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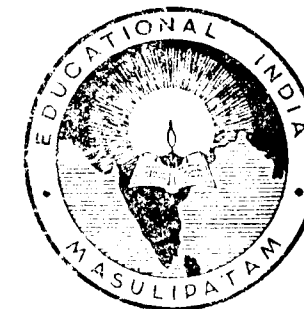
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A High Class Monthly devoted to Topics of Educational and Literary Interest



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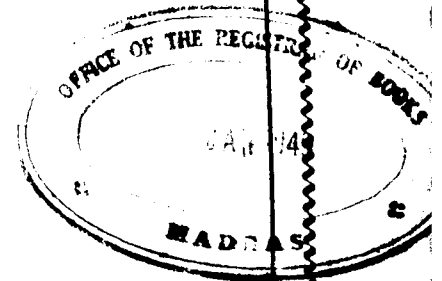
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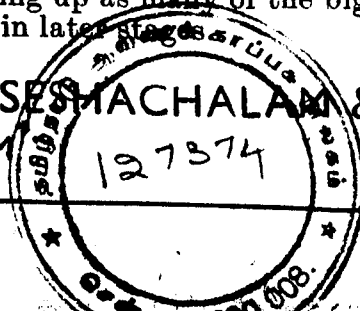
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The Youth Hostel Movement in Europe

Sri M. KRISHNAMURTI, M. Sc. (London)

SEVERAL Indians have visited Great Britain and the continental countries of Europe in the past and many more will be coming here in the future. But it is not very often that these people tour the countries either on bicycles or on foot. Most of us book our tickets for travel and accommodation at the places of visit far in advance of the actual date of arrival. The tour goes off rather smoothly according to plan and we would have seen by the end of the tour all the interesting places, as arranged by the travel agency. All this is very convenient and comfortable for old people who cannot be expected to have either the energy or the enthusiasm for a strenuous exercise like cycling. The youth may usually be expected to indulge in such a pastime and as a matter of fact, cycling and hitch-hiking are very popular in almost all the European countries. There are many places which, for some reason or other, have not been chosen by the commercial people as holiday resorts but which are at the same time very interesting for the traveller. Further, one can take in more of the country side while on a slow means of transport than on fast train or car. It is to cater to the needs of such people that the Youth Hostel Associations have been started in various countries.

These Youth Hostel Associations (Y. H. A. for short) are found in all European countries, Australia, North America, French North Africa, New Zealand, and Palestine. There seems to be one hostel near Simla run by the young farmer's club of the Punjab. The object of these associations can be set out as follows: "to help all, but especially young people, to a greater

knowledge, care and love of the country side, particularly by providing hostel or other simple accommodation for them in their travels". All these Associations are linked up through the Y. H. A. International Travel Bureau and have reciprocal arrangements with each other whereby members of any one Y. H. A. enjoy equal rights and privileges with members of any other Y. H. A. when they visit the other countries. As the International Y. H. handbook declares: "International Youth hostelling is not intended merely to provide a cheap holiday abroad. The Y. H. A's in almost every country are maintained by voluntary workers who devote infinite time and trouble to the task; in many countries the Education Authorities give grants which help to bring the hostel overnight fee down to a very low figure; every year representatives of the various youth hostel organisations meet in conference to discuss the problems of international hostelling. The object of all this is to promote friendship and understanding between the nations by bringing young people into personal contact in the friendly surroundings of youth hostels.

These are very laudable objects and how far these are achieved in practice can be gathered from what the writer has experienced in his tour of some places on the continent.

As every other foreign visitor to this country does, I also wanted to see as much of continental Europe as possible. When I expressed my desire to one of my English friends, he suggested that cycling would be a very fine experience especially if I went youth hostelling. I was very diffident at first, but as he offered to

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accompany me in my travels, I decided to take the great risk as I thought at that time. I joined the Y. H. A. of England and Wales. At first I could not get any Swiss currency and so I planned a tour of the French Alps and if possible the Mediterranean Coast of France. But on the day before I had planned to start, I got permission to exchange ten pounds into Swiss francs. With these ten pounds I and my friend decided to see Switzerland. We had no plan except where to enter the country. We reached Basle by train from London through Paris. We carried a bag on our back and one on the carrier containing clothes, toilet requirements, a mug and some food stuffs. Beds are provided in all hostels and blankets in most of them. Our bicycles accompanied us on the train. The youth Hostel at Basle was a three storeyed building with showers, cooking facilities, good sleeping facilities and a very able, understanding and genial warden and his wife whom they call "mother". She was really a mother, knowing several European languages and she was ever ready to help any body in need. The charge for a night was a franc which is about one rupee. We spent a whole day going round the town and set out the next morning on our cycling tour. Before we started, we had to do some cleaning and sweeping in the kitchen as the hostels do not employ any servants and their condition depends on what the inmates do. Each resident is expected to do his or her bit of work in the morning. We met there youths of almost every country in Europe from Yugoslavia in the East to Great Britain in the West. Although our knowledge of other languages was almost nothing, we could carry on conversations through interpreters. As each narrated his experiences, it made us look forward with great enthusiasm.

