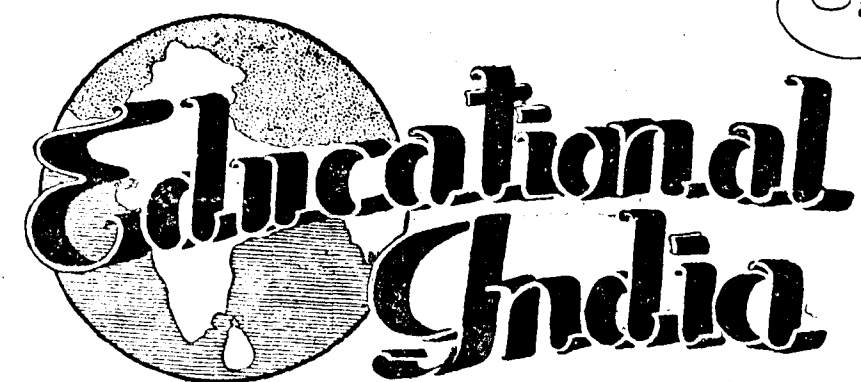


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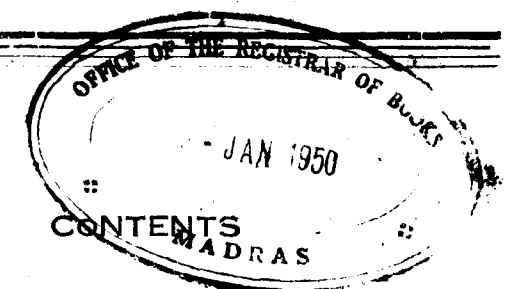
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REFLECTIONS ON BASIC EDUCATION

Sri J. N. KAUL,

Senior Lecturer, Govt. Teachers' Training Institute, Ajmer.

I SHOULD have appropriately titled this article as "Some misconceptions..." but I am afraid I shall at once run the risk of being dubbed a cynic. Zeal and enthusiasm are all right in the followers of an idea but not blind devotion and fanaticism. And this fanaticism becomes, all the more irritating when it comes not from the high priests of the scheme but from the Junior camp-followers who evince the fire of a new convert and forget the humility of their prophet.

This dogmatism and fanaticism, I believe, is eating at the very vitals of the scheme. It would be really amusing were it not also so tragic. The central and the Provincial Governments seem to be very earnest about the scheme and Basic Education has been launched in most of the Provinces of India. We are supposed to be experimenting one of the greatest educational revolutions of the world, we are supposed to be giving a trial to an indigenous system of national education; we are supposed to disseminate light in about 7,00,000 villages of India, to educate almost 6 Crores of children. It is indeed a gigantic task and, if successful, might rejuvenate a broken people into a mighty nation. But what are we doing actually?

The Zakir Hussain Committee Report has become a Bible in the hands of Basic teachers, a few months stay at Sewagram. (Wardha) and Jamia Millia (Delhi) entitles every nondescript individual to speak on behalf of Basic Education. Since this scheme had the blessing of Gandhiji and the active support of

eminent educationists of India, these people believe that all that could ever be thought about this scheme has been thought once for all. It doesn't need to be re-examined, revised and readjusted. "Beauty is truth and Truth Beauty, That is all ye know and need to know on earth," said Keats. And some Basic Education enthusiasts say, "Basic Education is Truth and Truth Basic Education, That is all ye know and need to know on earth."

It will be interesting to recall what Mahatma himself felt and thought about the scheme. I approach the task in confidence but in all humility, with *an open mind* and with the will to learn and to revise and correct my views whenever necessary (Harijan, Oct. 2. 1937) "You shouldn't accept anything out of your regard for me. I am near death's door and would not dream of thrusting anything down people's throats" (Concluding speech on the first day of the conference). Again "There is nothing final about the conference, as it is a conference of seekers...I have never the idea of carrying through anything by storm." (Closing speech on the second day). It behoves us ill, his disciples, to claim any finality and cocksureness.

The other day we had good fortune of hearing a distinguished speaker from Wardha. § He concluded his speech by emphasizing, that Basic Education, was Spinning, Spinning Basic Education, and that

§ Sri Krishna Jagu

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without spinning there could be no Basic education. It sets one thinking. Is Basic education synonymous with spinning? Can there be no Basic education without spinning? What will become of Basic education, say after 30 years, when our textile industry shall have liquidated Takli and Charkha? Of course it is profane to think like that. But on our back hear the Time's winged chariot hurrying near. Takli and Charkha will be outmoded, outdated before soon. All the processes right from carding of cotton to weaving will be mechanized and rationalised. Charkha and Takli, throwing pride and prejudice overboard, will become obsolete. But will the idea of Basic Education also become obsolete? It will be sheer tragedy if it would. Spinning by Charkha and Takli should't be allowed to be the yard stick of Basic Education or we shall pay scant respect to the originators of the idea. After all Basic Education is based on some sound and fundamental educational theory. Gandhiji reached at it by intuition, other educationists of India got it by study and experiment. It was not to popularise spinning that Gandhiji embarked upon Basic Education. Unfortunately zealots have got mixed up Gandhiji's first fad (spinning) and his latest (Basic education).

It is true Gandhiji emphasised the utility of Takli and Charkha in the Basic Education, because, as he said, he had realized its (Takli's) power and romance. But in the same breath he said to his associates, "If you have and other suitable handicraft to suggest, please do so without any hesitation so that we can consider it as well".

Any way, what is all this pother for? Khadi or no Khadi, the tex-

tile industry of India is going to become the cloth supplier of Asia. Even at this time we are almost self-sufficient in clothing. We are running a race in industrialization of the country and hand weaving and hand spinning are sure to be relegated to oblivion, if not to suffer a total extinction. Khadi was alright when we had to meet the challenge of the imperialism of the Lancashire mills. But as a permanent feature of our national economy we are already witnessing its decay and decline. Khadi was alright as a nation-building and freedom-winning struggle, but to hang on to this antiquated, if once sacred, programme is a mere will-of-the-wisp chase. And we shall be paying a mean tribute to the father of the Nation if we confuse and confound his Basic Education idea with spinning and weaving and their crude and primitive processes.

We have no quarrel with spinning or Takli as such. Only we should give it its proper place. Veneration for Gandhiji should not cost us our sense of proportion and imagination. A mere matriculate spinning instructor from Wardha should not determine the curriculum and the correlation of Basic Education. For, after all, Basic Education is much more than spinning or even all the suggested crafts put together. It is a fundamental principle— "Work will form the centre and basis of this education and, as far as possible, everything that is taught will be taught through work"— Dr. Zakir Hussain sums up his idea of the fundamentals of Basic education by saying "that a work School will teach its pupils to do their duty by the work that they undertake, it will organize its activity on the basis of full

co-operation, it will inculcate the belief that the School is a society and all work is service of this society. Finally, it will foster the aspiration to model this society on the lines of the most perfect society the human mind can conceive. It will thus lay the foundation of the belief that the performance of appointed tasks in man's function as the member of the Society and also his moral duty; that a man's work and man's life must in every way conduce to make society a better society." What a pity it would be if we mistook "work" for spinning here? The exposition given above can not be withered by age nor staled by custom. It has an universality about it which makes it applicable in all climes and all ages. What would become of this ideal of work when we dogmatically say "there can be no basic education without spinning"?

With a little humour we tolerate these ardent supporters of spinning but the insistence that some people lay on cleanliness, washing of utensils and sweeping and scavenging, especially in the training schools, is simply ridiculous. These scavenging enthusiasts approach Basic Education with a fidelity and a religiosity which is impossible to measure by common standards of common sense. Cleanliness is alright so far as it goes and here no one has a quarrel with any one, but to make a fetish of it is doing disservice to Basic Education. I heard a good number of visitors to our institute asking anxiously whether our trainees were doing cleansing and scavenging themselves. They were told, "Yes when necessary". No, this would not satisfy them. Unless this item number I of Basic education was carried out religiously, regularly and rigorously, Basic Education was in

danger of becoming spoilt, sophisticated and denaturalised. Cleaning one's own utensils, washing clothes, scavenging the latrine are by all means laudable practices but here as elsewhere, discretion is the better part of valour. Means should not be mistaken for ends. Ashram Discipline is good but good only in a way. Good habits should smoothen and enliven the rigours of life but not enslave it. In many training institutes we are seeing a meaningless emphasis on this side of the training—morning and evening, day and night, washing, cleaning and scavenging. Perhaps this mistaken notion about health and cleanliness has crept into Basic Education training Institutes as a result of the Syllabus Committee's view that "it is a sounder educational procedure to recognize health and cleanliness as independent centres of education and therefore to give them the first place in the revised syllabus." — Mr. Aryanayakam, convener, Syllabus Revision Committee. The time and energy wasted on this is out of all proportion and in the last analysis it seems a much ado about nothing. We don't have any cleaning of utensils or scavenging in our training Institute at Ajmer but our trainees did all that could be expected of a Basic Education teacher when they were called upon to do so in their tour of the neighbouring villages of Ajmer.

