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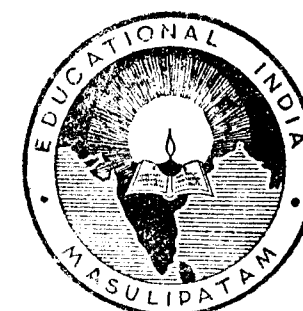
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EDITOR :

Prof. M. VENKATARANGAIYA, M. A.

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THE ROLE OF THE HEADMASTER

Prof. K. G. SAIYIDAIN

Educational Adviser to Bombay Government

THE performance of an engineer, a scientist or a craftsman can be tested with a reasonable degree of confidence and, if they have shirked their work or done it in a slip shod manner, there is a good chance of detecting their lapses immediately. But the finest results of education are intangible ones and they do not lend themselves to such objective testing. The integrity of a child's attitude to work, his social sensitiveness, his awareness of moral values, his capacity for leadership and disciplined effort—these cannot be weighed on any mechanical scale. You cannot, therefore, possibly ensure that teachers will give the best of themselves to their children except by creating a spirit and atmosphere of comradeship which may evoke all that is really worth while in them. Under any authoritarian regime where the basis of relationship is fear of one sort or another, it is often possible to get certain routine things done efficiently. But, under such conditions, it is impossible to bring into true *rapproch* the best elements in the personality of the teacher with those in the child's and thus education loses its greatest formative influence. I know that many administrators think—and in that term I include the headmasters also!—that the proper way to get work out of at least a majority of their teachers is by playing the *martinet*, like Havaladar supervising the drill of recruits! But I submit that they are wrong. They have not tried the other way which is

not the soft way but an *exacting* way, calling for great tact and wisdom and understanding. Any fool of a teacher if I may be pardoned that please—can cow down a class of children into mechanical discipline—it takes a teacher of imagination and sympathetic insight to bring up children in an atmosphere of well ordered self-discipline. Similarly, any fool of a headmaster—if you will forgive me that expression—who suffers from an inferiority complex can, metaphorically speaking, wield the 'big stick' over his staff and make them carry out orders, but it takes a gifted and a humane headmaster, who is sure of himself and consequently able to respect the individuality of others, to treat his teachers on a footing of human equality and yet retain the position of educational leadership. May I share with you what I have come to regard as an acid test of a man's real quality? A really great man—that is, a man with a great heart—effortlessly raises up all those with whom he comes into contact; he makes them feel their possibilities for goodness and greatness. The small man, however high his worldly position, tries to belittle others in order to feel secure and self-complacent. To my mind, a good Head Master is one who can inspire and enthuse his colleagues without dominating over them like a harsh task master. If you will, therefore, allow me to offer you a word of advice, I would say: "Try and bring about a total revolution in the relationship which exists between Head Masters and teachers and place it on a footing of human equality." When I say so, I do not mean to suggest that there are no schools where this rela-

* Inaugural Address Delivered by Mr. K. G. Saiyidain, at the Conference of The Bombay Headmasters' Association at Sholapur—25—12—1948.

tionship exists—in fact, it is precisely because I have seen such schools that I can confidently commend this relationship to you. I have seen schools where Head Masters treat their teachers as friends and comrades, where they attribute all that is good to them and disclaim any credit for themselves, where they go out of their way to share their personal troubles, anxieties and problems and would not rest till they have done all they can to help them..... And I have seen schools where the Head Masters has about such concern for his staff as the foreman in a factory has for the labourers working under him. Perhaps, it will not be unfair to say that this type is in the majority. If we are to set our house right and to lay the foundations of a new educational order, we will have to change this state of affairs and make a bold bid to win their confidence, their good will and their whole hearted co-operation. I ask for this human miracle not only in the interests of teachers and Head Masters, but because this involves a basic change of outlook which may transform the entire educational scene. At present the administrators and inspecting officers as well as committees of management often play the "big boss" over Head Masters denying them the courtesy and respect which is their due; the Head Masters in their turn "get it out" of the teachers and the teachers ultimately vent themselves, consciously or unconsciously, on their children. And since the children cannot hit back, they often develop ugly complexes which create problems for teachers in schools and the parents at home and later for society when they grow up. For, they too must perpetuate, when they can, this sorry authoritarian tradition to which they had been subjected in their childhood and youth. Truly a vicious circle, this! I plead for the re-

placement of this authoritarian cycle by a humanized and democratic administration and, since I am addressing myself at the moment to the Head Masters, I do not propose to discuss what others can do about it but to appeal to you to break this vicious circle and throw open your hearts and your minds to this revolutionary change. I assure you that the change will be truly revolutionary. There are more things and more possibilities in the heart of man and in his creatively released individuality than in both earth and heaven put together, and if you only knew the art of evoking these possibilities in your teachers and they knew the art of doing so in their children, what is there that could not be achieved? This is neither an idle dream nor an impossible claim. In hundreds of good schools all over the world where the springs of creative energy and human decency have been released through love and sympathy and comradeship—guided of course by intelligence—the results have been truly amazing. In the fields of knowledge, science, social service, art, music and self-expression generally, children have done things which the orthodox routine bound teacher would have regarded as impossible. I would ask you not to generalize about the possibility of what can be done on the basis of your past experience because that was overcast by the sense of futility which obsesses all activities carried on in an atmosphere of political and mental slavery. Get rid of the paralysing idea that in this country "nothing can be done". If we could attain the political freedom of four hundred million people through an almost bloodless revolution, is there any reason in the nature of things why we cannot build a better educational edifice. It is, no doubt, work of a different nature but surely no one will seriously contend that it is

more difficult or ambitious. Remember that defeatism is one of the main causes of defeat and nothing succeeds like the determination to success. If we bring the same persistence and will power and the same spirit of idealism and sacrifice to bear upon this task we can surely refashion our educational system satisfactorily.

I do not propose (and cannot possibly hope) to survey the whole field of education. It would neither be possible nor proper to do so. I would, therefore, confine myself, if I may, to pointing out briefly for your consideration some of the prominent landmarks round you because they must determine your educational pattern and it is in their setting that you have to organize your work. There are two forces that have been operating powerfully on education through out the world during this century and though their impact on India has been somewhat limited in the past, they must be taken into account in all schemes of educational reconstruction. On the one hand there has been a growing movement for the last fifty years which has stressed the ideas of freedom, individuality, self-expression and the release of children's creative impulses. This was in the nature of a protest against the rigid, repressive and stereotyped education which dominated all schools and, under the generic title of "New Education" it developed rapidly and spread its influence in all countries particularly after the first world war. A couple of decades later, when democracy had to face the totalitarian challenge and its claim to greater efficiency and success as a way of life, the social aspect of education was forced to the front. Democracy had to justify itself not only on ethical and moral grounds but also as a practicable and effective pattern of social and political organization and schools

were confronted with the imperative problem of educating 'the social individual' that is, a person whose fully developed individuality will be responsive to the values of freedom and at the same time properly integrated with the general pattern of community life, both able and willing to discharge the responsibilities of good citizenship. The history of education in the Western World in recent decades has been the story of the action and the reaction, the advance and retreat, the conflict and the synthesis of these two forces. I refer to it in order to point out that in India to-day we are feeling the impact of these two forces simultaneously and this gives our educational situation its special significance and poignancy. Our schools in the past have been dominated by limited objectives, rigid methods of teaching and discipline and by a narrow and formalized curriculum. They have sent out scholars whose minds are unawakened and personalities undeveloped, who have not experienced the thrill of self expression through free activity. They have generally relied on repressive methods of learning and discipline and have been dominated by that most immoral of all sentiments, Fear and thus they have done incalculable damage to the nature of children and the possibility of their normal growth and the sooner they are transformed or swept aside the better. If our schools are to become genuine educational centres it is essential to breathe into them the true spirit of freedom, releasing their methods and curricula as well as objectives and purposes from bondage to wrong traditions.