Everybody had discovered some beauty spot somewhere and would advise us not to miss it for all the world. Some people would sing songs. The evening was quite entertaining.

We cycled from Basle to Zurich through Baden. The whole route was one glorious picture after another. Now it is the river winding its way through the mountains, now it is the distant town situated in a valley surrounded by high mountains on the top of one of which one may happen to be and now, it is the other way round—one is at the foot of a steep hill and the road is winding its way up and up with only a few yards before each turning so that one never knows when it will begin to climb down. Suddenly one finds it a very beautiful spot wherefrom one can see a vast countryside full of spring freshness, flowing streams and quite in contrast with either of these, a fast disappearing train. So one gets off the bike and spends some time gazing at all these completely losing all idea of time and distance, and forgetting how much more cycling has yet to be done. Fortunately the hostels are quite near each other and advance booking is unnecessary in almost every place. Thus we reached Zurich and spent the night there. We proceeded to Luzern, cycling through most fascinating scenery, by the side of really blue lakes and green valleys. It was the same—the next day, the day after and so on.

Some hostels were very good; others rather short of space for the number of people wanting to come in; some had very good beds; others only straw; some had electricity and gas in plenty, others only restricted facilities but every where there was the same sense of cordiality, good-will and helpfulness. With these, after a

strenuous day, one could sleep on anything and eat anything and be happy and fresh for the morrow. At one place, we slept actually in a barn but even that was as comfortable as the best hostel in Paris. The spirit of comradeship was overwhelming. We were taking a walk through the streets of Berne one night—three of us from the Youth hostel. Suddenly we realised that one was an English man, one an Indian and the third a Chinese and the Chinese was not at all known to us before. But we spent a very pleasant evening discussing our countries and customs, our travels and experiences and our future programmes. There was a group of Dutch boys, all in their 'teens, who had cycled all the way from Holland through Belgium, France and Italy. They were hoping to go to Britain. The youth of the western countries have really a vander-lust. Each boy and girl plans to travel some where or other during the vacations. They would not mind working for it. Some boys actually earned their way in

Switzerland by working on farms or building houses and so on.

The Youth Hostels give them this opportunity. They give the youth a cheap way of going round their own country as well as in other countries; they bring together youth of all nations more closely than any other system I know of. They have certainly encouraged young men and women of all ages from about ten or eleven to travel and see for themselves and understand what is happening every where. I have met Americans also on the trip. America to China is quite a long way off both in distance and civilisation. If the Y. H. A. has attracted them both alike there is really great hope in it and we need more such Institutions in our country and all over the world to make the youth—the backbone of the world—understand each other much better in these critical times. I very strongly feel that for a vast country like ours, nothing is more useful in bringing together the people of various provinces than a Youth Hostel Organisation.

Revised Syllabus in Physical Education *

Dr. G. F. ANDREWS, M. A., Ph. D.,

Chief Inspector of Physical Education, Govt. of Madras

TO understand the significance of the programme of physical Education in schools and the Revised Syllabus in Physical Education and their contribution to the total Educational results it is necessary to be clear in our minds as to what we understand by physical education. Time was when the whole concept of physical education centered round a few physical jerks. This concept

later changed in significance to include also the use of certain games; but now it may not be wrong to say that slightly round some physical jerks it is achieved mainly through games and sports. Physical Education has been considered and is still being considered as a mere adjunct to the educational scheme and is not yet regarded as a corporate and integral part of the whole cultural scheme of education. To consider it on its own merits and in the light of its contributions towards the total educational

* An address delivered to the Headmasters' Association, Trichinopoly and Pudukottah Districts at Pudukottah on 4-12-1948.