We may not object to scavenging and washing if and when need be, but to make a religion of it, even when we could use the same time better, is what passes one's comprehension.

In his presidential address at the second Basic education Conference (Jamia Nagar) Dr. Zakir Hussain gave a lucid exposition of the idea and ideal of work in a basic School.

"When we talk of work in connection with education we must have only such work in mind as is really educative for the body as well as the mind. Work such as makes men better men... when a man undertakes some work he can make it educative for himself only when he is willing to subject himself to the discipline imposed by his work. Not all activity but only that which is planned can be educative....." As elsewhere, so here, an erroneous impression has gained ground that playful activity as such has no place in Basic Education. Emphasising a certain aspect of educational theory doesn't necessarily mean ignoring of other equally important sides. I have seen many Basic schools at work, most of them I found lugubrious, puritanical and melancholy. Vivacity, sprightliness and cheerfulness were conspicuous by their absence. The ideal of "work" was rather overdone and naturally an element of coercion and external pressure could be seen running through the organization. Work seemed little to engage the emotions and the imagination, it was more or less a mechanical series of strains.

I believe it is high time that we relieved our Basic schools of this unwarranted boredom and puritanism. We should enliven our work by recreation, enliven it by spontaneous Activity of children, no matter if productive or not. I do not believe that all activity is a blessing, that children must be allowed to move about and to do things and it does not matter if their activity does not produce anything, for children are not labourers, their activity is creative! But common experience shows that in this rather exaggerated account of spontaneous activity there is some element of truth. Once a plane crashed near

the premises of our Activity School—at Preet Nagar, Panjab. We could hardly persuade our students to attend the classes. This 'tamasha' continued for a number of days and subsequently I found almost all boys and girls preparing models of aeroplanes in their carpentry shed, clay modelling yard and card board modelling classes. I am sure this aeroplane model was not in their syllabus. Then, our students carried these models to their homes and presented them to their younger brothers and sisters. Surely this work was not productive but should we therefore eschew it is uneducative in our Basic schools? In similar fashion there are a hundred other activities of children. Their imagination is very fertile which they will indulge in just for the fun of it, for the joy of it. Should we deny them this happiness simply because it is not in our syllabus or because it is not productive? We are asked to create motivation in a child in order that he may make a kite or "Phirki." Surely this is a—fraud. Why not make a kite simply because it is a kite and because it is a source of pleasure to the child? The child is clever enough to detect our circumvention, equivocation and trickery.

Recreation is recuperation of energy. John Dewey thinks that no demand of human nature is more urgent or less to be escaped: the idea that the need can be suppressed is absolutely fallacious and the puritanic tradition which disallows the need has entailed an enormous crop of evils. Education, Dewey continues, has no more serious responsibility than making adequate provisions for enjoyment of recreative leisure, not only for the sake of immediate health but still more, if possible, for the sake

of its lasting effect upon habits of mind. Now, this observation is as true of children in America as in India. Nor do I think any one of us disagree with Dewey here. But the Spartan simplicity, high thinking, rigid routine and almost puritanical, perhaps melancholy, atmosphere of a basic school need to be saturated, if not substituted, by a strain of music, cheerfulness and some spontaneous activity. It is not implied that these things are tabooed in Basic Education but that wrong and undue emphasis on the ideal of work has deprived these schools of their legitimate right of recreation and cheerfulness.

Can every thing be taught through a craft or even through other two centres of correlation, namely physical and social environments? Here too one finds the same dogmatism and fanaticism. This question Gandhiji himself answered, "No, we will teach as much of these subjects through the Takli (or any other basic craft) as possible. The rest we cannot leave untouched." And the resolution of the conference also says, "every subject)..... should, as far as possible, be integrally related to the central handicraft.....". Shri Mashruwala too thinks, 'other materials' can not be omitted. If it is so, let us confess at once that we shall teach that portion of the syllabus by traditional methods which we can not teach efficiently and naturally by ordinary and not too-fetched correlation. But correlation enthusiasts will rather sacrifice that part of the curriculum than yield an inch in their belief in the efficacy of correlation. Naturally this leads to fantastic results, free

association, beating about the bush and rigmarole. A teacher wants to give a lesson on Queen Elizabeth. He begins "We have air in this room, air in motion is wind. Winds are treacherous. Such a wind betrayed the Armada. Queen Elizabeth was the ruler of England then and....." Well, if this is correlation God save basic education. It took Dr. Friek and his one hundred associates eight years to work out a coordination of studies for the German Gymnasium! It took Herr Glockel and his associates seven years to reorganize the curriculum for the reform Division of the education ministry in Austria. But our haste in giving judgement on craft and correlation is a bit indecent. All these twelve years there has been no research, worth the name, no good textbooks either for students or for teachers, no scientific way of correlation or integration. Basic Education is still in an experimental stage and to believe that every thing was settled by Gandhiji and Dr. Zakir Hussain once for all is to cry halt to the future progress of the scheme.

There can be nothing final about anything, least of all about educations. It is a changing, growing organism. Some ill-advised fanatics amongst us have brought the scheme disrepute, perhaps with the best of their motives. But for success in Basic Education, as in life, we need harmony of heart and head. Either our fanatic friends need more education or dismissal as the case may be. We should proceed cautiously, steadily and with steadfastness. Again, wisdom is the better part of valour.

Rajaji's Educational Scheme

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

Headmaster, Sarva Jana High School, Peelamedu.

EVER since my Presidentship of the Provincial Elementary Education Conference in Madras in 1924, I have been serving the role of a crusader for universal free and compulsory elementary education and stressing its urgency on every Education Minister in the daily and the weekly press during the past quarter of a century. Hence out of strong conviction and a compelling sense of duty, I feel bound to state that His Excellency Sri Rajagopalachariar's educational scheme recently announced will set back the clock of educational and therefore of National advancement in its vital aspect, and bears the semblance of a challenge to and a denial of the fundamental educational right guaranteed in the Constitution by the Constituent Assembly. Rajaji has now conceived the three-day schooling a week and a four-day week in family apprenticeship and traditional occupation on financial grounds. A government that will not find the finance for educating the people even in rudimentals cannot justify itself at the bar of world opinion to-day. We were not prepared, since the days of Gokhale, to excuse the bureaucracy when it trotted out the excuse of financial inadequacy. Already alarms have been sounded in the C. A. that the country's future with adult suffrage for illiterate population is doomed. Even if elementary education cannot be the first charge on the governmental revenues, it must occupy top priority along with food, clothing and security. Gandhiji conceived his scheme of basic education to solve the problem of finding the

necessary finance. His educational ideals were up to-date and modern in that he would not be satisfied with less than eight years of compulsory education from 6 to 14 years. The essence of his scheme lay not merely in self-sufficiency through pupils' productive work; but secondary education was to give the 8 year education to every child of school-going age. But Gandhiji's original scheme was whittled down in many respects by the Zakir Hussain Committee itself. The Provincial governments have been following their own schemes of basic education without having any bearing on secondary education and adult education, educationally and financially. The Opposition in the C. A. have adopted in their programme seven-year free and compulsory education. The Congress Governments cannot burke this issue.

The four-day family apprenticeship a week is conceived on the idea that the parent is willing and capable to educate his children in his trade. The dhobie, barber and other village craftsmen are determined to give their children what children of other communities are receiving in schools. The craze for their childrens' education is amazing. They will not accept the heredity role implied in Rajaji's scheme. Though it might be madness to upset, as Rajaji says, the existing structure, it seems to me impossible, and would meet with violent opposition from the very communities which the scheme is intended to benefit, as it smacks of Varnashrama Dharma. The rural economy and the rural

outlook have completely changed; and the ambitions of the rural folk can no longer becribbed and confined. But there is great truth in what Rajaji says that it is foolish to expect the hurriedly trained teachers to teach the occupations. It is impossible to attain skill in any craft in not less than 2 to 4 years. Moreover, the basic education is defective in that only one craft is to be attempted. But it is sound pedagogy that no school or group of pupils in a school should be confined to a narrow restricted set of occupations. The school must give scope to a variety of practical pursuits. Rajaji's scheme sounds the death-knell of basic education in its fundamentals.

In rural areas, the problem is mainly to make provision for schools in school-less villages, and not to make arrangements for admitting large numbers of children rushing into schools and needing to be assorted into shifts. The device of the shift-system is mostly needed in urban areas and semi-urban centres. Dr. Paranjpya, Education Minister in M. C. Reforms tried the shift system in primary schools, but it was given up later. Rajaji does not approve of the six half-days plan for two sets of children during the week. His scheme does not

take into consideration the value of daily work and play in a co-operative atmosphere on the formation of habits and character. There are educationists who believe that when the daily work is begun and carried out through in the spirit of perfection with the object of getting the most out of it for the soul and when the spirit of duty and effort is fostered in each individual soul they are imparting the essence of true education and fine culture and moulding the national character, national conscience and will, too. But those who state that 'the present system of education is absurd and unreal' forget their own contributions to our country's greatness. The teacher has not failed the nation more miserably than the politician or the businessman. Modern pedagogy does not sanction the methods of tyranny adopted by schoolmasters of old and advocates emphasis on contact with nature. Children differ considerably as regards the stage when they pick up number-work, without the aids to thinking. There is no room for pessimism. Schools are the only hope of the nation. India will be India only when she is educated. Our slogan to-day should be "EDUCATION, MORE EDUCATION, BETTER EDUCATION."