That is, however, only one side of the picture. Under any circumstances and, any socio-political set-up, schools should devote themselves to the free development of the students.

powers and capacities. During the last two decades enlightened educational opinion and better schools in India have been actually devoting considerable attention to this point. But a new and assertive factor has recently entered into the situation as a result of the attainment of freedom by our country and the attempt that we are making to establish in it a secular and democratic state wedded to the ideal of social justice. To educate a people to be worthy of this great concept and great responsibility is, in all conscience, a very difficult task. But when it is viewed against the background of the recent and the remote past, its difficulties stand out with disconcerting clarity. We have to train people in democratic ways and attitudes after centuries of autocratic rule of which the last 150 years were a period of foreign domination. During this period, the foreign Government was not interested in cultivating in our people the qualities of the free men; all its various agencies, including education, were concerned with turning out a pliable and docile type who will accept the status unquestionably and adjust itself as a willing instrument to work a superimposed system. It is true that the inscrutable laws and forces that operate in the minds of men produced, under this very regime, men and women who valued freedom above every thing else and who hankered after it with a devotion that the true lover reserves for his beloved. But it is also true that the majority had tamely accepted their subservient lot and developed anything but the qualities of courage, initiative, co-operation and sacrifice which are needed for the successful working of democratic institutions. So, now that Freedom is upon us—sudden like the sunshine on a summer's morn—we find ourselves

illeguipped for it, intellectually and morally. Education has to step into this breach quickly and efficiently and, through schools and social education centres, build up a generation equal to this great task. It must struggle against the hangover of the past and replace a passive by a dynamic, a selfish by a socially conscious outlook. This is a task which has been attempted in other countries and it has taken many decades, sometimes centuries, and is still not complete—perhaps it will never be entirely complete! In our country and in this winged country of phenomenal speed, we have to adopt intensive and concentrated methods to achieve quicker results.

There is, however, another factor in our case which complicates our transition from political subjection to freedom and from a society based on status and hereditary privilege to one based on democracy and justice. It is the peculiarity of the circumstances in which the birth of our freedom has taken place—the partition of the country, the riots, the massacres and bloodshed, the uprooting of millions of persons from their moorings, both moral and geographical, and the many economic consequences of War like food shortage and inflation which has made life one long drawn out trial for the common people. Under normal circumstances, the long cherished attainment of freedom would have released great springs of creative and co-operative energy and the people would have risen up in all their newly found and newly tested strength to build their country into a great power. But under existing circumstances, even the fruits of freedom taste bitter and, instead of the joy of success, many people are experiencing depression or cynicism and despair. Education has to take upon itself

with the exacting and onerous task of healing the many wounds of spirit that these tragic events have inflicted, to re-link the loyalty of our minds and hearts to our cherished ideals, to re-kindle the hope of better life and to give tired and dispirited men and women the desire, the determination and the capacity to struggle for this better life. It has to fight against the communal and sectarian madness which has been fanned into a flame by recent happenings; it has to counteract the provincial, regional and parochial separatism which has raised its ugly head and it has, above all, to inculcate the qualities of tolerance, charity, kindness on which respect for human life and human personality depends. If it fails to visualize its task in these terms—and that means if we and thousands like us fail to do so—education will be foredoomed to futility.

I have no doubt all of you are anxious to improve the quality of teaching and training in your schools and to make them play a worthy role in the rebuilding of our national life. For this purpose, you will have to do many things, which I cannot possibly enumerate here, but I would suggest that you do them within the context of the forces and the values to which I have referred. Draw your teachers into active fellowship, call them into frequent conference, place before them the facts as you see them and the values as you visualize them, ask for their comments and criticism and then say to them something like this:

"Friends, we are engaged in doing educational work at a very crucial period in the history of our country and the history of the World. It is, no doubt, beset by great difficulties—including the economic difficulties and handicaps under which we have to labour—

an adventure of the spirit fraught with infinite possibilities. Our country, harassed by many obstinate and heart rending problems and our world, obsessed with misery and war and destruction and the menace of the Atom Bomb, have no protection against these dangers and no hope against the onslaught of the forces of evil except what we can do through education—through our own feeble but sincere efforts, with our weak but unwavering hands to restore the world to sanity and reason and the joy of creative, peaceful work. This battle has to be fought in every home and every school and within the heart and soul of every growing child and youth. It has to be fought against the Devil who sits at his counter buying human souls with his dirty but unlimited coins—coins of fear and greed and prejudice and the lust for power and the love of pleasure. We must strive to make these coins appear worthless in the eyes of our children so that when they grow up they will be able to distinguish between gold and tinsel, so that, when the testing time comes, *their values will be right*: they will have learnt to prefer co-operative effort to self seeking competition, the joy of creative work to possessive happiness, the quality of charity to domination, the virtue of tolerance to fanaticism ".....If you can make yourself and your colleagues believe in the essential *rightness* of this attitude and this point of view, it will surely *not* solve all your problems but it will ensure that you will be seeking their solution in the right direction. You will have to read and discuss and think and try out new experiments—and how few of us, alas, do that! You will not only have to add to your knowledge but to reorient your life in the light of these values and thus enrich your own personality which is,

EVALUATION OF SKILLS *

Sri A. S. VENKATARAMAN, B.A., L.T.

If you ask any parent why he sends his boy to a school, he will readily answer, "I am sending him to the school because it seeks to develop character, ability to think correctly, social responsibility, good health habits, readiness for earning a living, knowledge of certain facts, mastery of certain skills."

In practice, remembering knowledge and practising technique for the examinations have become the purpose of education both for pupils and teachers. Ours is an examination-ridden system. It is the examination that determines the candidate's fate, shapes the teacher's class-room work, makes or mars his or her school reputation, dominates the school activity and decides the school efficiency.

And yet what does it test? How does it test? And with what result?

Continued from preceding page.

asset. Thus, taking your colleagues by the hand, as it were, as partners in a great human adventure, you may be able, with patience and courage and intelligence, to transform your schools into free and co-operative communities of youth where their individuality will not be repressed but released and where they will learn, through experience of fellowship, that individuality achieves its perfection not in isolation or exploitation of others but in service and co-operation for worthy ends. The road to that goal is long and arduous and uphill but the sooner we start moving towards it the better. Time moves ahead relentlessly and Nemesis does not wait. May it be given to you, in this Conference, to set the caravan going on this pilgrimage!

For whose benefit? These are questions answers to which have to be sought. The more we think of them, the more melancholy do we feel about them. If a pass in an examination is the be all and end-all of life, then it must be secured at any cost. There may be no short cuts to learning but there are short cuts to passes. It is a melancholy sight to behold lots of pupils and adults undertaking pilgrim tours not to places of interest and importance but to examiner's residences. If the percentage of passes is poor, it may be raised. Passes then are faked. When passes are faked, what is the implication? Marks may be added, the percentage may be raised. Marks are only figures. 32 is as good as 35. Sometimes 28 can become 35 if the percentage of passes has to be increased thereby.

The irony of it is that way lies truth. What do marks mean? They are not a blessing to whom they are rewarded nor to those by whom they are awarded. Far from revealing the candidate's abilities or skills they cleverly hide them. They tell us little about thinking, less about social sensitivity and indifferently about the pupil's fitness for the University course and least of all for anything else. Though 50% every year are declared eligible for the University, how many of them are really fit, one wonders. For want of something else they go to the University, and for want of a better occupation after their taking their degree, they enter the Law College.

Unfit candidates are driven to the University course and are driven

* Lecture delivered by the contributor at the Chittoor Refresher camp, on 10th and 11th Dec, 1948

out as graduates sooner or latter. Colleges have to be opened in many centres and candidates seek permission to sit for the examination by sheer efflux of time without effort. Politics is in their minds and they are possessed! Politics will serve them to seek admission, to seek selection and seek passes. From the beginning to end politics helps them and they are safe in the hands of their friendly politicians. These are facts few will deny. What are they due to? They are the result of marks. What are they useful for? Not for revealing facts but for hiding them.

Psychologically too they are no good. They test, not comprehension but knowledge. They test not understanding but mere memory work. They test not skill but mere factual information and factual accumulation.

Here it is of interest to refer to what is happening elsewhere, particularly in America where educational experiments and researches are becoming more and more common. Some thirty Secondary Schools joined together and secured the co-operation of Universities and Colleges. They found their ways to improve their service to the nation and its youth. That co-operation agreed to waive prescribed entrance requirements for 30 Schools or School Systems. The schools were free in theory and practice to provide experiences appropriate to individual, and group needs and to make a fresh study of the needs of youth in a democratic society. Their attempts resulted in the greatest period of growth in each school history.

In the words of W. W. Charters, Professor of Education, Ohio State University, "Historians will undoubtedly describe the first half of this century as the era in which education

swing the course of its objectives from the mastery of the subjects of the scholars to the cultivation of the abilities and resources of the individual child. The reports of the Eight-year study record an adventure of intelligent educators to discover ways of making this radical reorientation a practical reality."

There are two things to be observed here. One is the shifting of emphasis from subjects to abilities and resources of the individual child. The second thing is that the colleges do not tell the schools what they must do but the schools have to decide what they should do. These are two fundamental general objectives which it is good for secondary schools to seek and achieve.

In practical terms, Secondary schools are free (or may be declared free) to plan and chalk out their programme of objectives, but what is more important, is that their responsibility for that very reason becomes great. To me it seems that their freedom is worth seeking and that this responsibility is worth owning and exercising. For in this age of freedom he who refers to it without a realisation of its responsibilities talks only glibly about it and is doing only what may be called lip service or disservice to the cause of education.