results is something different. Dr J. F. Williams, one of the greatest leaders in the field of physical education in the U. S. A. and one who has a vast experience in the field and has given lot of thought to the subject, defines physical education as "education of the physical and through the physical." In doing so he considers physical education to be an aspect of education, as a part of it, as a corporate part rather than as something merely added on. Through this definition of physical education he emphasises that the whole programme of physical education has the same outlook, aim and purpose as any other programme of the educational scheme. Undoubtedly physical education has got mainly to deal with the body. The body is its primary tool. Through a daily programme of physical activities, physical education aims mainly to educate the body and its inseparable mind and spirit. In other words the body and the whole organism is trained and educated in such a way as to make it function efficiently as a harmoniously developed and well-balanced organism. The muscles, both the voluntary and the involuntary, are exercised to make them supple, pliant and in tune with each other to be able to achieve the optimum benefits with the minimum of effort. Undoubtedly, there is muscular growth and development but it is not the growth of the muscles of a Sandow but is the growth of the muscle of a healthy being supported and strengthened by the efficient functioning of the vital organs. To say that the body is trained to behave as a well organised and developed organism should behave, is to say also that the body is helped to keep fit and healthy. Education of the body, of all its systems, of the external and internal, is necessarily the primary function of physical

activities and so we say the body is being educated, is being trained, is being developed, is being made to function as perfectly as a healthy well developed organism should function.

But the education of the body is not the only purpose of a programme of physical education. Education through the body is as much an end, as much a benefit, as a well developed and educated body. The mind is trained to be more alert through the many activities of the physical education programme, through situations calling for quick thinking and a power of judgement. Physical education activities are generally of such variety and they consist of so many rapidly changing situations that the participant has got to use the mind processes of analysis, synthesis and judgement in the twinkling of an eye. The mental process perhaps is the same as in the class-room; but while in the class room sufficient time is available to pause and to come to a judgement, in the gymnasium or in the playground, judgement has to be made then and there, instantly and without hesitation on the spur of the moment. It is therefore, that physical education claims to attain this high purpose of education—the training of the mind through bodily activity, to act quickly and efficiently in a rapidly changing situation or environment. It is needless for me to go into details of how the mind is thus trained. But let me give one example. In the game of football or hockey, in fact in any game or physical activity involving speed and requiring alertness, the participant has got to size up the situation in the game or the activity to a nicety before he comes to a decision. The football player does not just play with the legs alone; as he plays he is so thoroughly alert in mind that he

can direct his bodily movement skillfully and efficiently to achieve the immediate purpose of kicking or dribbling or heading or passing or dodging an opponent. Such neuro-muscular control or co-ordination as is achieved through physical education activities is not attained through any other activities. This neuro-muscular co-ordination it is that results in or amounts to an alert mind, a mind which can come to decisions not only quickly and promptly in any emergency, but safely, wisely and with economy of movement.

Physical education as education through the body aims not only at the development of the neuro-muscular co-ordination but is also concerned intimately with character development. Social and personal virtues and character traits are of tremendous importance to a citizen. No doubt in the various educational activities of a school or a college ample opportunities are provided for helping the individual to develop those virtues and traits which are essential for sound citizenship. But it is in the field of physical education, in the gymnasium, in the swimming pool, the football and hockey grounds and in all the varied group activities of a sound physical education programme that the opportunities for the development of personal, social and civic virtues are attained or found in abundance.

Sportsmanship does not mean mere excellence in play; the term connotes a perfect gentleman also. Sportsmanship involves understanding of the other, involves the practice both on the field and off the field of those great virtues like honesty, fair play, team spirit, esprit de corps, citizenship, obedience, discipline and numerous other qualities of character which are fundamental to life. A programme of physical education affords,

time and again, opportunities to the participant to develop these great virtues that are of great value not only during the school or college career but also later in holding the responsibilities of the citizen. We say physical education is education through the body because the same groups of bodily activities which make the body healthy and physically fit are also utilised to provide ample opportunities for the development of morals and character by which society is advanced and improved.

To understand the new Syllabus and the new Programme in Physical Education, therefore, it is necessary to revise our concept of physical education, understand it aright and to think of it as an integral or inseparable aspect of education, that is, as a part and parcel of education. It is a part of education not just because of an accident or an expediency, but because of its inherent contribution to the development of the individual as a whole. If academic education uses the mind as a tool and thereby tries to train the intellect through the several subjects of the curriculum of studies such as English, Mathematics, History, Science and languages, Physical Education as an equally important aspect of education uses the body as its tool and includes in its curriculum of activities a wide variety of skills and situations such as have been now listed in the revised Syllabus. Not that these activities are exhaustive or the only ones that could be made use of; but these are some of the most essential. To these could be added water sports like swimming, diving, boating, outing activities including hiking and camping, combative activities like boxing, wrestling, and so on. There are many more activities which could and should be included in the programme, if facilities permit; but the activities which

have been listed or recommended have been selected on the basis of the wide experience of many countries and the progressive scientific findings of biologists and psychologists. In the revised Syllabus the needs and limits of the schools in this Province have been kept in view and only limited groups of activities are included in the programme which has to be tried out during the school working day and within the time-table of the school.