Who should Teach?

"Only the brave should teach. Only those who love the young should teach. Teaching is a vocation. It is as sacred as priesthood; as innate a desire, as inescapable, as the genius which compels a great artist. Indeed a true teacher is a priest and he is an artist. If he has not the concern for humanity, the love of living creatures, the vision of the priest and the artist, he must not teach.

—Mrs. PEARL BUCK

Reorganisation of Education in Madras *

Sri R. SURYANARAYANA RAO, B.A.,

Member, Madras Legislative Council

Basic Education

There is a great deal of talk on Basic Education. To many I might have appeared as a prejudiced critic of this new-fangled system. Believe me if I assure you I have been anxious to know how the so-called Basic Education is different from the system which has been in vogue and what changes, if any, are connoted by these new words either in the objectives or content or both. I have read a great deal of literature on the subject. I must confess I have yet to be convinced that the so-called Basic Education is in any way radically different from the existing system. Nor do I feel that such principles as are peculiar to that system cannot be incorporated in the existing system, without causing violent disturbances. Therefore when it is stated that the Basic Education is the policy of the government, and that the existing schools are being converted into basic schools, I am at a loss to understand what exactly is meant by these declarations. It is said that the Basic Education as advocated by the Hindustani Talimi Sangh for the first five years is the accepted policy of our Province. Let us pause for a moment to know what the implications of the Hindustani Talimi Sangh's Basic Education scheme are. It postulates (1) Compulsory free education for a period

of seven years or eight years including the pre-basic course of one year; (2) Education should be imparted through a craft and other activities, the craft being intended not only as a method of teaching but also as an instrument of production to provide some increase for the school; (3) There must not be English but instead Hindustani is to be taught from the sixth year. The Sargent Report modified it by making provision for English in the Senior basic stage and also emphasised the employment of craft as an important activity of education without emphasis on income derived from it. When our Government proclaims that they have accepted the Basic Education of the Hindustani Talimi Sangh for the first five years, we take it for granted, therefore, that our province is committed to free and compulsory education for a period of five years, and the use of craft not only as a method of teaching but also as a source of income. The question of abandonment of English or the substitution of Hindustani for English does not arise in the Junior Basic stage. Though the Sargent Report for good reasons ruled out the consideration of income, our Government seem to cling to it still as in the pamphlet on Basic Education issued under the authority of the Director of Public Instruction, a chapter is devoted to the self-sufficiency aspect. The expenditure on raw materials etc., was 1,179-6-0 while the value of yarn, cloth, vegetables etc., produced was Rs. 2,101-5-1 leaving a net earning of Rs. 921-15-1. I wish

only to say that these figures relate to 101 basic schools with a total strength of 5,490 pupils. It is forgotten that Dr. Zakir Hussain, the author of the Wardha scheme, has declared that the aim of the Wardha Scheme not as 'the production of craftsmen able to practise some craft mechanically but rather the exploitation for educative purposes of the resources implicit in craft work' and warns against the danger of stressing economic aspect to the sacrifice of the cultural and educational objectives. The Wardha scheme emphasises education through activity and is not primarily concerned with the production of saleable material. Therefore, I was somewhat surprised self-sufficiency aspect should be receiving too much emphasis in our Junior Basic schools. The report of the Committee of the Central Board of Education appointed to consider the Wardha Education scheme of which Dr. Zakir Hussain himself was a member has declared: "We emphasise that the Wardha Scheme stresses the educative value of craft work." In any scheme of Basic Education, self-sufficiency aspect should be completely ignored. At any rate it has no place at all in the Junior Basic stage in which most of our Basic Schools must necessarily be. As there is a notion that by basic craft is meant spinning only, I shall with your permission reproduce a few observations of the Committee already referred to without reproducing the arguments arising to exigencies of space.

"The Committee, therefore, are of opinion that in the lower classes (to the age of about 10 plus) there should be no single basic craft but that the various forms of activity should serve as a preparation for,

and develop into, a productive basic craft in the higher classes.

It naturally follows that in all basic schools, indeed in all primary classes, various kinds of material for handwork must be available. Unless sufficient material is provided, the school cannot be a centre of activity."

It is clear from what has been stated above that as far as the Junior Basic Schools are concerned, the principle of learning by doing can be given effect to by providing activity of many kinds in the lower classes and later only should lead to a basic craft. May I ask, does not handwork now form important part of work of an elementary school? What then do Government mean by converting existing schools into basic schools? If learning by doing is not now in vogue, who is to be blamed? It is not the system of education but those who are entrusted with the task of supervision and control of elementary education. Anyhow I feel as large amounts are intended to be spent on Basic Schools and on Basic Training Schools, I feel it is time we review the whole position, lay down our objectives clearly and formulate schemes consistent with our needs and resources. At present to my mind we are groping in the dark. I doubt whether even those charged with the working of the scheme of Basic Education have understood its objectives and how far the methods followed would assist in their realisation. I am tempted to spend some more time on this absorbing topic. But I shall be tiring your patience.

Before I leave the subject of what I may call primary or basic education, I would like to say a few

* Extracts from the Presidential Address at the 10th Conference of the Andhra Teachers' Federation held at Vizagpatnam on 24th Sept., '49.

words on senior basic schools and the future of primary or basic education. As I have already pointed out both the Wardha Scheme and the Sargent Report laid emphasis on free and compulsory Basic Education for a period of eight years, dividing the period into Junior and Senior stages. As far as we are concerned we have accepted the Junior Basic stage for the present. What form of education should be provided after the Junior Basic stage, whether our existing Higher Elementary Schools should be converted into Senior Basic Schools and what places the classes in the Middle or High Schools shall occupy are all important matters. In their report on the Reorganisation of Education in Madras Presidency, the University of Madras recommend the abolition of the Higher Elementary Schools as a separate type. In this regard they differ both from the Wardha Scheme and the Central Advisory Board of Education. In the opinion of the University of Madras there should be only two types of schools (a) the Primary School which will consist of five classes and cater to the children between the ages of 5 and 11, and (b) the secondary schools which will consist of six classes for the ages between 10/11 and 15/16, the first three years being the stage of Middle School Education and the second three of High School Education. Therefore, the question of having separate Senior Basic Schools or Middle and High Schools only is also a matter for consideration. This should be resolved quickly as very soon children from the Junior Basic Schools have to be admitted somewhere. Even now the place of Higher Elementary Schools is uncertain in the new set-up.

On the question of compulsory primary or basic education all of us are agreed its pace has been too slow and we cannot afford to wait any length of time for the full introduction of compulsory elementary education at least up to the fifth standard. The Retrenchment and Reorganisation of which I happened to be a member examined carefully the progress made so far and recommended that there should be a planned expansion of elementary education so that there may be a target for the next five years and Universal compulsory elementary education may be attained within a reasonable time and that any additional resources available should be earmarked for the expansion of elementary education. The committee stated "there should be a standing commitment to provide an increase in allotment every year so that the maximum cost of full introduction of compulsory elementary education may be reached in not later than ten years. The maximum may be worked out and the allotment may be graduated so as to make up the maximum during a period of ten years by additional annual allotments, of one-tenth." I am sure you will endorse this modest recommendation. It is computed that out of 70 lakhs of children of school-going age, nearly 35 lakhs have yet to be brought into the schools. The cost at the end of ten years is estimated to be about Rs. 6.3 crores calculating the cost of educating a child will be about Rs. 18 per pupil. The cost involved may appear heavy but taking into account the importance of the reform it can by no means be considered too high. The Government must find the necessary funds. The introduction of this reform cannot brook further delay. The issue must be faced, come what may.

One of the methods suggested to bring down the cost of primary education is the introduction of the shift system. There is much to be in favour of this in preference to the scheme of voluntary services of graduates of Universities. There is a limit beyond which voluntary services are of no avail. Regimentation of services is not going to yield satisfactory results. The Report of the University of Madras to which I have already referred commends the shift system. I do not know why there is hesitation to try the shift system at least in some taluks as an experimental measure. As there is much to be said in its support, I earnestly plead it should be given a fair trial. I have no doubt the shift system would also solve many difficulties which have in the past stood in the way of spread of education in rural areas.

You will permit me to say a few words on the administration of elementary schools. It is a topic of utmost importance as I feel further progress will depend on the solution of this vexed question.