Apart from the Intelligence test and the Achievement Tests (which measure only the amount of information remembered by students or the mere specific subject skills) there was need to help students achieve several additional qualities such as more effective study skills, more careful ways of thinking, a wider range of significant interests, social rather than selfish attitudes. So the thirty American schools developed new means of evaluating achievement to form a comprehensive programme of appraisal,

The major types of objectives are shown below:—

1. Effective methods of thinking.
2. Cultivation of useful work-habits and study skills.
3. Inculcation of social attitudes.
4. Acquisition of a wide range of significant interests.
5. Development of increased appreciation of music, art, literature and other aesthetic experiences.
6. Development of social sensitivity.
7. Development of better-personal-social adjustment.
8. Acquisition of important information.
9. Development of physical health.
10. Development of a consistent philosophy of life.

It is of interest to learn how evaluation instruments were devised to study and measure the reactions or more properly speaking, the different behaviours, as they were called, which included the pupil's most common behaviour as well as the range of behaviour under different conditions.

In the light of the American experiment, I offer a few suggestions for your consideration:—

- 1) A group of Schools in a town may combine and formulate a few objections against a background of syllabuses we are having.
- 2) Then they may devise a suitable evaluation instrument.
- 3) It may be noted that the abilities, reactions or behaviours may be evaluated and recorded.
- 4) Numerical symbols need not be used for purposes of this evaluation. Certain descriptive terms may be used according to different objectives.
- 5) Such records may have to be filled twice a year in a course of six years.

6) The records may be used to compile a *Behavior Sheet* containing particulars about a pupil.

7) From the *Behavior Sheet* an intimation card may be prepared for occasional information to the parent.

8) Students seeking the University course as well as others may be required to produce a complete card in place of any conduct certificate which as given at present is meaningless.

A Specimen chart or sheet for evaluating certain prominent behaviors is given as an Appendix at the end of the article (See Appendix A and appendix B)

It may be argued that these records are elaborate and require a lot of time. Here I wish to sound a note of caution. For purposes of experiment, a class should not be more than 33 strong and the number of periods for a teacher not more than 22 out of 35. Life is getting to be more complex and a modern student far from being a book-worm has to be trained for life besides being trained for a living. If that be so, behaviour developments have to be watched, studied and encouraged. A boy is to be trained not only as a self unit to earn his living, but also as a social unit, as a civic unit and as something of a leader in his own way. But not all these aspects are strictly examinable as things are ordinarily understood. Still they should be capable of being appraised for their progress and development.

While many skills and traits cannot be appraised according to conventional standards, still they require to be noted, diagnosed, directed before they have to be corrected. Many of our tests of skill and behaviours have to be exploratory. They cannot be adjudged or guillotined. Modern psychology refuses to recognise any dull pupil. The so-called dullness is only

another expression for a different kind of dullness. The configuration of the entire self has to be studied. I hold with Frederick Buck, "There are misfit Schools, misfit tests and studies, misfit pedants and pedantry. There are misfit houses, misfit occupations and diversions. In fact there are all kinds and conditions of misfit clothing for children but in the nature of things there can be no misfit children."

As our country grows as a free-independent power aspiring for a top-ranking position, new demands are made on society and the responses have to be equally great. These have their own reaction in schools which form the nursery for the growth of society. Viewed against this background, the teacher's task becomes onerous and heavy.

I am of opinion that of the new subjects in the Re-organised Scheme, behaviours in at least two of them have to be appraised, not in terms of marks but in terms of the formula already suggested. The two subjects may be compared to the hands of a body. 'Social studies' corresponds to the right hand, 'Citizenship-training' corresponds to the left hand. The right hand is the hand of fellow-ship, friendship useful to society. The left hand is the hand not of selfishness but of self-reliance. One enlarges our vision and our outlook. The other trains the individual's habits. While the one trains the individual in his dealings with society, the other trains by means of disciplining the self. There is no one who can afford to neglect his own self or the society to which he belongs.

In a democratic country, no person's genius, interests or skill can be

forgotten or wasted. They require to be diagnosed and developed. Whichever country neglects its geniuses, neglects its present and future as well. It not only wastes the resources available and therefore the present, but also pledges its future to bankruptcy and ruin.

Some people may hold that non-examination subjects will be looked down upon and that teachers in charge of the same will have the same treatment. This argument cannot stand, when we are seeking to minimise the evils of a Public Examination which sets out to examine an army of candidates not less than 50 or 60 thousands. In a conflict of ideas and ideologies, one is tempted to advocate an education without 'educationists' on the analogy that 'the best politics is politics without politicians.'

This public examination has reached its breaking point and shall collapse like a house of cards. In view of educational developments it is bound to go. For a time along with the Public Examination internal examination results will take into account the performance in oral and written tests throughout the student's career. The record will be elaborate so as to include particulars of age, home background, height, weight, attendance, physical measurements, mental age, rating in achievement tests, School marks, games, reading, 'extra-curricular' activities, hobbies, vacation work, abilities of moral conduct, of social conduct. That way lies the trend of educational events and endeavours, as any person with an ordinary vision and understanding can see.

PROGRESS CHART (Subjects) (Appendix A)

	M. T. Mother Tongue	E English	M. Math.	S. Science	H. History	G. Geo- graphy.
1. Oral ...						
2. Written ...						
3. Vocabulary (langs.) ...						
4. General Interest ...						
5. Grasp (M.H.G.) ...						
6. Ability to apply rules (M)						
7. Mental work (M) ...						
8. Practical (S. & G.) ...						
9. Theoretical (S. & G.) ...						
10. Scientific mind & approach						
11. Reasoning (H. & G.) ...						
12. Initials of Masters (acc. to subject) ...						
13. Initials of Class Master ...						

APPENDIX B

Behaviour terms in appraisal of abilities
(Read with reference to progress chart)

Nature of Work.	Terms.		
1. Oral	Quick	Average	Slow
2. Written	Intelligent	Normal	Poor
3. Vocabulary	Above standard	Standard	Below standard
4. General interest	Keen	Ordinary	Slack
5. Grasp	Quick	Average	Slow
6. Ability to apply rules	Shrewd and quick	Ordinary	Below mark
7. Mental	Quick	Normal	Slow and poor
8. Practical	Careful in observing and recording	Ordinary	Not careful, regular
9. Theory	Careful	Average	Slow to fallow
10. Scientific mind and approach	Very clear and analytic	Analytic	Not analytic
11. Reasoning	Very good	Average	Dull

Selection for Teacher Training

Sri K. NARAYANAN, M.A., L. T., M. Ed., Delaware (U.S.A.)

Secretary, Ramnad Dt. Headmasters' Association

NO problem is of greater importance today than the problem of the selection of teachers for training. The teacher is the major mainspring to educational activity and as such success of any scheme of education, however mightly conceived and worked out, depends on the teacher. Not infrequently do we find misfits in the profession, and the entry of misfits will doubtless torpedo any scheme of education. Hence greatest care is to be exercised in the recruitment of teachers. Very often we find people entering the profession by sheer force of circumstances and that too at the age of thirty-five or even forty. After getting themselves trained, they find their colleagues aged about twentyfive drawing the same salary as they get or experienced teachers of their age getting more than they get. Naturally they are disgruntled, and there is no love lost between. An aged disgruntled teacher is a positive nuisance to educational progress. Hence it is most necessary that an age limit for entry into the profession should be definitely fixed and no exemption of any kind under whatever circumstances should be granted. I would suggest that the age be fixed at *Twentyfive* for graduates and *Eighteen* for Matriculates.

Candidates of high academic distinctions and attainments should be chosen. Only those who have secured at least a second class, that is between 50% and 59% should be preferred, irrespective of caste, creed or community. Candidates chosen should be of a robust constitution with a clear voice and an amicable personality. Both

mentally and physically they should be strong so that their teaching may be vitalised and made meaningful and real. Physically handicapped such as the half blind and the deaf should not be chosen.

The basis of selection for training is another point of interest. The teacher candidates should possess an aptitude for teaching. They should have an innate love of teaching. How to gauge this is a very real problem. But this is capable of easy solution. It should be firmly insisted upon that every candidate should have put in at least a year's teaching experience, and that the candidate should produce a certificate of fitness for the profession from the Head of the Institution he has served. Before giving the certificate, the Head of the Institution should satisfy himself that the teacher is within the age limit, and has physical and mental health, and above all is likely to prove a good teacher of very good character. During this period of teaching experience, every candidate should be required to acquaint himself with the basic principles of education, general methods of teaching and school organisation, and to give at least three model lessons just before the certificate of fitness for the profession is issued by the Head of the Institution.