The principles on which the syllabus has been revised are as follow:—

(1) In the first place, it is essential that for the achievement of the results mentioned above through physical education, adequate provision should be made daily for the bodily activities.

The Syllabus itself includes certain activities which should be taught during the periods of the school time-table and these should be supplemented by activities on other days through activity periods allotted outside the time table. The need for daily physical activity is considered absolutely necessary.

(2) Total body activity is also an equally important need. It is not just the muscular exercising of the arms or the legs or the trunk; but it is affording the opportunities for the exercise of the whole body, of the total musculature both voluntary and involuntary, that is basic to effective physical education.

(3) The activities given are of a wide variety and only by such variety can we provide opportunities for total bodily activity and at the same time sustain the interest of the participant in physical activity. A varied programme incidentally facilitates also achievement and progress.

(4) Supervision, guidance, instruction are considered fundamental;

and therefore, it has been very strongly recommended that the proportion of physical education teachers to handle this programme of physical education should be in the ratio of one for every 250 pupils. Each teacher should handle at a time not more than a division of a class of 40 boys, as mass instruction will not be generally helpful to gain the pupil's interest and sustain it. Individual attention is as necessary in physical education and as important as in any other education activity.

(5) Lastly, an attempt is made to provide such activities as are generally attractive to pupils and will therefore provide an abiding source of interest to those participating in them and will serve at the same time as carry-over activities for use even later in life as a means of maintaining their own health and ensuring their physical welfare as citizens.

The specific objectives of the several groups of activities in the revised syllabus may be said to be the following:

1. Marching

Body carriage, response to command, obedience, discipline, rhythm, group sense and orderliness are some of the values that are aimed at. Marching is generally considered to be a military activity. As we are a free and independent people we should so train our pupils as to prepare them to a certain extent to be disciplined even for a military career if need be. While marching in peace the pupil should be prepared to march for war. Though we would very much abhor the idea of war recurring again, so long as human nature is what it is—avaricious, greedy, selfish and ambitious to dominate over others,—it is necessary to prepare ourselves against the eventualities of war. Not

that through marching alone will the preparation for war be complete, but that these activities well combined along with the others of the Syllabus would render the pupil physically fit for the stress and strains of war. Military training is advocated by many as a panacea for the physical degeneracy and unfitness of our nation; but it is necessary first of all, to see that those who join the armed forces are physically fit and really able to take up the strenuous and arduous tasks of a military career. A sound programme of physical education with its wide variety of activities lays the foundations of our national strength not only in peace but also in war.

2. Body Building Exercises of the Free Arm Type and Indigenous Type

Agility, strength, endurance, muscular tone and form, self-control, determination, keep fit, all round body development are some of the values that are expected to result from them. They do not involve the use of any apparatus and can therefore be used at any time, in any period of life. These are essentially carry over activities which are useful throughout life as a means of welfare.

3. Yogic Asana Exercises

The objectives of these exercises are:

(1) To induce the habit of good posture in sitting, independent of support.

(2) To strengthen the shoulder and knee joints and to increase their mobility or flexibility.

(3) To stretch and strengthen the muscles of the neck, back, abdomen, hips and legs.

(4) To correct tendencies to stoop or to uneven shoulders or to scoliosis.

(5) To teach muscular relaxation.

These are traditional exercises of national origin and, coming from the hoary past, have a definite appeal to the nation.

A word of explanation regarding these Yogic Asana Exercises is, however, necessary. In the first place they are not introduced in the Syllabus as Yoga Asanas. Yoga Asanas are generally static and reposeful and result in negation of activity. As they are introduced in the Syllabus these are exercises of a dynamic nature and calculated to serve merely as general physical exercises for total body activity.

It is urged by many that these Yoga Asanas should be practised only early in the Mornings; that they should not be introduced in the middle of the day. Asanas being intended mainly for silent meditation, the silence and coolness of early morning hours are very useful for this purpose. Many asanas are also claimed to be curative for a number of ills that the human body is prey to. Such Asanas may have to be practised in the early hours of the morning. Because of the dynamic feature given to the Asana exercises listed in the syllabus, it may not be absolutely necessary to restrict the practice of these exercises to any particular time of the day provided the general rules of physical exercise are observed. Just like any other exercise, it appears as if these Yogic Asana Exercises could also be introduced along with other activities during the part of the day most conducive to physical development.

4. Competitive and Non-Competitive Games.

Through these activities recreation, organic growth, obedience, discipline, good sportmanship, co-operation, physical alertness, sense perceptions, etc. can be developed. Parti-

cularly during the team games, team spirit, loyalty, sense of response, courage and resourcefulness can be achieved. These games, being varied and natural, serve as valuable means of enjoyment and of general physical exercise; and besides they inculcate the great virtues of sportsmanship.