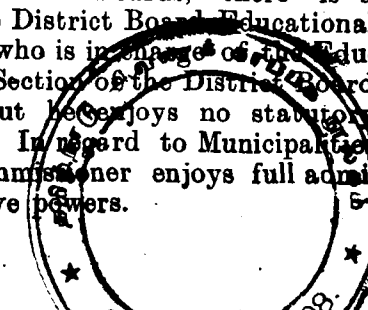
At present there is more than one agency for the conduct of elementary schools. They are all subject to the provisions of the Madras Elementary Education Act, 1920 and the rules framed under it. Originally under Chapter II of the Act, there was a District Educational Council constituted. The functions of the Council are enumerated in the Act. The Council, subject only to the control of the Director of Public Instruction, exercised powers relating to the recognition of all elementary schools and the admission of private elementary schools to aid. Virtually the whole elementary Education was under the control of the District

Educational Council. The jurisdiction of the Educational Council comprised of a district and its constitution was fairly democratic as it consisted of representatives of agencies engaged in the conduct of elementary schools. For some reason the Government in 1939 came to the conclusion that these Educational Councils were not functioning properly and they decided to vest the powers of granting recognition and aid in the officers of the Education Department. They also, however, decided to constitute what are called Taluk Advisory Committees consisting of members who by their position in and intimate knowledge of the locality would be in a position to advance the cause of elementary education. These Committees differed from the Educational Councils in that their jurisdiction was limited to a taluk and their duties were advisory and not statutory. Even these Committees were found to be of no use and they were abolished in 1944. Therefore the present position may be summarised as follows:

At present, the administration of aided Elementary schools including the grant of recognition and aid rests in the officers of the Education Department.

In regard to elementary schools under Local Bodies, the administration, management and maintenance now vest in the local bodies concerned, i. e., District Boards or Municipalities. In regard to District Boards, there is a separate District Board Educational Officer who is in charge of the Education Section of the District Board Office but he enjoys no statutory powers. In regard to Municipalities the Commissioner enjoys full administrative powers.

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The present position is considered unsatisfactory and is sought to be improved by the revival of Taluk Advisory Committees investing them with more powers and statutory authority. While both the Educational Council and the Taluk Advisory Committee dealt with all schools within their jurisdiction, the jurisdiction of the proposed Taluk Advisory Committees is to be confined to District Board and aided schools. The panchayet schools, Municipal schools and other Government schools (such as Labour schools, the Fisheries schools etc.) are to be outside the purview of the proposed Advisory Committees. There is no denying the fact that it is advantageous and desirable that the control and administration of elementary education should be under one authority whatever may be the agency engaged in the actual conduct of schools. This is necessary in the interests of integrated development of elementary education and is conducive to coordination and cooperation of various agencies engaged in the task. To leave out of the purview of a Central authority any set of schools, be they Government schools or schools run by the other agencies, will lead to lopsided development and also results in making invidious distinctions. Therefore it is suggested that if such an authority is necessary with jurisdiction covering a smaller area, Taluk Educational Council may be set up with all the powers which District Educational Council possesses under the Madras Elementary Education Act, 1920 and such statutory powers shall be exercised in respect of all schools whatever may be the agency conducting them. This will necessitate suitable amendment of sections in Chapter II of 1920 Act.

While the power to nominate a few persons to set right any inequitable distribution of elected seats is desirable, no person shall be nominated by virtue of the fact he or she is a member of the Legislature.

One word of caution is necessary before any reform for the control and administration of elementary education is undertaken: We should have a correct picture of the new set-up of Local Administration and the powers which will be assigned to each local body. If elementary education is to be transferred to Panchayets—this is as it should be—then the Panchayets should secure representation in the Taluk Educational Councils. Even if the District Board is divested of its responsibility for elementary education, much is gained rather than lost by the presence of the President of the District Board on the Taluk Educational Council as an *ex-officio* member. This suggestion is made on the presumption that in the new set-up, District Boards will find a place. Even if the Panchayets are made responsible for elementary education, the need for a coordinating authority like the Taluk Educational Council will exist as there will be other agencies engaged in the conduct of elementary schools. Therefore, any reform should be on these lines without the necessity to disturb violently the existing set-up in the Elementary Education Act, 1920.

Both the reform of Local administration and elementary education may be undertaken together as even in the proposed so-called new set-up for elementary education, the continuance of the existing local institutions is presumed and the responsibility of the District Boards for elementary education is taken for granted. It is

just possible the reform of local administration may lead to violent changes in the present set-up. Therefore, it is wise if both are tackled together as necessary adjustments regarding the spheres of activity will be clearly known and laid down.

Secondary Education

Reorganisation of Secondary Education has been on the anvil for a fairly long time. Secondary Education has undergone changes time and again and the latest is of 1948. It is said that the main aims of the reorganisation are:

(a) to make the course more useful and practical by preparing students for life by integrating character training through activities with the imparting of knowledge,

(b) to provide suitable courses for students whose talents and aptitudes require other than academic studies for their full development. The first objective is further explained by stating that it is 'not merely one of passing a qualifying examination to test the knowledge of the students but of imparting qualities of honesty, self-reliance and self-respect and to give them a desire for social service and in general to fulfil all the requirements of good citizenship.' First of all, I put in an emphatic demurrer to the veiled insinuation contained in the statement that prior to 1948 scheme, the system of education in force did not demand and promote the formation of those qualities of honesty etc., which it is claimed the new scheme imparts. It is the purpose of every system of education to impart these qualities and if it fails to do so it ceases to be education. I am a layman and you who are charged with the working of the

reorganised course will be able to say how far the extravagant claim made for the new system is justified. I have read with care the courses of studies prescribed and I am not able to see any difference either in content or emphasis from the pre 1948 system. A few changes which have been made are according to me, calculated to bring down the standard of attainments so that the students who wish to pursue further studies go forth less equipped as a result of which either the University standards have to be lowered or they will fail to satisfy them. I shall have to say more on this topic when I deal with the question of admission to University courses. Let me now deal with the question of bifurcation.

At the outset let me emphasise that in the conditions which exist now in our country and in view of the fact that we have not yet perfected our system of elementary education which after the recent changes proposed must still be considered to be in a formative stage, it is necessary that every boy or girl should receive complete full-time education upto VI Form and the courses of studies should be so arranged as to achieve this objective. Moreover, the age at which a pupil is in a position to make his choice, even then tentatively, is 15 + or thereabout after the completion of Form VI and not earlier. Therefore, to introduce bifurcation after Form III or at 13 + is not desirable. I am doubtful if many educationists left to themselves will defend 13 + as the age at which a critically important decision on a child's future should be made. A pupil of Form IV will be too young to exercise his choice for the technical or academic course. Nor will the parents or teachers be in a

position to assess the aptitude of the pupil at that stage and guide him to make a proper choice. It is said the choice is purely voluntary. It may be so in the beginning. But a time is sure to come and that sooner some selective process will have to be desired. The adoption of the selective process has been adumbrated by the Central Board of Education. But it is so elaborate and takes for granted so many conditions which do not exist at present in our country. The problem of evolving a satisfactory selective process has not yet been solved in England.

It is true in England various types of secondary education are provided to suit the individual aptitudes of the pupils, of course due regard being paid to the wishes of the parents and the careers they wish their children to pursue. All questions relating to secondary Education have been exhaustively dealt with in the Report of a committee over which Sir Cyril Norwood presided. According to that Report, there are three types of secondary schools: modern, grammar and technical to cater to the needs of three types of pupils. No provision for Secretarial Course as such is provided in any of the Secondary schools as the education imparted in grammar schools provides the type of education required not only for the University Course but also for the administrative and clerical services. In these types of schools facilities are provided for free interchange of pupils from one type to another. In an organised system such interchange is possible for academic course only by putting in an extra course of one year.

In our reorganised system of Secondary Education the period

covered is only three years. Though mention is made of reorganisation of courses of studies in Forms I to III, as far as I can see there is not much difference between what it was and what it will be except for the announcement that the main feature of the scheme of reorganisation in Forms I to III is the building up of the curriculum in Correlation with several educative school activities with a main or basic-craft as the chief among these activities. Whether the main or basic craft should be the same as that followed in the Junior Basic school, it is not known. I fail to see how it is proposed to integrate the courses of studies in Forms I to III with those in Forms IV to VI. In England bifurcation begins generally at 11+. So till the pupil attains the age of 16+ or even 18+ he receives the benefits of bifurcated courses. Even in England the educational desirability of translating children from primary to secondary schools at the age of 11+ is being questioned. Anyhow for the present they have accepted tripartite system and are doing their best to make it a success. Some countries are even devoting time to formulate curricula for the three types of schools within the framework of the system to obtain best results. Recently Nottinghamshire tackled the question of Curricula. The Advisory Panels of the Nottinghamshire Education Committee, after deliberating for three years have produced three reports, dealing with each type of secondary school. One of the reports strongly hold that multilateral idea must pervade the secondary system and that the possibility of transfer between the various types of secondary education must be a reality. In our reorganised system the multilateral idea is present but is to be seen how

far transfer between the various types will be a reality, whether it would be possible to rectify mistaken selections. In framing the curriculum they plead the activities of some at least, of the 'Streams' will be made sufficiently common in content to enable a suitable pupil to be transferred from one type to another without being faced with the difficult task of having to cover by individual effort too many fields of activity on which he has had no previous experience. Then there must be true parity between the various courses of secondary school both as regards their educational status and the facilities provided in them. It is for you who are engaged in teaching to express your views fearlessly so that the pupils taking one or the other course do not suffer in any way.

