members of the party in power and said that very many acts of Ministers are, on their own admission, not acts of their own volition or free choice. "Even if Mahatmaji has left us in flesh and blood, his spirit is there, his principles are there and they would endure for ages as of Buddha's. Homage to his memory would only be putting into practice his High ideals." Mr. Naidu pointed out that character was the most needed trait in a teacher. "Of late some teachers have transgressed their limits and bartered their high ideals for commercial practices

such as indulging in strike notices and lockouts instead of organising themselves into associations, holding meetings and winning public sympathies to get their grievances redressed, for it is neither the minister nor the government that suffers by these lockouts but only the country. It is the teacher under whose fostering care that urchins in their teens are entrusted in thousands to be trained as the future citizens of the country, that has to set an example to the pupils by his character, principles and dedicated service as was the case with Sir R. Venkataratnam Naidu".

Mr. Naidu was of strong opinion that only first class men ought to be selected for the teachers profession. With regard to the proposed changes in the educational system he was of opinion that it was the educationists of the country alone that should give a lead and government, he said, would be wise in appointing proper men to the committees outside the ranks of their party-men and their M. L. As whom they seem to be only too eager to placate by nominating them into committees dealing with subject about which they do know little or nothing.

Teachers should equally well be aware of their own responsibilities and when they are entitled to claims of betterment of rights they should understand that others have equal claims on them, for teachers are not mere mercenaries.

Adverting to the prevalence of communism in the ranks of teachers he said that teachers should win public opinion by persuasion and appeals but not by threats for if the spirit of communism such as has been evidenced in some quarters by lockouts and strike notices to serve their own ends is made to enter the teaching profession, it amounts to something like administering poison to the entire educational system causing damage to the whole fabric.

RESOLUTIONS

As the conference is of opinion that the condition of agreement to be entered into between a teacher and management

of aided schools are disappointing and as they in no way improved the service conditions of teachers in the private and aided schools the conference requested the government that it should make it obligatory on the part of the managements of aided schools to adopt government service conditions.

The conference resolved to empower the executive of the Andhra Teachers Federation to set up candidates for election or nomination on all educational bodies (b) authorised the Executive of the Federation to prepare a memorandum for presentation to the Hon. Minister for Education at the Regional Conference on 10-6-48 and to wait in deputation on the Minister, to meet at Masulipatam on 9-6-48, to discuss the various views to be put into the memorandum and to write to the Minister to accord permission to receive the deputation.

RESOLUTION ON REORGANISATION OF EDUCATION

The conference requested the government that for any reason implementation of reorganisation scheme cannot be delayed till July, 1949 to see that due place is given to Indian History, Movements of World History and Indian Geography in the proposed revision and syllabuses in the various subjects are simplified and if bifurcation is found inevitable to see that the distinction between the bifurcated courses is reduced to a minimum.

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

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

— THE EDITOR.

Foreign Periodicals

THE BOOK CRISIS IN SCHOOLS

Certain educational publishers have long held the view that closer association with the Ministry of Education would assist in improving the quality of school books. But the more urgent problem of today is the quality. Certain books are recognised to be indispensable to schools and universities. The publishers cannot supply these books in adequate quality. Without them our standards of education are threatened. It is clearly therefore the responsibility of the Government to ensure that they are available. It is also true that certain books, now regularly reprinted and used in the schools could well be eliminated without endangering our educational standards. The ministry has set up a committee to develop the use in schools of films and visual aids. Extraordinary national measures have been taken—not without success—to surmount the great difficulties connected with teachers and buildings. The shortage of books would be both simpler and less costly to remedy than the shortage of teachers and buildings. And nothing yet is done. David Hopkinson in the *Journal of Education*, London, February 1948.)

HIGH SCHOOL ENGLISH TEACHING

Teachers of English must be helped to realise that language is a complex activity which involves all the higher powers of the human mind and body: that it is not text books, sets of rules, or courses of study but is a way of behaving, that reliance upon "correctness" as a matter of fixed rules is as outmoded as Newtonian Physics. They must be shown how to organise and teach the whole field of grammar or linguistics in such a way as to develop in young people a keen interest in making their communication effective. In order to do this they must be made acquainted with the meaning for education of recent scientific studies of language (Sapir, Bloomfield, Leonard,

Fries, Pooley and others). Teachers must be able to guide young people to constantly more effective adjustment through language adjustment to other people and to their own needs as individuals. They must constantly strive to develop in their students greater ability to think clearly and critically.....(Ida A. Jewett, in *Teachers' College Record*, Columbia University, December 1947.)

(Continued from page 328)

noticeable in the conference is the presence only of a few Andhra delegates. This should not be the case. If we observe the number of District Teachers' Guilds affiliated to the S. I. T. U. under whose auspices the conference had been conducted, we find there are Eight District Teachers' Guilds and sixteen teachers' associations of the Andhra affiliated to the union. It is reasonable to expect at least one representative from each Guild and individual association. By attending the conference we can come into contact with the teacher fraternity in the other parts of the province and exchange notes. We can have a 'sympathetic understanding with the difficulties of our compatriots. This also gives opportunity for development of inter-linguistic amity and good will.

The third feature I would like to point-out is the lack of restraint on the part of some delegates in their speech and actions. Delegates must show a greater sense of time, respect the rules of punctuality and speak with adequate preparation on the subject on hand. The conference, however, had the able guidance of a parliamentarian of the stamp of Sri R. Suryanarayana Rao and this made up for several shortcomings. The exhibits at the conference were of a high order and prizes were given to the best of them. Individuals as well as schools got prizes. The Kurnool school was praised for its exhibits as far as the Andhra Districts were concerned. Most of the exhibits were from the locality and its surroundings.

In conclusion it may be said that the conference made a substantial contribution to the educational progress of the Province and was a great success.

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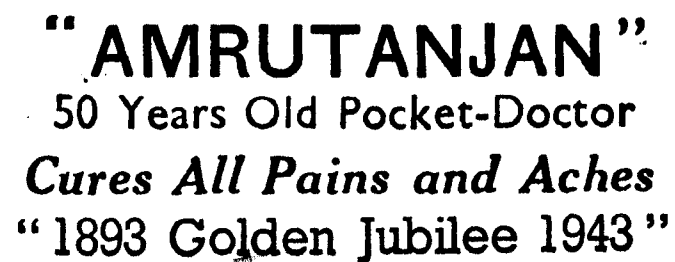
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Printed and Published by M. Seshachalam, B.A., at the Hindu Press, Masulipatam.

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