5. Fundamental Skills of Games and Athletics and Lead-up Activities

The poor standard in athletics and games displayed by our boys in the interschool sports and games tournaments indicate that sufficient attention is not given to the teaching of the fundamental skills of these activities to the pupils at a time they are in a position to learn. It is incumbent on teachers of physical education that they should give proper instruction in the fundamental skills of games and athletics so that the pupils may know how correctly to play the games and take part in athletics and improve day by day in the acquisition of play skills with more and more practice. If India has to take a very high place among the nations in games and athletics and if she has to gain a lead over other nations as in hockey it is urgent that a carefully planned programme of training in these games and sports should be adopted.

6. Rhythmic Activities

Rhythm, grace, expression, aesthetic appreciation, group work, etc., are some of the values of the rhythmic activities. Folk dances, the gymnastic dances and the classical dances have a great contribution to make in education and they are as essential in the physical education programmes of boys as in those of girls.

7. Set Drills

Through these set drills, varied through the use of light apparatus,

precision is attained and practice in group work given. The use of apparatus adds to the interest of pupils in exercises. Light apparatus like dumb bells, Indian clubs, lathies, wands, lezim, poles etc. are of real value.

8. Stunts, Tumbling and Pyramids

Correct posture, alertness, strength, steadiness, grit, control, balance, agility, daring, courage, team work are some of the values of these activities. These are achieved not by merely knowing all about them but by constant practice. Opportunity is, therefore given for participation in them in order to produce these results.

9. Efficiency Tests

These are necessary for any physical education programme just as examinations are necessary to test the progress of students in class work. The individual excellence of performance and the progress in standards of achievement and physical development can only be decided by specific batteries of tests. Efficiency tests are included as a required item in the syllabus and have to be conducted at least once in a year.

It will thus be seen that the activities included in the physical education syllabus are of such a nature as to provide the pupils with ample opportunities for the learning and practice of activities essential for their bodily development, health and physical well-being. In addition to these however, the programme of physical education should also include as already indicated, games and sports and other activities which are not listed in the syllabus but which can be provided in the school such as the combative activities like boxing, and wrestling, water sports like swimming, diving, etc., and outing activities. Such of those activities as schools can afford should be offered to boys in the

intra-mural sports and games programme immediately after the school is over, i. e. after indoor class work, but yet as part of the regular school work. During these periods called "Participation Periods" it is possible for a teacher to handle more than 40 pupils. As a matter of fact he is expected to engage on the playgrounds as many as the playground can accommodate. And for such intramural games and sports programme it has been recommended that if the major games like football, hockey and cricket stand in the way of providing for the larger number of pupils they may be held up for the time being, and the grounds used for some of the small area games like Volley Ball, Basket ball and Indigenous games. The purpose of the intramural programme is to provide every pupil an opportunity to take part in as many different types of sports and games activities as a school can afford and thus to supplement the results of the activities of the syllabus through active participation in these supplemental activities. Besides this intramural programme it is also recommended that schools should provide play periods after the participation periods to enable such of those students as are highly proficient in several games to get together and to be trained into representative school teams. It is the training given in these periods which may be called "Optional play periods" that is of value to the teams that are to be entered for interschool tournaments or competitions. It is needless to say that even these optional play period activities should be closely supervised and guided just as the activities of the syllabus or the activities of the intramural programme should be both from the point of view of skills and of character.

One other aspect of the physical

education programme in schools is tournaments and competitions. Each school should organise its own intra-school sports competitions and games tournaments. These are essential and should be encouraged as far as possible to provide as many opportunities for a large number of boys to get the benefits of such competitions and tournaments. But, as far as the District Inter-school or District Sports and Tournaments are concerned it is desirable that schools should prepare carefully before they enter for the tournaments and send up teams well organised, well trained and well coached for these strenuous competitions. It is as a result of the experience of many years that it has been recommended that all tournaments except for Seniors should be scraped and that athletic sports competitions should be open to only 2 classes namely seniors and juniors. Some districts have already accepted these suggestions in the interest of the pupils, of better competition, better standards and better sports. It is hoped that these suggestions would be welcomed in all the districts soon. In this connection it will be of interest to remember that the U. S. A. suggestion for a Junior Olympics every four years has not met with support in British Sporting circles where it is felt that hard competitions between youth ultimately do more harm than good and that tender years should be spent in training and coaching for strenuous rivalry to come later.