From what has been stated above, the question of the future of the pupils coming out of our secondary schools after going through the various courses must naturally engage our attention. The Academic Council of the University of Madras has only the other day laid down the standards of admission into Colleges of pupils taking up different courses. While we are grateful to the University of Madras for providing admission to pupils into Colleges taking up different courses, we have not been informed to what University Courses pupils taking courses other than academic course will be admitted and whether there is a proposal to alter the University Courses also suitably.

I shall reproduce the Ordinance governing admission of holders of S. S. L. C. to University Courses, as very soon the Andhra University too may consider the question.

Admission to University Courses

"The revised ordinance governing admission of holders of S.S.L.C. to University courses, provides for their admission if they have completed 14 years and six months on July 15 of the year, in which they seek admission, and if they have secured at the public examination the marks indicated below:

Academic course: Not less than 40 marks in the regional language, 40 in English, 130 in the following four subjects taken together: Hindustani or its alternative, mathematics, general science, and social studies.

The marks should not be less than 35 per cent in each of any two of the subjects, and not less than 25 per cent in each of the other two subjects.

Students, who secure in the aggregate not less than 215 marks, but fail in not more than two subjects by one mark in each, shall be eligible for admission to the University.

Secretarial course: Not less than 40 marks in the regional language, 40 in English, and 130 in the following taken together, social studies, commercial arithmetic, drafting and precis-writing and typewriting and two subjects chosen from among book-keeping, commercial practice and shorthand. The other provisions are the same as for the academic course.

Pre-technological course: Not less than 40 marks in the regional language, 40 in English, and 130 in the following taken together—mathematics, social studies, and (for the engineering course) general science and drawing and applied science and practical examination, or (for the agriculture course) agriculture,

including elementary science. The other conditions are the same as for the first two.

Aesthetic course: Not less than 40 marks in the regional language, 40 in English, and 130 in the other two subjects under Part II and the two subdivisions of the subject under Part III taken together."

The University has informed Principals of Colleges that admissions should close by July 31 every year, so that students may attend the maximum number of lectures, instead of endeavouring to satisfy the minimum requirements.

The principals have also been informed that the prescribed minimum number of working days should be strictly adhered to. If unexpected holidays should intervene, extra working days should be provided to make up the deficiency.

In commending the ordinance for acceptance it was stated by the mover that he was in favour of completely closing the Colleges to those who had taken courses other than the pre-university course in the High School. May I submit the whole purpose of diversified courses will be defeated unless similar and suitable diversified University courses are provided. In the Scheme of Reorganisation of Secondary Education appears the following paragraph under Examinations:

"Details of the scheme of examination are being formulated so as to bring them into line with the needs of the new scheme, which emphasises active performance standards and the resultant personality development rather than abstract factual knowledge. Written examinations in what are called the "older" subjects of the curriculum

will be retained. A school will take into account the work of the pupil throughout the course and rate practical abilities, social behaviour and general factors of personality."

May I ask how this is proposed to be given effect to? How will this be done in regard to pupils seeking admission to University Courses? I have raised these points just to make you examine how far the reorganised scheme introduced to the public in flamboyant language is going to achieve the purpose for which it was introduced. I have a feeling which you will allow me to share with you that all these changes, however well-intentioned they may be are going to result in deterioration of standards without corresponding benefit to the country. Instead of the Universities demanding that they should be consulted before changes in Secondary Education are made, they seem to acquiesce coolly. I venture to submit that I expected academic bodies like the Universities to stand up for their rights and insist on their being heard before radical changes which affect efficiency are introduced. I do not want to say more on this vexed subject.

A word about eligibility lists announced by the Universities. At present each University has its own moderation Board which consider the attainments of S. S. L. C. pupils and declares their eligibility. As long as one S. S. L. C. Examination is held, it is desirable to have a common board for preparing eligibility lists as otherwise standards applied may differ. This will be in the interests of Universities concerned as also of pupils so that they may easily seek entrance into University Courses in Colleges affiliated to any of the Universities.

FATIGUE IN EDUCATION

Sahibzadah Mohd. SHAKURULLAHKHAN, B.A., B.T. (Alig.)

It is of great use to have some knowledge about fatigue for both, teachers and individuals. This feeling results from the increased activity and produces increased incapacity for work. Physiologists have not succeeded in finding out the actual reasons but it is clear that boredom is quite different from fatigue, as the first may be experienced earlier. Disinclination from work occurs every 40 minutes. Some experiments were done and it was concluded that a child loses 5% of his total efficiency at the end of his school time. Thus some believed that fatigue was an impossibility, and if the periods of work are varied no child could feel boredom.

When we still proceed further we see that fatigue is said to be the result of activity which involves muscular nerve trunks (which have a function to convey messages), and takes a shape of synapse. This synapse is the spot where fatigue could be felt. Mosso, an Italian, invented an instrument Ergograph, which enabled him to discover fatigue caused in all parts and muscles of the body. Some conclusions were formed on this basis. It was said intensity of stimulation causes intensity of re-action. The efficiency of the muscle is increased in the first place but soon a peak is reached and then it begins to decrease and this stage is to be called, fatigue. If a period of rest is allowed between two stimulations i.e. between change of subject to another one, a child or a man may not feel fatigue. Nerve trunks do not get fatigued. When there will

be synapse in the muscles, fatigue will be the result.

Here it is necessary to throw some light on the formation of synapse. If the same stimulus travels the same path again, even in the case of reflex actions, some toxic waste products are stored up at a spot (synapse), as the stimulus consumes the energy. Such spots (synapses) are the chief centres of fatigue. Mental and Physical fatigue are not entirely different in this respect as both take place owing to some stimulus and its reaction which exhausts energy producing compounds in the body. But for the sake of convenience we draw some distinction between them. So far we have explained the main cause of fatigue. Other causes are also noted. The lack of oxygen also causes fatigue which is the result of the exhaustion of energy and accumulation of toxins in the body.

All experiments have as yet failed to find out a yard stick to measure its extent. Some tried to find it out by the help of pulse, some by temperature, by muscular power and one's ability to tap. The only success experienced in this field was by measuring the working of the mind by multiplication, memory and attention etc. Miss Arai, a Japanese woman, worked Arithmetic for 24 hours without getting fatigued. Others also experimented on the same lines. In this way they proved that school work is not really fatiguing. A child may become bored but not fatigued owing to the effects of atmosphere, temperature and humidity etc. But it is essential that

the work should have variety and interest.

There are certain subjects which have fatiguing capacity such as Mathematics, Languages, Drill, Drawing, Science and Handwork etc. But it is proved that these sets are not reliable. It is the method of teaching which counts much in fatigue. Some teachers are more fatiguing than the subjects. So it is very necessary to find some ways to fight boredom. When children are found yawning and showing some such symptoms it is definite that there is some mistake in the way of approach towards the subject. The

teacher should change his method and allow the boys or make them encouraged to exert their will. Consideration should also be given to the right placing of the subjects in the time table. There should be a proper margin for rest which is a prime factor in this respect, while good methods of teaching also require full attention. Some refreshment in the middle part of the day such as sugar, tea, milk and a warm bath also help to remove fatigue. The teachers should also see that the boys sit in a right posture as bad postures cause a curve in the spine and results in bad health and fatigue.

The Indian National Anthem

Our Indian Anthem beginning with the words "Janganamana Adhinayak" is now being sung and heard every where, but few who sing it and still fewer who hear it sung appear to understand the meaning of it as they sing or hear it. It is necessary, however, for its singers and hearers, particularly for students in schools and colleges to understand its meaning well enough to be able to appreciate it and derive inspiration from it. Its rendering into English by Poet Tagore himself on the occasion of his visit to the Theosophical College at Madanapalle, Madras Province, in January, 1919, is given below for their information:—

I

"Thou art the Ruler of the minds of all people.

Thou Dispenser of India's Destiny.

Thy name rouses the hearts of the Punjab, Sindh, Gujarat, and Maratha.

Of Dravid and Orissa and Bengal.

It echoes in the hills of the Vindhyas and Himalayas,

Mingles in the music of the Jumna and Ganges,

And is chanted by the waves of the Indian sea. They pray for Thy blessing and sing Thy praise. The saving of all people waits in Thy hands.

Thou dispenser of India's Destiny, Victory, Victory, Victory to Thee!

II

Day and night, Thy voice goes from land to land, calling Hindus, Buddhists, Sikhs and Jains round Thy Throne,

And Parsis, Musalmans, and Christians. Thou bringest the heavens of all people into the harmony of one life.

Thou Dispenser of India's Destiny, Victory, Victory, Victory to Thee!"

—K. S. Vakil.

UNESCO Special Number

The November issue of 'Educational India' will be a Special UNESCO Number on Rural Adult Education and will be published on 1st November 1949.