Above all the candidates must be interviewed. At the interview the mental agility and the personality of the candidates should be assessed.

An entrance test, if necessary, may be held. In this connection it is very interesting to note what is done at Land Niedersachsen in Germany.

One of the most difficult problems confronting higher education in

* A paper read at the All-India Educational Conference, Mysore, December, 1948.

Germany is the disproportion of candidates to vacancies. For the teacher training colleges there are 10 applications to every place available. German educationists are fully aware of the key position held by these colleges in German reconstruction and special care is lavished on the entrance examinations. All applications are first sifted for political suitability and eligibility according to entrance regulations. Those who are eventually selected are examined for a day in groups of about 25. First candidates write an essay on one of three subjects—educational, sociological, or general. Some character searching questions must also be answered. What profession would you on no account enter, and why? What book or play has made an impression on you, and why?

Secondly there is a practical examination in gymnastics, music, art, and activity with children. The examination in the gym is a typically German affair. Students are tested not for individual performance, but for general agility and aptitude. They run round the gym to show their paces perform any vault they care to name over the horse, balance on a bar, and have the medicine ball to each other. For music, which is to sort out the tone deaf and the specially gifted, they sing a folksong and play on a musical instrument. This is regarded as extremely important.

In arts and crafts the students are left for an hour to show their paces. Results vary from polished illustrations to grisly outlines in black pencil, from matchbox villages to New Year cards in the worst possible taste. The examiners look for a mentality likely to appeal to children and one that is capable of development. A silhouette out-out of gnomes, a form of art in which Germans excel, was specially commended by one examiner as "made with love." Most interesting is the

activity with children. A candidate is given half a dozen children, aged eight or nine years, and must keep them happy for, in one college, 20 minutes, in another one hour. A compromise of 40 minutes would probably have been better. The German tendency to sing naturally helps to pass the time. Games, painting, reading, folding paper, and story-telling are among the most popular pastimes. The candidate is expected to be quiet and natural—not the schoolmaster or the benevolent uncle.

After the practical examinations students appear in threes before the assembled staff or before two of them. They are given a theme for discussion and are told to discuss it among themselves. Marks are given for quickness and intelligence, but above all for character. Subjects are of general interest and need not be educational. "Should pictures be photographic or artistic?" "How far should a teacher be dramatic?" "Should women have equal rights with men" are typical subjects. This part of the examination is either purely discussion among the students or else the examiners interject questions of fact and general knowledge.

At a combined sitting of the staff the candidates are sorted out on the results of the marking as suitable for immediate acceptance unsuitable and rejected, and for further interview. Of each group of 25, probably five are accepted immediately and half a dozen rejected. Those selected for further interview are given half an hour's talk with one or two members of the staff who have not previously tested them. Finally the 500 applicants are whittled down and the 50 best selected for the college. India can well adopt this method with suitable modifications.

All these principles of selection for teacher-training, — nay effective

Government's Educational Publicity

Sri R. SRINIVASA IYENGAR

Headmaster, Sarvajana High School, Peelamedu

ABOUT quarter of a century ago, Dr. Annie Besant wrote, "When India gains her political freedom may she be wise enough to restore Freedom to Education and Culture, and once more, the higher honour to Learning." Hence the latest move of the Madras Government to achieve publicity of their educational policy and reforms is not a step in the right direction. Nothing is more dangerous to the country than regimentation of educational opinions. The Government seem to opine that their work in the educational sphere is not appreciated on account of inadequate publicity and incorrect accounts of the activities in the various branches and aspects of education appearing in some newspapers and magazines.

The Government's educational policy and work are getting enough of publicity. The Minister for Education is strenuously and zealously active in making speeches on public platforms and on the air which are fully reported in the daily press and the Government's organ "Madras Information," which gives in every issue of it more pages to the Educational portfolio than to the rest. It is open to the Government even now to correct wrong statements in the press and in the periodicals. A separate organisa-

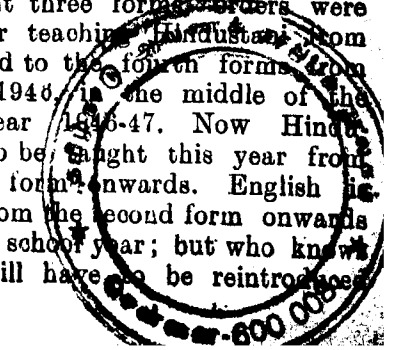
tion for publicity is not necessary and will defeat its objective. When Lord Willingdon was Governor of Madras and the Non-co-operation movement was in full swing, a publicity bureau consisting of some headmasters and others in Madras City similar to the one now contemplated was organised and pamphlets were issued and circulated to schools; but it was a failure. In education there have been differences of opinion since the days of Plato; and these should be welcome by the Government.

After all, the Government's educational policy is not free from criticism. The ideology of making manly, self-reliant, God fearing citizens is accepted by all; but the methods of achieving the objective—may be different and subject to criticism. The Government's having an open mind to change or modify their views may be laudable, but it causes great dislocation in the work of schools. No amount of explanation by the officers of the Department will be satisfying. A syllabus for the compulsory study of Tirukkural was introduced in the middle of the school year 1947-48; and a revised syllabus has been introduced after the re-opening of the schools for adoption in 1948-49. In the schools which were teaching Hindi in the first three forms, orders were issued for teaching Hindustani from the second to the fourth forms from January 1948. In the middle of the school year 1946-47. Now Hindustani is to be taught this year from the first form onwards. English is taught from the second form onwards from this school year; but who knows that it will have to be reintroduced.

Continued from preceding page.

precautions, — will certainly ensure that intending teachers before being admitted to Training schools or colleges are *prima facie* likely to make good. Any scheme can be worked out very successfully with such teachers and India can have a glorious future.

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from the First Form, in accordance with the recommendations of the Syndicate of the Madras University? A syllabus for Engineering was drawn up in 1946 for imparting theoretical and practical instruction simultaneously in the fourth form in the several branches of engineering in four groups of six pupils each; and equipment list was drawn up for a unit of six pupils in woodwork, smithy, electrical-wiring and auto-mechanics. But now an entirely different syllabus for engineering has been communicated, requiring practical work in woodwork in the Fourth Form, fitting in the Fifth Form, and Electrical Engineering in the Sixth Form; but the equipment list of 1946 has not been modified. Advance grants have been sanctioned for purchase of equipment detailed in the syllabus. How the equipment prescribed for a batch of six pupils is to be used for the whole class of the maximum 24 pupils in the branch of Engineering introduced in the fourth form is a problem. Again, guide books are to be published before syllabuses are finalised. Prof. Venkatarangiah's editorials in 'Educational India' on Social Studies deserve consideration. At any rate, the suggestion that social studies may begin in the fourth form after a good grounding in history and geography is given in the lower forms seems to offer a happy compromise in the period of transition. Taking up larger issues, the Madras Government's scheme of basic education is not identical with Gandhiji's scheme of basic education; and the reasons for departure have not so far been explained. There is therefore room for criticisms of Government's educational policy; and it is hoped that teachers and the public at large would not be asked to take for granted that the Government's views on education are the only true or correct ones.

Independent opinions on education should be welcomed, lest totalitarianism should develop in the sphere of education to the detriment of our national interests.

Government will do well to encourage the few educational magazines now running in the province and insist on each school subscribing for all of them, and permit their officers too to enjoy academic freedom without, of course, causing embarrassment to the Government, by contributing articles to the educational magazines. I do hope that the Government will abandon their new move for publicity.

May I conclude with this fitting observation of Sir Fred Clarke, a leading authority on educational sociology in his "The study of education in England:

"If we conducted our medical and engineering services and industrial production in the same way as we carry on discussions about education, most patients would die, most bridges would fall down and most manufacturing concerns would go bankrupt."

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BY

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

With a Foreword by

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

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EDUCATIONAL INDIA

MASULIPATAM, February, 1949

The Language Controversy

THERE doesn't seem to be any end to the Language Controversy that has been going on in the country for a number of years and that is now being carried on with greater intensity—and sometimes with greater bitterness—as the time is fast approaching when final decisions have to be taken on the matter. There is only loud thinking everywhere. Different opinions are being expressed and no one in authority seems to be disposed to take the final responsibility for decision. Hasty decisions of course are to be avoided but an indefinite delay in settling the issue and the uncertainties which it introduces are equally disastrous. A

reference to some of the opinions expressed recently on the subject will it is considered serve a useful purpose.