In conclusion, it may not be out of place again to emphasise that physical education is not mere body development but that it is an aspect of education which, using the body as its tool, contributes largely to the education of the total organism. To achieve this result no doubt certain minimum requirements should be fulfilled as a preliminary. Playgrounds

are necessary. The Government have taken steps to help schools in this respect by making the required budget provision for the development of playgrounds. The scheme is to spread over a period of ten years. The Training of more Teachers of Physical Education and the appointment of District Physical Directors are some of the accepted proposals of the Post-war Reconstruction Schemes. Thus Government are taking necessary steps to accelerate the progress of Physical Education. That progress also depends on the co-operation of the managements and headmasters and the members of the profession. Candidates for training as physical education teachers should be deputed. Effective steps should be taken to improve the playground situation not only by providing adequate playgrounds, but also by using the available playground fully a hundred per cent. Necessary provision should be made in the time-table daily for a sound programme of physical education so as to supplement the work that is being done in the school through other educational activities.

Independent India requires that her citizens should be strong and physically fit, brave, able, daring and healthy, alert in mind and of high character. Physical education programme provides opportunities to develop such citizens in no small degree. The greater attention paid to physical education, the more importance paid to it in the whole edu-

cational scheme and the closer co-operation and integration with the other activities of the educational curriculum, the greater no doubt will be the success and the benefits that accrue from the physical education scheme. If physical education has not succeeded so far, it is not because of its inherent weakness or because it is lacking in contribution, but because real opportunity has not been given for physical education to succeed. Without sufficient and adequate trained physical education leadership or the provision of facilities such as playgrounds, equipment, etc., or the setting apart of the time necessary for daily physical activity, it is futile to expect results. Unless these fundamental wants are fully met physical education will never succeed. It is open to all who are interested in the physical, mental and moral health and welfare of pupils, who look upon these youngsters as future citizens of this great country to pause and consider what steps should be taken to see that these defects no longer continue to exist. Every opportunity should be given, every facility provided and ample time allowed to the thousands and thousands of boys and girls who pass through school during the many impressionable years of their lives to take part in these activities so that they may emerge from schools as stalwart citizens, able ultimately to shoulder the responsibilities of the future India with courage and hope and cheer.

Educational and Cultural Films

The Communications Sub-Commission of U. N. E. S. C. O. unanimously adopted a resolution sponsored by India, recommending U. N. E. S. C. O. to select evaluated short films of educational, scientific and cultural character which would promote the aims and objects of U. N. E. S. C. O. The resolution also recommended that U. N. E. S. C. O. should acquire such films, maintain a film library and supply copies to member States on payment in their own currency for non-commercial use.

ACTIVITY PERIOD

A Novel Experiment in New Education

Md. KHALILULLAH KHAN, B. Sc., B. T.,

Headmaster, Bagar Junior High School, Rampur State, U. P.

INGENUITY and variety is the nature of child. He revolts against the monotony of environments, for in his nature is the element of change. The factors aiding in the building of his personality cannot be brought about by a system of education which, chiefly relies upon an external application of force or believes in pushing an unwilling man down his throat.

The individual capacities of the child can only be nurtured to its full bloom if there is a complete correlation between the system of education and the psychology of child, his likes and dislikes. In an ideal Educational Centre it is exceedingly necessary for a teacher not to transfer his own thoughts to the children in a conscious way; but so to guide the stream of child's individual capacities, to darken the original marks that nature and action may in complete harmony traverse the road leading to the full and free development of the child's personality.

In the light of the above facts, we have kept up no border line separating the periods of education and the periods of play. Rather, play is the basis of all teaching. Learning and education are so well knitted in play and games that it is very difficult for the children to distinguish between the two. Be they in the field or busy in debates or discussion, engaged in self Government Council or in the Administrative Council, studying in the Library or managing the Library Society, every where there is play and education. Their beaming faces, smiling eyes and sparkling foreheads very well indicate that the children are engaged in the completion of their

own personality under their own likes and dislikes, thought and action.

To give more colour to this scheme we have managed to persuade all children of the school to follow different programmes drawn by them under the guidance of teachers. This period is a part of school work "the activity period". In this period all boys and girls get themselves busy in their own programmes. Children are divided into various groups and each group has a programme, differing from day to day so that interest and charm may ever remain alive under the change. These moments preserve the spark of life in them.

The period covers all the formal and informal education and no part of his personality is left unattended. It aims at supplying food for the mind and work for the health development for the body, not neglecting the ethical, social and cultural elements which are the basis of free education. In short there is life and colour in this period. There is individuality at play and learning by doing. The wave of enthusiasm and the keen eagerness of the group of children is a sight to see. Every one is busy, in the heat of competition and race for excellence. Some are engaged in decoration of the School, others in cleanliness. A group of children is working in the field, some are in the Library and others engaged in Bait Bazi. Music rises from one corner; the dialogue speaks from the other; the rhetorician is on the stool and the player on the table. Some are busy in practising First Aid, others in Scouting. Physical Culture has recruited some under its own banner. Gardening, Red Cross work, Commu-

Citizenship-Training and Social Studies*

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

IN connection with the two subjects on courses newly included in the Re-organised Scheme of Secondary Education, I should like to touch upon a few salient points.