The Editor welcomes original articles and constructive suggestions on the spread of 'Rural Adult Education'.—*The Editor.*



EDUCATIONAL INDIA

MASULIPATAM, Oct., 1949

Scientific Research Laboratories

WE are living in an era of Scientific research. For a long time literature and the humanities had been absorbing the attention of mankind. But now science is taking the foremost place in intellectual activity. Modern culture is rationalistic in spirit, utilitarian in purpose and scientific in method and we pay ever more attention to Science on account of its close bearing on material progress. — After centuries of neglect science is coming into her own, mightily exalts herself and thrusts down Literature to a lower place. It is increasingly realised that we shall never be able to achieve industrial advancement in the modern world

and all that hangs on industrial progress unless we devote ourselves to the pursuit of scientific studies and research with one-pointed devotion. That is why we find everywhere that great thought is being bestowed on the establishment of Research Laboratories.

THE question of establishing research laboratories under the auspices of the United Nations has been engaging the attention of a committee of science experts at Paris. These experts are accredited authorities on the three fundamental branches of science—physical and natural sciences, the biological and medical sciences and social sciences. The material on which they are exercising their minds is the report of the Secretary-General of the United Nations who had undertaken a comprehensive study of the possibilities of such international centres of research and acquainted himself with the opinions of the world's leading Scientists on the utility and practicability of these projects. The Secretary General was called upon to consult the UNESCO and other specialised agencies and submit to the U. N. a report on the problem of setting up research laboratories. The main objective was to discover to what extent international co-operation was possible and desirable in the field of scientific research. A small committee of scientific experts has been meeting in Paris to examine this question in the light of the report of the

Secretary General and the suggestions made by other specialised agencies. According to the report of the Secretary General a majority seem to favour the idea of international co-operation in those scientific fields like agriculture, medicine and public health which are of immediate and vital concern to all peoples. But others seem to feel that it would be better to get on with the existing national institutions and extend to them a greater measure of help. Mathematicians feel in particular that research in their subject is best left to individual initiative and personal enterprise and there would be more loss than gain if it is subjected to collective restrictions. Prof. Einstein has warned that the principle of international co-operation which has a fair outward appearance must be considered with great care and caution. He has pointed out that scientific advancement has been rendered possible in the past not through organisation and planning but by the enterprise and initiative of gifted individuals. Even Prof. Einstein concedes that international co-operation could be pursued in certain specific fields and that, for example, a great centre of sociological studies could be set up under international auspices. Again in plant geography, co-ordination and centralisation of observations and experiments made throughout the world would make for progress. Soil erosion is one of the natural hazards that can be

fought by international action. The greatest caution should be exercised in organising central laboratories for scientific research, particularly as an institution of this sort must necessarily be dominated by the influence of one or two men with their own views and too strict discipline may be productive of more harm than good in scientific research. These words of the eminent scientist must be borne in mind in considering the question of setting up centres of international co-operation in research.

PASSING from the international to the national sphere, scientific research is of vital importance to the welfare and prosperity of a country. With a clear realisation of this the Government of India are proceeding to establish 11 national laboratories which are expected to make a signal contribution to national reconstruction. The amount that is proposed to be spent on this scheme is Rs. 3,80,50,000—perhaps a small amount compared with the vast sums spent on such projects in the United States of America and the United Kingdom. These laboratories are being organised under the auspices of the Council of Scientific and Industrial Research which within five years has made a tremendous contribution to the furtherance of research. Each of these laboratories planned by an expert committee of top-ranking scientists and industrialists is expected

to cover all aspects of research in its respective field and will be provided with the necessary facilities to translate laboratory investigation into industrial practice. The laboratories that are to be set up under this scheme are a National Physical laboratory at Delhi, a National Chemical laboratory at Poona, a National Metallurgical laboratory at Jamshedpur, a Fuel Research Institute at Digwadih in the Jharia coal fields, a Central Glass and Ceramic Research Institute at Calcutta, a Central Leather Research Institute at Madras, a Central Food Technological Research Institute in Mysore, a Central Drug Research Institute at Lucknow, a Central Road Research Institute in Delhi, an Electro Chemical Research Institute at Karaikudi and a Central Building Research Station at Roorkee. It is expected that when the work of these laboratories is harnessed to the service of the nation, the pace of national reconstruction will be considerably accelerated.

The Rashtra Bhasha

THE much-vexed language problem has been definitely solved at last. There was on this question a bewildering multiplicity of counsel and the controversy threatened to divide the southern provinces of the Dominion from the northern. But now a decision has been reached which, it is hoped, will be satisfactory to all parties. There is to be no overhasty eli-

mination of English as the *lingua franca*. For a period of fifteen years at least English will continue to be the official language of the Dominion. It would be inviting a state of chaos, to make Hindi the official language immediately. The place which English has come to occupy in the life of people should not be ignored. The freedom movement in this country has been largely fostered by men who were inspired by their study of Milton and Shelley and Burke and John Stuart Mill to labour for the liberation of their motherland.

It is to be hoped, therefore, that the day may not come when English will fail to receive its due share of attention. Even if it is destined to fall off from the proud eminence to which it has risen as the court language, even if it is to be dislodged from the proud place of primacy which has been accorded to it in the curricula of schools and colleges, it is to be hoped that English will be given an important place as a compulsory third language in addition to the regional and the Federal language which everyone is obliged to study. We must remember that English is today the *lingua franca* of the civilised world and thus comes nearest to being an international language. Furthermore the best treasures of knowledge in whatever subject of study are available only in the English language and so it will be a sad day for India when the study of English will be altogether neg-

should be made to accelerate the pace of the substitution of Hindi for English as the official language.

A FINAL decision has also been taken to retain the international numerals, as it was closely linked up with the question of the national language. But it is strange that there should have been so much acrimonious discussion on this subject. For what are called the international numerals are truly Indian in origin and national sentiment and convenience alike dictate that they should continue to be adopted in the future as they have been adopted in the past. These problems are of great importance to us as educationists as they have a close bearing on the medium of instruction and the study of languages.

Intelligence Tests in Schools

A Committee of the Secondary Education Board has drafted a scheme for recording the progress of pupils in the various activities of schools and for observing and recording the interests and personality traits of pupils. There has been general and deep dissatisfaction with the system of examinations now obtaining. It has been held responsible for bringing about a distorted view of education and for making the passing of examinations the be-all and end-all of education. It is forgotten that

the true object of education is to train individuals as human beings in body, mind and character as citizens of a free country with an understanding and appreciation of the world in which they live. Examinations are only aids in the technique of education and their aims are (1) to find out the progress made by the pupil in the various subjects of study and the standard attained by him in those subjects in order to decide whether he is fit to proceed to the next higher stage of education, to diagnose errors and the causes of backwardness in order that remedial exercises may be given; (2) to find out the abilities of the pupils so that they may be given the right guidance for future education or future occupation. In the past teachers have not been properly trained for the effective measurement of the achievement and aptitude of the pupils. They have fallen back upon the traditional type of written examinations which must tend to become fewer and fewer as the classes become larger and larger. As a consequence the progress made by individual pupils and the individual difficulties of pupils receive less and less attention.

THE recommendations made by the committee of the Secondary Education Board are that the teachers should be given training in modern methods of testing the intelligence and discovering the aptitude and measuring the

achievements of their students. The teachers' training course should be revised so as to include this training in the syllabus. The teachers already in service and the inspecting officers must be enabled to receive this training through special courses arranged at all centres. Intelligence tests, achievement tests and diagnostic tests should be prepared and standardised and made available for use in Schools. In order to carry out these recommendations the Committee has suggested that a separate section of the Education department with qualified personnel should be brought into being. It is also desirable to have an Advisory Council of Specialists to assist this department. Alternatively the Committee would recommend that the Government should subsidise the University so that it may carry out this work. In adopting these intelligence tests abundant caution is required as intelligence tests, first devised by the French psychologists Binet and Simon and presented as a complete scale in 1911, may be said to be still in the experimental stage. The present system of examinations may be defective, but no good will result and much harm may be done by substituting for it a system of intelligence tests which is less certain in its results and more open to abuses.

PERSONAL

Dr. C. R. REDDI, has accepted the Pro-Vice-Chancellorship of the University of Mysore.

HERE AND THERE

Fellowship for Studies Abroad

Twenty-nine experts from more than a dozen countries began a three-day study of international education at Paris on Sept 9. Mr. J. Torres-Bodet, Director-General of the United Nations Educational, Scientific and Cultural Organisation opening the meeting, said he attached such importance to the programme that he would ask UNESCO'S general conference for an expansion in the number of fellowships for 1950.

Mr. P. W. Kirpal, Deputy Secretary of India's Ministry of Education, suggested that UNESCO should publish information on study facilities in Britain, the United States and France, countries which received the largest number of scholars. The United States has given 2,902, France 2,097 and Britain 1,563 scholarships. Mr. Kirpal said: "There is a great demand in India for these fellowships and we would like to know more about them."

Mr. Kirpal also asked for more information on the distribution of fellowships according to age groups and sex. In the overseas scholarship scheme India has been awarded 1,000 scholarships in the last three years. The majority of these scholars went to Britain and the United States for training in the scientific and technical needs of India.