THE issues in the controversy are of a multifarious character and they are not all of them educational. The first and perhaps the simplest issue is whether a common language for India is necessary. The second is what are the purposes for which it is necessary. The third is what should be that language. And the fourth is what place should it have in education in the several stages—basic, junior and senior, secondary, collegiate and Post-Graduate. Differences of opinion even among responsible people is found in regard to all these issues. To these perhaps a fifth also may have to be added. Assuming that some Indian language should replace English (which is the common language to-day) what should be the length of the period of transition from the present position to the new one. Should it be five, ten or fifteen years, or should no time limit be fixed?

ON the first issue there is substantial agreement—perhaps even unanimity. Sanskrit was the common language of the country in ancient and medieval periods and in recent times English has come to occupy that position. Experience has taught us the need for having a common language and the advantages which it brings. The need has now become all the greater. Dr. Rajendraprasad observes thus in

this connection: "When communication was difficult and quick movement impossible, the necessity of a common language was not so great or easily seen but modern conditions and means of transport and communications have changed the face of things so much that it becomes very difficult now to keep any part of the country aloof from any other part." Hence the need for a common language.

THERE is acute difference of opinion as regards the purposes for which a common language is necessary. Broadly there are two schools of thought. One school of thought is anxious to have a common language not only for central administration but also for the administration of the provinces. Those who belong to this school wish that the common language should in future occupy the same place which English has been occupying for the last one century. There is the other school which draws a distinction between All-India purposes and provincial purposes and which therefore says that the common language should be the language of the Union Legislature, Union Administration and the supreme court, while all proceedings in the Provincial Legislatures, the High courts and the administrative branches should be carried on in the provincial language or languages. Dr. Rajendra Prasad belongs to the first school. Mr. Justice Shankar Saran of the Allahabad High court speaking recently expressed a similar view stating

that the language to be used in Courts especially in High Courts should be that which should obtain *every where* in the country although it is difficult to reconcile this with another statement of his in which he said that we should have a language in courts intelligible to clients. The Linguistic Provinces Commission which reported recently against the formation of linguistic provinces like Andhra holds a similar view. But there are others equally eminent persons like Dr. Pattabhi Seetharamiah the President of the Indian National Congress who wish to have the provincial administration carried on through the provincial languages and have the Common language only for All-India purposes. Opinion on this issue is still in a fluid condition. The majority however think that the position taken by Dr. Pattabhi Seetharamiah is the correct one and that it is the only position consistent with democratic government based on adult suffrage. If finally it is on the basis of this position that decision is taken the common language will occupy a less important place in the public life of the country and therefore in the system of education than what it will do if it is used for both the national and the provincial purposes.

ON the third question—what the common language should be—there are some differences of opinion although they are not acute. Most people who count, want that Hindustani (or Hindi as some prefer to call it) should

become the language on the ground that among the eleven major languages in the country it is the language spoken by the largest number of people, the language most widely known and understood. In other words it is the language of the majority and the majority must be prepared to accept it. As one leading paper has put it, "For non-Hindi speaking areas to feel jealous because the Hindi-knowing section of the population will have an advantage over them if Hindi becomes the federal, national language is to look at the problem with a distorted vision. The adoption of any other language will impose worse handicaps on far larger sections of our population." But there are many others who are not prepared to accept this without any further argument. Among them there are those who think that there is nothing wrong in continuing to adopt English as the common language. They argue that after all, language is merely a tool or instrument which has a certain utility and it is therefore on grounds of utility and not of sentiment that we should choose it when once we find it necessary to give up the use of the mother tongue and when we have to make a choice as between other languages. English has more utility—first because we have all of us been accustomed to it for a Century while the non-Hindi speaking people in the country—South Indians, Maharashtras, Bengalees, Gujaratis etc. will have to learn

Hindi for the first time if it is made a common language. Secondly, English also is an international language. It has a varied literature. Its cultural value is many many times greater than Hindi. And it is a language through which we can most effectively express our ideas in Politics, Economics, law and every other branch of human knowledge. Thirdly, as has been pointed out by Sir A. Ramaswamy Mudaliar, President of the All-India Educational conference, "The time was when English was looked down upon as something degrading. But to-day English is no longer the language of any ruling class, and Britain has lost the monopoly over it." There is therefore no reason why it should not be used as a Common language. Lastly reference may be made to those who think of making Sanskrit the common language of the Country. Their number no doubt is small but their point of view deserves serious consideration. It is an Indian language and it is as much the language of the Hindi-speaking as of the non-Hindi speaking people. Its adoption does not place any group of people at a particular disadvantage or give undeserved advantage to others. It is also a language venerated by almost all people and its cultural value is unequalled. If freedom includes freedom to develop the country's Culture on the foundations laid by old tradition Sanskrit deserves to become the common language. There are very many

simplified methods of learning it. And if only some effort is made by the lovers of Sanskrit to place this idea before the public it will not be a difficult task to carry conviction among the public as to its utility and value as national language. And there will be less opposition to its use even for purposes of provincial administration. The claims of Sanskrit therefore deserve to be seriously considered.

IF however it is decided to drop English and to substitute an Indian language—Hindustani or Sanskrit—for it the question arises as to whether it can be done immediately or after some years. No one thinks that the change should be made immediately. The general opinion is that it should be brought about slowly and gradually. This may take even a generation.

WE now come to the last question the place of the common language in education. Here also we come across acute differences of opinion especially in respect of the medium of instruction in schools and colleges. There is however something like general agreement that the mother tongue should be the medium of instruction in the junior stage of basic education. The latest pronouncement on the subject is the resolution passed by the Central Advisory Board of Education at its meeting in Allahabad in the second week of January. It went even a step further and resolved that even where the mother-tongue of any section was diffe-

rent from the regional language the former should have preference as medium of instruction. Similar views were expressed so far as the secondary education was concerned. It is with regard to the medium at the University stage that agreement is still wanting. Dr. Rajendra Prasad is in favour of the common federal language becoming the medium at that stage in preference to provincial languages while there are the protagonists of the provincial or regional languages. There is nothing however to be objected to if the Universities adopted the provincial language as medium of instruction making ample provision for the study of the federal language by all. No educated man should be ignorant of the common language whatever that language happens to be. And the knowledge of that language should be of a high standard. This is best done by making it a subject of compulsory study in the basic and secondary schools.

THESE are some of the considerations that have to be kept in mind in settling the controversy regarding common language. It is to be hoped that the solution will be an agreed one and not one which for its implementation will require the use of force by Government.

The Universities in Conference

AT the Quinquennial Conference of Indian Universities held in Decembar in Madras several matters relating to the advancement of university education were discussed but one

regrets to find that on some important issues no definite decisions were taken by it. It is becoming more or less a common feature of most conferences to shirk the responsibility of giving their considered judgment on the items included in their agenda and postpone the taking of decisions to a later date. This feature characterised the deliberations of the Inter-universities Conference.

ONE of the controversial issues today is the position of languages, provincial, federal and foreign in University courses of studies. The Government of India had requested the conference to consider in all its bearings the question of the medium of instruction for higher education in Indian universities in the light of the resolutions issued on the subject by the Education Department from time to time. The matter had been before the Secretariat of the Conference for a sufficiently long time and if it wanted to find out the opinions of the various Universities in the country it could have done this before the Conference met. But no such thing was done and what the Conference did was merely to pass a resolution that those questions should be referred in the first instance to the Universities for an expression of opinion and the opinions so obtained should be referred to the standing Committee of the Inter-University Board. The Conference is not likely to meet soon and its final decision is to be held up for

another five years unless the responsibility is thrown on the smaller body—the Inter University Board.

THE subject of entrance qualifications to Universities which is also of an urgent character especially in view of the introduction of new schemes of secondary education in very many provinces was also left undecided on the ground that the opinion of the standing Committee should be first obtained. It was on the same lines that the Conference passed a resolution on the question of formulating a programme of University extension work. The subject of the staffing of Universities and the terms of service of the teaching staff—a matter that is responsible for much of the dissatisfaction that prevails among university teachers to-day—was also referred to the standing committee. The consideration of the subject of regional planning of Universities and conditions for the establishment of new universities was deferred. This is rather unfortunate as schemes for the establishment of new regional universities are already on the anvil of many provincial governments.

IT was only on certain noncontroversial subjects that the conference passed resolutions of a decisive character. One resolution requested the Central and Provincial Governments to aid the Universities on an increasingly generous scale with grants for expanding their present activities and for promoting research

in all subjects. By another resolution the Conference expressed its emphatic opinion that the autonomy and independence of Universities receiving grants should not in any way be interfered with. There was another resolution which stated that in inviting applications for posts under Governments and other statutory bodies the degrees of the Indian Universities ought to be given their due value and not placed in a disadvantageous position in comparison with similar foreign qualifications.

IT would certainly have been better if this conference which meets once in five years had found it possible to give its opinion and its lead on questions that are really agitating the public mind. Experts assembled in conferences should not regard them merely as social gatherings for forming new friendships and renewing old ones but also look at them as occasions for carrying out real business.