At present, co-operation has taken the place of competition in life, economic as well as social. It can be said to be its basic principle. If there is any need for competition, it is only a means to an end, not the end in itself.

Learning also is a social activity. It is no longer a selfish pursuit. Even a genius like C. V. Raman intends to spend all his earnings in order to promote scientific researches in the interests of humanity. Of what use is a person's knowledge unless he uses it for the benefit of his fellowmen or mankind? The 'I know everything' attitude is an unsocial behaviour. He who says so, presumes too much.

The two new subjects (for want of a better name I adopt the conventional term 'subjects') are supplementary studies. Citizenship-training corresponds to the body of a person while *social studies* corresponds to his mind.

Continued from preceding page

nal harmony and social service activities have the greatest number of students. Activity and variety is everywhere.

This Activity Period is a preliminary experiment in the life of this new school, aiming at stirring of new sparks of life and activity in school children so as to give full development to the mind and body of the child, thus making him capable to fight his own battle in life in a way covered with honour and sympathy and freedom.

There can be no citizenship training without 'social studies.' At any rate a citizen worth the name has to have a knowledge of social studies.

Again citizenship training cannot be said to be a subject. It is preparing a person to face situation in life. Nay, it is life itself. Life cannot be taught. It can be only lived. If so, by means of concrete situations alone training in citizenship is capable of being imparted.

The inevitable corollary is that there should be activities of different kinds. These activities may be classified as follows:—

(a) Inspirational: Flag salutation, independence day, birth-days of greater leaders, of nation builders, the singing of national songs, visits to national leaders in their homes—all these are calculated to inspire pupils' minds with lofty ideals of action. Children will be guided by them in the course of their daily life.

(b) There are several *informational* activities as they may be so called. Children may be asked to collect information for the daily news bulletin and the weekly news bulletin. The school reading room, the study circle, the current news club, the radio club—all these are intended to supply information to pupils who have to use and develop their powers of interpretation and understanding in the process of collecting information.

(c) The objectives of the *Debating Club* and the *School Magazine* (be it the school magazine or one common to several schools) may be said to be the encouragement and

* A talk given by the contributor at the camp held on 10th and 11th December at Chittoor.

improvement of pupils' skill, whether in *speaking or writing*.

(d) Excursions, camps and team games are all meant to create and foster social solidarity and communal harmony.

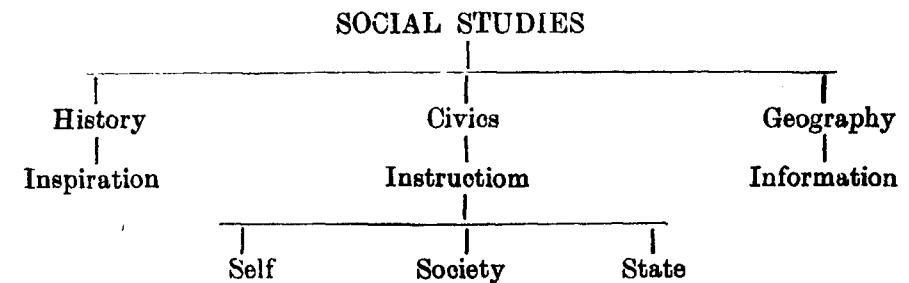
(e) In order to develop *Civic training* the useful activities are the Students' Parliament, Court of Honour and Contacts with institutions and social centres.

(f) 'All roads lead to Rome,' and all activities have for their goal *service*. The activities which directly lead to service and are part of service are the hospitality committee, the decoration committee, the Scout troop, the Junior Red Cross, the Night School club, the clean-up campaign, the National Welfare committee.

It will be seen that self-reliance and team spirit are two basic traits

which form the foundation of the new scheme of citizenship. To the extent that we develop our self-reliance to that extent we are also making ourselves fit for social life. By the way it may also be said that the value of citizenship lies in sweeping the barrier between the educated classes and the illiterate masses.

Let me now turn to *Social Studies*. In a sense it is not new, because it comprises history, geography and civics. In a sense it is new for it is a combination of the three subjects though with some omissions and additions. The resultant product is new and therefore the subject is new. The following diagram will help us in understanding things better.



Geography is of use to the citizens as an *information* subject in respect of *place* relations. History inspires us with ideals of the past and so the past illumines the present. So history is useful in respect of *time-relations*.