Nehru Scholarship in Malayan 'Varsity

The Indian Relief Fund Committee has made a proposal to endow a Pandit Nehru scholarship in the newly-established University of Malaya.

Details of the proposal are not yet available, but it is learnt that the Committee has in hand funds totalling 40,000 Straits dollars (about Rs. 63,000) being the balance of the purses given to Pandit Nehru during his visit to this country in 1946. It is proposed to constitute this amount into an endowment for the scholarship, which will be of the monthly value of about 100 dollars. Pandit Nehru's approval of the proposal has been sought.

THROUGH different PROVINCES

DELHI

TWO HIGH SCHOOL STUDENTS TO GO TO U. S. A.

SELECTION BY ESSAY CONTEST

The New York Herald Tribune have extended an invitation to India to send two High School students one boy and one girl, to go to the United States at the end of this year for a ten weeks visit, and to represent India at the New York Herald Tribune Forum for High Schools in March, 1950.

Pan American World Airways will provide free round trip transportation for the two students either from Calcutta or New Delhi. While the students are there they will be entertained as guests in homes of high school students in United States, attend classes with them and participate in a supervised programme of schools and community activities.

The plan follows a pattern established in 1947 when 33 high school students representing each of the twenty Latin American republics and Canada went to the United States as Forum delegates. In 1948 twenty-nine student delegates went as representatives of Australia, the British Isles, Denmark, Finland, Norway and Sweden. In 1949 thirty-four students, one boy and one girl, from each of seventeen European countries attended. In 1950, the Forum will bring together students from the Near and Middle East and South East Asia.

The Government of India have accepted the offer of the New York Herald Tribune and have agreed to select the two students who are to be sent as delegates from India.

FACILITIES FOR DISPLACED STUDENTS

The University of Saugor and the Birla Education Trust, Pilani have offered to take refugee students who

may be unable to continue their college studies in Delhi for want of accommodation in local colleges. Students desirous of availing this opportunity may contact the Registrar, University of Saugor, Saugor, C. P. or Principal, Birla College of Arts, Science and Commerce, Pilani, Jaipur Division, Rajasthan for terms and conditions of admission.

SEMINAR ON ADULT EDUCATION

The Ministry of Education, Government of India, has made considerable headway in the planning of the Seminar on rural adult education which is being held in India during November-December, 1949, under the auspices of the UNESCO to discuss the problems of rural adult education with special reference to Asian countries.

The venue of the seminar will be Hotel Krishnarajasagar, Brindavan Gardens, Mysore. The following countries have already accepted the invitation of the Government of India to participate in the seminar; Australia, Siam U. K., Iraq, Iran, Ceylon, Burma, Indonesia, Afghanistan, Nepal, the Philippines, France, Malaya, Saudi Arabia and Canada. More acceptances are expected. Besides these, the World Health Organisation, the Food and Agriculture Organisation, the International Labour Organisation and the United Nations have also been invited to send representatives to the seminar. All Provincial, Union and State Governments have also been requested to send one observer each to attend the seminar.

Mr. M. L. Malakul, Permanent Under Secretary of state Ministry of Education, Thailand will be the Director of the seminar. Dr. S. Y. Chu of the Rural Reconstruction College, Szechwan, China will be Chairman of the study group on raising the standard of living. Dr. Spencer Hatch of the Inter American Institute of Agricultural Sciences will be Chairman of the study

group on economic aspects of rural adult education. Two other distinguished persons will be selected to the Chairmen of the remaining two study groups on adult illiteracy and social content of rural adult education respectively.

Dr. Zakir Hussain and Mr. D. H. Chandrasekariya, Minister of Education Mysore, have accepted the invitation of the Government of India to act as delegates of this country. One more delegate will be selected shortly.

The UNESCO has agreed to send the following experts on rural adult education to advise the participants on different aspects of the subject: Dr. Frederick Rex, Dr. Rodriguez Bou and one expert from Brazil.

PLAN TO PROMOTE WORLD PEACE

The Committee recently appointed by the Executive Board of the Indian National Commission for Co-operation with UNESCO, to prepare a plan to promote universal peace in accordance with Mahatma Gandhi's ideas and technique, held its first meeting on 8th Sept.

Dr. Tara Chand, Education Secretary to the Government of India, presided. The meeting discussed the procedure to be adopted for the preparation of the plan.

MADRAS

MEDICAL BOOKS

The Government College of Indian Medicine, it is understood, has been instructed to have suitable medical books brought out in the South Indian languages for the use of students of the College.

In this connection, it is mentioned that Dr. T. S. S. Rajan's Tamil book "Home Doctor", has been found a suitable textbook on modern medicine by the College.

The book, it is stated, is now used in the Kasturba centres for the training of nurses. Dr. Rajan has given his consent to the translation of the book into Telugu.

BOYS' AND GIRLS' SCHOOLS TO BE AMALGAMATED

The amalgamation of boys' and girls' elementary schools and the abolition of the distinctions hitherto maintained between elementary schools for boys and girls in all localities have been ordered by the Government of Madras.

The Government have also ordered the amalgamation of the boys' and girls' ranges of the subordinate Inspecting Agency.

The Government have informed local bodies that senior women teachers may be appointed as head teachers of boys' schools and vice versa.

B. E. DEGREE OF ANNAMALAI UNIVERSITY

The Government have directed that the B. E. Degree of the Annamalai University in civil and Mechanical Engineering be deemed as equivalent to the B. E. Degree of the Madras University in the respective branches.

BUILDING GRANTS FOR BASIC SCHOOLS

The Government of Madras have sanctioned an increase in the scale of building grants for Basic education schools in the province.

The maximum grant has been raised to Rs. 15,000 from Rs. 7,000 in the case of senior basic schools and to Rs. 9000 from Rs. 4000 in the case of Junior Basic schools.

The concession has been made applicable to all basic schools, maintained either by local bodies or by private management.

In the case of ordinary elementary schools, the building grant is limited to half the cost. The Government, as a special case, in view of the importance they attach to basic schools, have raised the percentage of Government contribution to 75 per cent of the total cost.

A provision of rupees ten lakhs has been made in the current year's budget for this purpose.

BOMBAY**BOMBAY GOVT'S GRANT
TO COLLEGES**

An aggregate amount of Rs. 6,13,000 by way of annual block grants for the triennium commencing from the current financial year has been sanctioned by the Government for the aid of non-Government colleges as against Rs. 2,77,500 paid during last year. This is disclosed in a note issued by the Director of Publicity explaining the increase in college fees. In addition, the Government pays one-third of the expenditure on account of dearness allowance. But for this aid, the quantum of increase in fees might have been greater. The Government expenditure on collegiate education has increased four-fold in the last 10 years. This being so, and in the absence of private endowments and contribution some burden of the educational expenditure on collegiate education has to be shouldered by the student community itself. The Bombay Government adds that a liberal scheme of free studentships has been announced and half-fee studentship has also been introduced in Government colleges. The desirability of instituting free studentship in non-Government colleges is also under consideration.

**UNIVERSITY FOR
GUJARAT**

A Bill to establish and incorporate a teaching and affiliating University in Bombay Province to be known as the Gujarat University has been published in the Bombay Government Gazette, on Sept. 10.

In the scheme of decentralisation and reorganisation of University education in the Province, three Universities for the regions of Maharashtra, Karnatak and Gujarat were envisaged. The Poona University Act, 1948, and the Karnatic University Act, 1949, have already been passed.

The Gujarat University Committee appointed by the Government has submitted its report. It has recommended that the University should be an

affiliating one in the present circumstances. The Committee has, however, recommended that a residential and teaching nucleus should be added at Ahmedabad, the time and details of the nucleus being settled by the University authorities. It is accordingly proposed to add a provision regarding teaching within Ahmedabad area, requiring the University to convert itself into a teaching University within three years from the time it begins to function. The Bill generally follows the recommendations of the Committee, but the provisions of the Poona University Act, 1948, and the Karnatak University Act, 1949, have also been kept in view.

As recommended by the Committee, it is proposed to empower the University to adopt Gujarati or the national language as the medium of instruction except that for the first ten years. English may be allowed as the medium of instruction in subjects in which this medium is considered necessary. The Committee has recommended that the Vice-Chancellor should be an honorary one. The provisions in the Bill, however, follow the model of the Poona University Act, in which it is left to the University to decide whether the post should be a salaried one after the expiration of the tenure of the first Vice-Chancellor.

WEST BENGAL**INDIAN SCIENCE CONGRESS****FOREIGN SCIENTISTS TO
ATTEND SESSION**

A delegation of front rank scientists from Great Britain, America and France is expected to visit India early next year to attend the 37th session of the Indian Science Congress.

The Science Congress will be held at Poona from January 2 to 8, 1950, under the Presidentship of Prof. P. C. Mahalanobis of Calcutta. Dr. Syama Prasad Mookherjee, India's Minister for Industry and Supply, will inaugurate the

session and His Excellency Sir Maharaj Singh, Governor of Bombay has been approached to become the Patron.