Quality versus Quantity

THERE is a tendency now a days for Politicians who have become ministers to hurriedly put into effect some fads and vague ideas about education without subjecting them to careful and close scrutiny. This results in the sacrifice of quality to quantity. In Madras and one or two other provinces there is a move for instance to reduce the duration of Engineering and Medical courses by one year. This is felt necessary by the ministers concerned as it would bring about an

increase in the number of engineers and doctors. It is usually argued that there is a dearth of trained technical personnel in the country and the shortening of the courses is considered to be a remedy for it. But these people forget two things. No data are available to show that more technically trained people can be absorbed in the country. No government has so far published any plan for industrialisation or promotion of public health and worked out the number of trained people required to execute the plan. Till this is done there is no point in speaking of a scarcity of such men. Very many of the scholars sent abroad during the last four years for special training find that they have no suitable avenues of employment after their return. The second thing is that on no account should quality be sacrificed to quantity. An ill-trained engineer or a doctor will be a source of greater harm than good to the country. A well-trained engineer can really do the work of two or three ill-trained ones. It should not therefore become a fad to merely go on increasing the number of trained people by shortening the duration of courses, softening examination tests, admitting candidates into various courses on communal and other non educational grounds and adopting other dubious courses.

IT is in this context that one should welcome the resolutions passed at the Inter-Universities Conference stating that the minimum period for the degree course

in Engineering should be not less than four years and that the duration of the Law Degree Course should be a minimum of two years full time after the obtaining of a Degree. India's Health Minister, Rajkumari Amrit Kaur while admitting a shortage of trained medical men made recently an observation that to try to solve the difficulty by turning out half baked medical personnel was to defeat the very object in view.

IT is to be desired that governments do not embark on measures which will sacrifice quality to quantity. This is all the more necessary in the light of a very weighty statement made by Pandit Nehru during his visit to Bangalore—a centre of scientific research: "The output of real scientific research of fundamental value at the present time is not commensurate with the high position India occupies in the scientific world.....The output...is very little, and even that little is not first class. Not much original work has been done. At best small bits here and there have been put together."

Highhandedness of A School Correspondent

IT is very painful to note that even to-day the correspondent of a High School should be acting in a highhanded and arbitrary manner towards the Headmaster of his school.

MR. E. H. Parameswaran M. A., L. T. has been the Headmaster of Tirthapathi High

School, Ambasamudram, Tinnevely District for the last eighteen years during which period the school made considerable progress in all directions. All inspection reports have spoken highly of the efforts made by the Headmaster to organise and improve the school. And in the latest report (August 1948) there is the following observation. "The organising and supervising work of the Headmaster is good. Supervision notes are kept. The Headmaster has organised in right earnest all activities as per the re-organised syllabus."

IN spite of this some members of the committee including the correspondent have become prejudiced against the Headmaster. Four of these members framed certain charges against him and sent them to the correspondent for immediate action. Instead of placing the whole matter before the managing committee and getting authority from it to proceed further the correspondent took on himself the powers of the committee and called on the Headmaster to offer his explanation within three days and also to show cause why his services should not be dispensed with immediately. This was done on 4-12-48. The correspondent also proposed to convene a meeting of the on 8-12-48

IT is the correspondent master to the charges framed against him, not by the committee as a whole

but by four individual members on it and threaten him with removal from service on the basis of such charges that is arbitrary and high handed.

THE matter came before the District Munsiff of Ambasamudram. And in the judgment he delivered he made it clear that the correspondent by himself had no power to call for the explanation of the Headmaster, that in usurping that power he committed a clear breach of the rules of the committee, that the authority to terminate the Headmaster's services is vested in the committee and not in the Correspondent, and that even the committee was precluded from terminating with his services except with the previous permission of the District Educational Officer. The learned munsiff observed that the conduct of the correspondent and of the four members of the committee "is not only improper, but is also not warranted by the rules framed by the Managing Committee...The termination of the services of the Headmaster is undoubtedly bound to affect not only the welfare of the school but will also tend to affect adversely the general body of students whose interests the institution has to protect. Such a thing cannot be made to depend on the whims and caprices of individuals." The correspondent gave an undertaking to the Court that he would not hold the proposed meeting on 8-12-48 and the matter stands there at present.

THERE is no wonder that great sympathy is felt for the Headmaster who is a member of the Senate of Madras University representing the Headmasters of the South and President of the District Teachers' Guild. The conduct of the Correspondent deserves strong condemnation. It is the pettiness of managing committees, the factious spirit prevailing among them, their interference with internal discipline of schools and their tendency to leave matters in the hands of a correspondent or one or two other influential members of the committee that are responsible for the deterioration found in the educational life of the Province. This is not the time for the Director of Public Instruction to keep quiet. He must intervene in the matter and he should do this without delay. The Minister of education should also realise that no reconstructed scheme of education will be worth anything unless teachers enjoy security of tenure and are protected against the vagaries of school managers.

MR. PARAMESWARAN'S case is typical. Not only the teachers but the general body of the public should take interest in the matter and see that not only Mr. Parameswaran is kept as Headmaster but also that other managing committees do not behave in the arbitrary and high handed manner in which the correspondent of the Ambasamudram High School behaved.

Tarachand Amritlal Parekh Education Endowment

OUR readers will be certainly interested in a notification appearing elsewhere in this issue in which the Committee in charge of the above endowment has decided to award prizes of the value of Rs. 1000 and Rs. 500 respectively to the first and second best treatises on "Education as an integrating factor in India's national life." This is a highly praiseworthy objective and it has all the more significance at a time when every effort has to be made to knit the country into an organic whole and unity and destroy all the forces of disruption and disintegration. Education is a vital instrument in realising this objective and it is our fervent hope that those who have bestowed thought on the problem of Indian education will avail themselves of the opportunity afforded by the Endowment, take part in the competition and place before their countrymen what they regard as the best way in which education can be of use in bringing about national integration.

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

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

—The Editor.

Indian Exhibition In Prague.

The glory of Indian culture running through millenniums came on view in Czechoslovakia's capital as Czech admirers of India, renowned Indologists and Czechoslovakians who had enjoyed India as their home at some time or other held a public exhibition of their private collections of old and new paintings, sculpture, jewellery, Tagore's works in Czech, etc.

The Indian Ambassador, Mr N. Raghavan, and Mrs Raghavan visited the exhibition on 8 Jan which had already been visited by over 10,000 Czech people. Prof. Lesney and others who had helped to organize the exhibition received and showed them round the collections which revealed that contacts between Czechoslovakia and India began as early as the eighteenth century.

The Ambassador congratulated the organizers and expressed his confidence that there would be a renewed cultural flow from free India.

Holiday Home For Students

A beautiful country house in Scotland has just been presented as a holiday home for overseas students resident in Britain. They will be able to spend a fortnight or more there either for private study and reading or for relaxation among pleasant scenery and surroundings.

The Scotsman who has made this generous gift wishes to remain anonymous. But he has indicated the idea which has prompted his action. He hopes that it will serve as a memorial of the part which the British people played in the war. He also wishes it to serve as a congenial meeting place where British and overseas students can get to know something of each other's country and way of life.

The donor has supplemented his gift with a very considerable sum of money to ensure that charges to students may be kept moderate. The house will be ready in 12 months' time and will accommodate about 25 students to begin with.

THROUGH different PROVINCES

DELHI

INDIAN SCIENTIST AWARDED UNESCO FELLOWSHIP

An Indian professor, D. D. Kosambi of the Tata Institute of Fundamental Research of Bombay, has been given a UNESCO fellowship to work on the new types of electronic calculating machines, for setting up a modern calculating laboratory in Asia.

Kosambi has been invited as a visiting professor by Chicago University. He will also visit the Institute for Advanced Study at Princeton and serve on a committee of mathematicians to select the recipients of Field Medals which will be awarded at the forthcoming International Congress of Mathematicians (Massachusetts).

U. S. RESEARCH FELLOWSHIP AWARD TO INDIAN DOCTOR

Awarded a Research Fellowship by the Federal Security Agency of the U. S. Public Health Service, Dr. V. S. Waravdekar, Assistant Research Officer of the Indian Research Fund Association, Government of India, is doing research in cancer at the National Cancer Institute, Bethesda, Maryland. His special field of study is the activity of enzymes in animal tumors screened with different compounds.

K. S. KRISHNAN INVITED TO U. S. A.

An Indian scientist will be among the first two foreigners to receive training in the handling of radio isotopes and other research aspects of atomic energy at Oak Ridge in the Tennessee Institute of Nuclear Studies.

They are Dr. K. Aterman, of the Department of Anatomy of the University of Birmingham, and Dr. K. S. Krishnan, F. R. A.

INDIAN SCIENTISTS TO VISIT AUSTRALIA

A team of Indian scientists will visit Australia about the middle of February next, Dr. Shanti Swarup Bhattacharya, Director of Scientific and Industrial Research, announced here today.

FISHERIES TRAINING COURSES

It is proposed to arrange for the second session of the Fisheries Training courses which were started by the Government of India last year from the beginning of June this year. Training in inland fisheries will be given at the Central Fisheries Research Station at Pulta (near Calcutta) and that in Marine Fisheries at Madapam, Madras. The Courses are of 10 months duration and will cover training in general principles and practices of inland and marine fisheries work. They are primarily designed to train personnel for the posts of Fisheries Officers in the subordinate administrative services in the Provinces of the Indian Dominion and States acceding to it. Candidates from foreign countries or those intending to take up private employment or develop fisheries in their own estates may also be admitted for training.

CO-ORDINATED PLANT PROTECTION WORK IN INDIA

"According to the estimate of experts, plant pests and diseases cause damage to food crops which are two or three times of what we are obliged to import. The problem of control of pests and diseases, therefore, demands our immediate and earnest attention," declared Sardar Datar Singh, Vice-Chairman of the Indian Council of Agricultural Research, in course of his inaugural address at the meeting of the Plant Protection Officers of the Central, Provincial and State Governments held in

Tarachand Amritlal Parekh Education Endowment

NOTIFICATION

Prizes

1st Prize : Rs. 1000/-

2nd Prize : Rs. 500/-

The Endowment will award the Prizes to the first and second best treatises on 'Education as an integrating factor in India's national life.' On the recommendation of a Selection Committee consisting of Principal A. N. Basu, Calcutta; Shri S. R. Dongerkery, Bombay; Professor K. T. Merchant, Bombay; Professor D. P. Mukerjee, Lucknow; Shri K. G. Saiyaidin, Bombay; Professor M. Venkatarangaiya, Madras; and Professor C. N. Patwardhan. Last date for submission of the treatises is 30th June 1949.

For detailed rules write to :

Professor C. N. PATWARDHAN,
178, Sion Road, Bombay 22.

New Delhi on January 12, 1949. This meeting was the first of its kind in India and the Ministry of Agriculture, taking advantage of the presence of officials of the Provincial Agricultural Departments in the capital in connection with the meeting of the Advisory Board of the Council, had arranged a discussion on this very important subject which, if properly tackled, would substantially add to India's food production and should ultimately wipe out the necessity of food imports, altogether. Many important decisions were taken.

MADRAS

ANDHRA UNIVERSITY VICE-CHANCELLOR

H. E. the Chancellor has approved the appointment made by the Syndicate of Dr. V. S. Krishna, as acting Vice-Chancellor, Andhra University, in the leave vacancy of Dr. C. R. Reddy, permanent Vice-Chancellor, who is going on two months' leave from Jan. 1, 1949.

BOMBAY

HEALTH SERVICE FOR SCHOOL CHILDREN

The Government of Bombay are, it is understood, preparing a scheme of school health service as part of the post-war reconstruction scheme. A special medical officer with his headquarters at Poona has been appointed to make a preliminary survey, and submit a report to the Government for the enforcement of the scheme. The scheme contemplates medical examination of school children to be followed up by treatment of defective children. The main complaint at present is about the malnutrition of school children which can be remedied by the distribution of multi-vitamin tablets prepared by the Haffkine Institute of Bombay and supplying mid-day meals to school children in backward areas. The whole scheme will be discussed at a conference of the officers of the Medical and Public Health Department at Bombay at the end of January.

PART-TIME WOMEN TEACHERS

In order to meet the present shortage of teachers, especially in girls' schools, the Bombay Government have directed that Women teachers should be appointed on a part-time basis in secondary schools.

Trained matriculates will get Rs. 25-2-55 and trained graduates Rs. 40 - 3-85. Two advance increments will be given to graduates with B. T. These scales will apply to Government and non-Government Secondary schools.

The minimum amount of work for entitling a part-time woman teacher to a scale of pay will be 10 hours a week. Part-time woman teachers doing less than this amount of work will not be held eligible for the scale, but will be appointed on a contractual basis and remunerated accordingly.

SCHOOL BUILDINGS
CONSTRUCTION

The Government of Bombay have decided to place the whole of the annual allotment of the building grant available for a district at the disposal of the Building Committee in case the District Local Board has increased the Local Fund Cess to three annas and earmarked 15 pies thereof for primary education. The amount so placed at the disposal of the Building Committee will have to be utilised for the construction of school buildings in those areas only which have contributed their one-fourth share of the estimated cost, except in the following cases.

(1) In those areas in which the popular contribution equal to one-fourth of the estimated cost was paid to the District Building Committee before 1941, but no construction took place for one reason or another. No further contribution will be insisted upon for a building of the same dimension on the ground of increased cost of building.

(2) In villages in which the Backward Classes form more than 60 percent, of the total population and in partially excluded areas, the popular contribution may be equal to the estimated cost of unskilled labour and may be levied in cash or in kind.

EDUCATION OF WORKERS

The Government of Bombay is fast implementing its post-war reconstruction scheme of adult education in order to ameliorate the condition of labour. Classes will begin on New Year's Day at the labour welfare centres in Bombay, Ahmedabad, Sholapur, Khandesh and Hubli and will be conducted by experts on various topics useful to the workers. No fees will be charged for tuition.

Under the five-year scheme the workers who are already literate will be taught in history, geography, physiology and hygiene, civics, arithmetic and general science. Another post-war reconstruction scheme aims at liquidating illiteracy among industrial workers.

When these two schemes are fully executed a considerable addition to the worker's fund of general knowledge useful in daily routine will have been made.

SECONDARY SCHOOL
CERTIFICATE

The Government of Bombay have now decided that with effect from the date of starting the new Secondary School Certificate Examination, the Entrance Examination held by Universities in this Province after that date will not be recognised for purposes of recruitment to public service but that only the Secondary School Certificate Examination will be so recognised says the Director of Information, Bombay.

KARNATAK UNIVERSITY BILL

The Government of Bombay have published a bill to establish and incorporate the Karnatak University.

Provisions regarding the jurisdiction and powers of the University and affiliation of institutions follow the model of the Poona University Act, 1948, while the nomenclature and constitution of the various bodies follow the recommendations of the Karnatak University Committee.

It is left to the University to decide whether the post of Vice-Chancellor should be salaried one after the expiration of the tenure of the first Vice-Chancellor, whose service will be honorary.

WEST BENGAL

The West Bengal Secondary Education Bill, providing for the administration of secondary education in the province, is expected to be introduced during the forthcoming session of the provincial Legislative Assembly commencing on Jan. 17.

The Minister for Education, Rai Harendra Nath Choudhury, says in the Statement of Objects and Reasons, that the Bill proposes to set up an authority which is shorn of all communal complexities and in which all important educational interests are adequately represented.

The Board will consist of 42 members, and will have an Executive Council of 16, and seven Special Committees, the latter dealing with special types of education. To enable the proposed Board to function the Provincial Government will pay to it a sum of Rs. 30 lakhs, as soon as it is constituted and such additional sums each year as may be determined by the Provincial Government.

U. P.

LIQUIDATING ILLITERACY
IN U. P.

"Not a child will remain illiterate by 1952," declared Mr. Sampurnanand, Minister for Education, U. P., addressing the U. P. Municipal Educational Employees' Conference at the Arya Samaj.

ANNUAL MEETING OF U. P.
BOARD OF EDUCATION

The U. P. Board of High School and Intermediate Education decided that no male candidate be examined at the centre located in his own school or college except in a place where there is only one centre.

Regulations have been made, allowing candidates to appear in Hindi only at the high school and intermediate examinations.

It was decided that in the high school and intermediate examinations

of 1950 only candidates from the Anglo-Indian institutions be examined in a compulsory course in Hindi of the standard of the present Class III in place of the elementary course in Hindi prescribed in the prospectus for 1950.

40,000 TEACHERS
IN U. P. STRIKE

About two million students and 40,000 teachers were involved in a strike of the U. P. District Board teachers against payment of low salaries. The total number of resignations forwarded to the Education Minister exceeded 33,000 according to latest information, he said.

"Explaining the strikers' demands Mr. Singh said that they wanted a basic pay of Rs. 40 per month plus Rs. 15 as dearness allowance. If the Government agreed to this demand, it would cost the provincial Exchequer Rs. 200,00,000 and that amount could be realised through economy in the top-heavy administration of the Education Department and other sources."