According to the Indian Science Congress Association, invitations have already been extended to the overseas scientists by the Association and also by the Department of Scientific Research, Government of Bombay through the various Indian Embassies in foreign countries. The team from Great Britain will, it is learnt, consist of Sir Robert Robinson, President of the Royal Society, London, Prof. J. H. Burn, Britain's top-ranking Pharmacologist, from the University of Oxford, and Prof. Desmond Bernal, the distinguished physician. From America Prof. Herman Mark, (originally of Germany) and Prof. Szent Gyorgyi, the celebrated biochemist, (originally of Hungary) will come over in the delegation.

MADAME CURIE TO VISIT INDIA

France will be represented by Prof. and Madame Curie-Joliot, well-known all over the world for their contributions in atomic Physics. Invitations have also been sent to many learned societies and bodies in Afghanistan, Ceylon, Australia, Canada and some other countries to send their delegates to the session, if possible. Overseas scientists will, it is learnt, stay in India for about two months, in the course of which they will deliver lectures and give demonstrations in various centres throughout India.

C. P.**NAGPUR UNIVERSITY**

It is learnt that Pandit Jawaharlal Nehru, Prime Minister of India, will deliver the convocation address of the Nagpur University in December next.

In a letter to the Chancellor of the University, Pandit Nehru is stated to have communicated his desire to fix the date after his return from the United States of America and, in any case, not before late in December.

HYDERABAD**PRESERVATION OF
ELLORA CAVES**

For maintaining intact the Ajanta and Ellora caves, a sum of Rs. 9 lakhs has been sanctioned by the Government of Hyderabad. There will be an initial grant of Rs. 4 lakhs and an annual grant of Rs. 1 Lakh for five years, as recommended by the expert committee appointed for the purpose. The Government have directed that the committee should also report on the archaeological preservation of the other ancient monuments in Hyderabad State.

MYSORE**MYSORE GOVT'S RURAL
DEVELOPMENT SCHEME**

With a view to finalising the scheme for rural industrialisation drive in the State on the lines suggested by Sir M. Visveswaraya, a meeting was held on 9th Sept. in the Chambers of Mr. H. C. Dassappa, Minister for Industries and Finance.

The idea is to constitute Rural Industries Development Committees consisting of elected members for each circle corresponding to the circles which form the jurisdiction of multipurpose co-operative societies in the taluks. These Committees will work in close co-ordination with the multi-purpose co-operative societies in the area. A central committee will be constituted with an additional director as Chairman and members will be both elected and nominated. The scheme, when finalised, will provide for a network of committees for efficient organisation of the rural industries and improving the economic condition of the rural folk. A Superintendent of Industries is proposed to be appointed for each district, while each taluk may have an industrial supervisor. It is proposed to introduce this scheme in two districts for the present.

The Tenth Andhra Teachers' Federation

at Vizagapatam on 24—25, Sept., 1949

The 10th session of the Andhra Teachers' Federation was held at Vizag on 24th September 1949 along with the Conference of the Vizag District Teachers' Guild, under the presidency of Sri R. Suryanarayanarao, B.A., M.L.C., the extracts of whose address appear elsewhere in this number. Over 300 delegates participated in the Conference. Excellent arrangements were made by the Reception Committee Chairman, Mr. Machiraju SubbaRao Pantulu, the Manager of the City High School.

Exhibition a Speciality

One special feature of the Conference was the Exhibition of the Teaching Aids, Handicrafts and others Drawings prepared by several schools in the Vizag District. Almost all the schools were represented. The largest and the best were from the Board High School, Yellamanchili to which the 'Silver Peacock Trophy' was awarded. All credit goes to Sri A. L. NarayanaRao under whose inspiring guidance the exhibits were prepared by staff and students.

Office Bearers

The following Office bearers for next year were elected.

President:—Sri Ch. Balakrishna Sastri M. A., L. T., Lecturer, Hindu College, Masulipatam.

Vice-Presidents:—Sri P. V. Narasimham, B. A., L. T., Cocanada, and Sri V. Appaiah, B. A., L. T., Bhimavaram.

Secretaries:—Sri A. L. NarayanaRao, Yellamanchili, and Sri V. L. Narasimham, Masulipatam.

Speech by the President of the Federation

Mr. Chitta Balakrishna Sastri, M. A., L. T., President, Andhra Teachers' Federation in the course of his speech said that:

"All expenditure on Education, Elementary, Secondary and Collegiate should be made to form the first charge

on Provincial and Central Revenues to the extent of at least one third of the total budget."

"Free and compulsory elementary education for the time being must be controlled and managed exclusively by the Provincial Governments. The adoption of modest scales of salaries recommended by the Central Pay Commission in the near future would go a long way in bettering the lot of the hardpressed teachers. The provincialisation of the teaching staff of various grades with uniform scales of salaries for teachers working under different agencies and due insistence on the enforcement of leave rules and conditions of service now obtaining in Government, and Local Board Schools even in the case of aided institutions are the only ways and means of ennobling the profession and attracting the right kind of men to the sacred calling entrusted with the noble work of shaping the character and destinies of citizens of Bharat."

"While thanking the present Education Minister for his generous assurances in regard to the implementation of uniform scales of salaries in all kinds of schools, we also request the Hon'ble Minister to adopt a more sympathetic attitude in future and see that it becomes an accomplished fact ere long together with the payment of house rent for teachers living in towns and cities and weightage for past service for teachers working in aided schools."

"Educational experiments are being undertaken to make the education of the youth nationalistic, realistic practical and moralistic with some success. Much time may elapse before final touches are given and stability is secured. Elementary Education of the Basic variety making provision for the cultivation of hereditary occupations has to be uniformly enforced. Secondary education bifurcated into academic, secretarial, pretechnological, aesthetic and domestic courses appears to be a

little bit cumbrous and confusing. With great advantage, a composite, system bringing about a harmonious blending of S. S. L. C. and Matriculation comprising a study of Regional Language, English, national language, elementary mathematics, general science, social studies with due emphasis on early Indian History and Indian Geography, a study of advanced mathematics for students taking up I. Sc. courses and vocational training in one particular subject to be chosen out of a select group, for all may be evolved by the Government in consultation with University Bodies and Educationists."

"The Report of the University Commission is praiseworthy but not perfect in itself. It would appear that religious instruction should be made compulsory, subject to the operation of the conscience clause, that objective and subjective tests should be well seasoned and balanced, that all college students should be made to study the outlines of Indian History, politics and economics, that regional language be adopted as the medium of instruction as a working knowledge of English and Hindi would do quite well, in the best interests of the youth. The Central Government would do well to take the advice of the leading scholars in a conference specially summoned for the purpose and alter them accordingly. With a feeling of diffidence that we have not done our very best during the year under review, we the Members of the Executive Committee request you all to consider well and arrive at good decisions.

makes a comprehensive survey of the manner in which these rights are exercised or restricted in various parts of the far-flung British Empire. The Executive forms the subject of the third chapter and in the fourth Sastriar lays emphasis on the Duties of the citizen. The book, besides being instructive on the side of its subject matter, is also interesting by reason of its style.

—V. M.

Book-Reviews

THE INDIAN CITIZEN—HIS RIGHTS AND DUTIES, — by V. S. Srinivasa Sastri—Published by Hind Kitabs Limited. Pages 87 Price 1-8-0.

This book consists of extracts of the most important pages of the Kamala Lectures delivered by late Rt. Hon'ble V. S. Srinivasa Sastri at Calcutta in 1926 and subsequently at Madras. At the present moment, standing as we do at the threshold of a new era when the new constitution of the Dominion of India is to be given effect to, there can be no more important question to engage our attention than the building up of constructive citizenship. Since these lectures were delivered, great political changes have taken place, the Dominions of India and Pakistan have been ushered into existence and the content and quality of Indian citizenship have been considerably enriched in consequence. But Mr. Sastri's thoughts on the responsibilities and duties of the Indian citizen, getting down as they do to the fundamentals of citizenship, can lose nothing of their value. They must afford us inspiration and guidance in the important task of the building up of constructive citizenship. Alike by his experience and by his wisdom, this Nestor of Indian politics was eminently qualified to give counsel to his countryman on the vital problem of citizenship and it will be very profitable to us to read these lectures of Srinivasa Sastri and lay his words to heart. The general tendency is to insist on rights and privileges and to ignore duties and responsibilities. But Sastriar has made it clear that rights flow from duties and his advice is, therefore, timely and wholesome. He has also entered a caveat against communism, that cancer eating into the vitals of our body politic. The book consists of 4 chapters. In the first Sastriar defines the concepts of citizen and subject. In the second he enumerates the rights of person and

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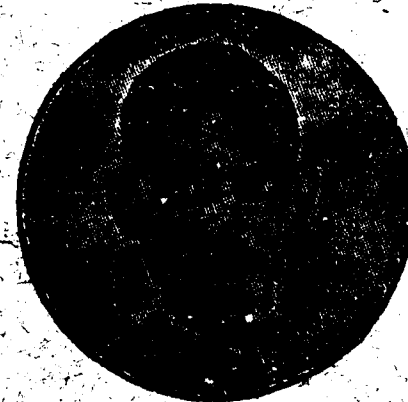
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