Replying to a question Mr. Singh said that some teachers in the Brindaban Municipal Board had been dismissed for joining the strike.

MINISTER'S ASSURANCE

An assurance that the Government decision on the report of the U. P. Local Bodies Pay Committee, which contained recommendations about the pay scales of the District Board teachers and other categories of Local Bodies' employees, would be taken and published by the end of February, was given by Mr. A. G. Kher, Minister for Local Self-Government to a deputation of teachers led by Mr. Jagdev Singh, in the Council House on January 11th.

The Minister also told the deputationists that the teachers on strike should return to schools and they should not alienate sympathy of the Government and the people by prolonging the strike.

W. PUNJAB

DIPLOMAS TO NON-MUSLIM
EVACUEE STUDENTS

With a view to helping non-Muslim evacuee students to obtain their University diplomas from the West Punjab University it has been arranged that the office of the Deputy High Commissioner for India in Pakistan, Lahore, should serve as a link-channel between the students and the University authorities, says a Press note.

All those desirous of obtaining their Certificates and Degrees should send their application forms duly filled in together with the requisite fee to the Deputy High Commissioner who will take prompt measures to obtain the Certificate on the applicant's behalf.

The Registrar, West Punjab University, informs that according to the existing practice the certificates are issued ordinarily within a week of the

receipt of an application form and fee. If a certificate is, however, required urgently, an extra fee of Rs. 5 should be sent along with application. The certificate will then be issued by the West Punjab University within 48 hours of the receipt of the application.

HYDERABAD

MEDIUM IN OSMANIA
UNIVERSITY

The University Council had decided to recommend the replacement, from next academic year, of the medium of Urdu by Hindustani with both the Persian and Devanagiri scripts.

UNIVERSITY OFFICIAL
REINSTATED

Dr. Yusuf Hussain Khan, head of the History Department of Osmania University, who was under suspension, has been reinstated under order of the Military Government.

PUBLIC OPINION

DEMANDS OF DEMOCRACY

Mr. S. E. RANGANATHAN

In the course of his Presidential Address at the 8th All-India Library Conference held at Nagpur on 22nd Jan., 49 Mr. S. E. Ranganathan, referred to Public Library System and said:

The public library is in a key position to encourage or discourage the spread of ideas helpful to a better way of life. One of the main duties of the public library is to turn the margin of leisure of every man to good account. Remember the rapturous strains of Saint Thayermanavar: "It is hardly possible to have any moment of our life unoccupied." Leisure must be occupied. It may be occupied fruitfully or it may be mis-spent licentiously. Unharnessed leisure will eat us away. There are many demons ready to seize leisure and through it seize us and ruin us. Let me mention one such demon, idle gossip—the very antithesis of the art of conversation. "The soul is dyed the colour of its leisure thoughts", said Dean Inge. Public libraries must, therefore, prize, whatever margin of leisure is vouchsafed for the common man and help him to fill it in an organic way. This is not a peripheral problem, nor is it an incidental task. It is rather a fundamental problem, affecting the welfare of society and its prosperity, and as such it should receive major consideration. Leisure time is now squandered away; it is often spent in a way that degrades man. In this mental age of ours, in the leisure time when the body is still exhausted but the mind has recovered, it is the duty of public libraries to feed the mind of people with thought of elevating emotional value and with information of practical value.

Demands of Democracy

A second duty is imposed on the public library by the needs of democracy. We are now a democracy. It is the common man's opinion on some broad factors of organised life that has to put the proper man in charge of the nation's affairs. How can the common man form a proper opinion unless he is given an

opportunity to know all the sides of a question? It is the duty of the public library to give him such an opportunity. It should collect and circulate materials giving facts of all and opinions of all shades on all political, economic and social questions of local, national and international significance. Formation of a balanced collection of reading materials and their unbiased circulation uninfluenced by any party politics or institutionalism of any kind, form one of the sacred duties of a public library in a democracy. As the printed word is not quite communicative to the lower quartiles of any community, another duty of the public library is to organise reading circles and discussion groups which will energise the printed word and make it meaningful.

Transitory Function

This brings me to a third duty of the public libraries in India in the immediate future. Free India has inherited 85 per cent illiteracy. Not all the persons of the first two quartiles are literate. The illiterate among them are men of maturity and wisdom. They are quite receptive to new ideas provided they are presented to them by spoken words. To meet this situation, our libraries should institute panels of readers who will read out books and periodicals to the illiterate or give out their substance without distortion. This is an art which has to be cultivated. I saw how true and impersonal this art can be when I attended international congresses and particularly the UNESCO's International School of Librarianship last year. We were a mixed group. Some of us were illiterate in French and some in English. The interpreter would put the idea of every speaker to us in our own language. He had often to put through to us totally opposing views in succession. He used to reproduce even the humour, sarcasm and emotional effect of all sides with equal faithfulness. The UNO and the UNESCO have trained men in this essential art. We should train

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REVIEWS

THE ADVENTURE OF EDUCATION—Volume I, Number 1, January 1949 p. p. 124. Annual subscription Rs. 8/-

This bi-monthly published under the auspices of the office of the Educational Adviser to the Government of Bombay is a most welcome addition to the list of educational journals in the country. It contains articles on a variety of subjects like "Promoting communal harmony" by Principal M. T. Vyas of The New Era High school, "Propaganda and Democrite Education" by Headmaster A. R. Dawood and "Religious Education" by Principal Chandravarkar. There are sections specially devoted to reviews of the latest books on Education and to extracts from the leading educational journals abroad. It is bound to serve as a forum for the ideas and experiences of progressive teachers and educationists and enable all the members of the teaching profession to keep themselves up-to-date. The fact that it is being issued under the guidance of Mr. K. G. Saiyidain assisted by a strong Editorial Board is a guarantee that it will maintain in future the same high level and standard characterising the first issue.

TEACHING OF THE MOTHER-TONGUE by W. M. Ryburn, M. A. Published by T. C. E. Journals and Publications Ltd, Lucknow. p. p. 42, 1948, Price Rs 1-12-0

This is the first of a series of Educational pamphlets edited by V. S. Mathur, M. A. Mr Ryburn is a well-known author of several books on Indian Education. In these days when the mother-tongue has been accepted as the medium of instruction in all secondary schools and when it is advocated by many that it should become a medium in the

university stage it is necessary that both pupils and teachers should have a good grounding in their mother-tongue. In this pamphlet Mr. Ryburn covers a wide field, analyses the objects of teaching the mother-tongue and the methods that have to be adopted to realise them. His views on oral work, on Reading and on how it should be taught if creative ability is to be developed are specially valuable. The pamphlet repays careful study.

INTELLIGENCE TESTING AND NATIONAL RECONSTRUCTION: by C. M. Bhatia, Published by Hind Kitabs, Bombay p. p. 83, 1949, Price Rs 2/--

Every one is talking to-day of Educational Reconstruction. Among the elements that have to be taken into consideration in achieving this objective is the test that has to be applied for determining the capacities of pupils who are anxious to receive the benefits of Secondary education is a very important one especially when we have to deal with millions of boys and girls. Equally important is the place which Inter examinations are to occupy in any new scheme of education. Much work has been done in other countries in these fields but its real nature and the extent to which we can make use of it are not well known. Mr. Bhatia has gone thoroughly into the whole subject and on the basis of a critical study of the latest psychology he has given a scientific well-balanced account of "Intelligence" and "Intelligence Tests". The value of the book is considerably enhanced by the list of Reference Books given at the end of each chapter. The book deserves to be in the hands of every teacher undergoing training in the training institutes.

—M. V.

(Continued from p. 237)

readers with similar ability to serve the illiterates in our public libraries. This will be only a transitory function—say for thirty years, by which time all our people should have become literate.

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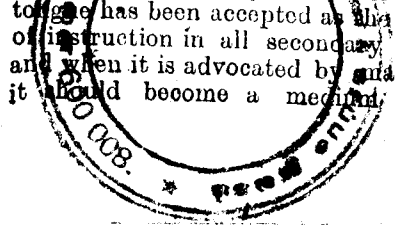
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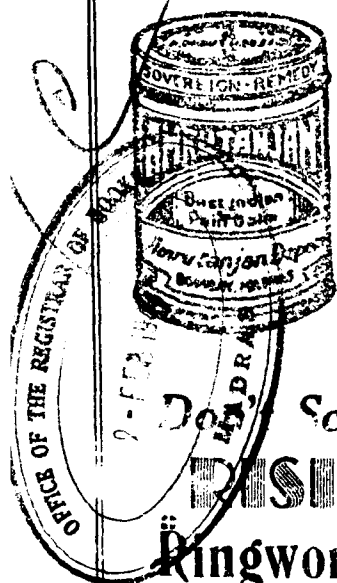
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