In the *Social studies* syllabus there is one thing which I wish to lay stress. There is a division of headings under Social activity, social training and Social studies. They are not three different items meant to be done separately in separate lessons. They are only three different ways of looking at a thing or different angles of vision so to say. The Scheme of

the syllabus is so conceived and the mental analysis is expressed in the form of the syllabus headings. In the *activity* pupils take the leading part, in *studies* pupils are assisted by teachers, and in *training* teachers are expected to lead.

It is unnecessary for me to add anything more. Modern life is becoming more and more complex and it mirrors itself in school life though under controlled conditions or created situations. It is up to teachers to realize that learning is a co-operative adventure and a social process.

It is arguable whether these two subjects are examinable in the con-

ventional sense of the term. Perhaps not, and it is desirable that they should not be examination subjects. But it does not preclude us from appraising the skills or abilities in some way or other, though not in terms of marks which are fast becoming conventional and meaningless symbols. I shall refer to them in another article.

Career Masters Course in Bombay

Prof. K. G. SAIYIDAIN

Inaugurating the first Career Masters Course in Bombay which is being organized under the auspices of the Indian Institute of Education, the Bombay Headmasters' Conference and the Parsi Panchayat, Mr. K. G. Saiyidain, Educational Adviser to Bombay Government pointed out that the provision of facilities for vocational guidance in schools was not to be regarded as a fad or a luxury as it was being used successfully and on an expanding scale in many educationally advanced countries of the world and had also been recommended in the Post War Educational Development Plan of the Central Advisory Board of Education. In India, we were concerned with the problem of producing a new pattern of society and this could not possibly be done till we were able to establish equality of opportunity in the educational and vocational fields and to remove the mal-adjustments between the worker and their work which result in so much psychological distortion and physical hardships. As work is the most important factor in forging the character and personality of an individual it was essential that we should fit the work to the worker so that he might be able to perform it efficiently and achieve happiness and self-fulfilment through it. So long as we continue to fit square pegs in round holes, we shall be compelled to 'go through life with a

headache' without the joy of achievement. The result of the present mal-adjustment in the vocational field has been lowering the standards of efficiency all round. Money (or the lack of it) was usually the most important factor in the choice of a career and chance was another large determinant while suitability came only a poor third! That is why we find potential engineers working as clerks, good craftsmen wasting their life as lawyers and shop-assistants masquerading as teachers! Unless we are able to equate the inclination and ability of individuals with the vocations adopted by them, this tremendous waste was bound to continue.

He went on to point out that the work of these Career Masters or Counsellors required great tact and ability and keen mental alertness. They have to take into account the great range of differences in intelligence, interests, social and economic status, cultural background and mental and emotional health which exist amongst pupils. They had also to study carefully the openings available in a particular region or community so that they might be able to give practicable advice to the students. They should be able to discuss with the young people not only their immediate vocational needs but also their general problems so as to assess them as human individuals. For this purpose, it

Here and There

Sanskrit Compulsory in Kabul 'Varsity

The Kabul University of Afghanistan has made Sanskrit a compulsory subject in its curriculum.

The reasons for its introduction as a compulsory subject are set out in a letter by Sardar Ghulam Muhammad Khan, *Charge d' Affaires* for Afghanistan in Delhi, in reply to an inquiry from Mr. Ghanshyam Singh Gupta, Speaker of the Central Provinces Assembly.

Sardar Ghulam Muhammad Khan writes: "Persian and Pushto are direct descendants of Sanskrit and still maintain a large vocabulary derived from Sanskrit.

"The idea of the introduction of Sanskrit as a compulsory subject in the university is to make Pushto a more scientific language and to develop it to better standards. It is hoped that Sanskrit will be very helpful in it."

U.K.—India 'Varsity Interchange

To facilitate interchange between the universities of the United Kingdom and those of India, Britain is arranging for a number of travel grants.

The awards will be made on the recommendation of a committee composed of representatives of the Association of Universities of the British Commonwealth, of the Committee of Vice-Chancellors and Principals of the U. K., and of the Universities Advisory Committee of the British Council.

Recipients will fall under three categories: distinguished scholars and scientists invited by universities for visits of at least six weeks' duration to enable them to meet fellow specialists and to mix with rising young workers in their own fields; university teachers on recognised study leave; and post-graduate research workers holding research grants. The latter two categories must undertake to spend at least six months of the academic session at the university where they propose to work.

necessary to have not only a scientific knowledge of psychology but also sympathy and the ability to see things through their eyes. They should observe the students in different contexts—in the class, the play ground, the workshop, the home and their various voluntary associations—and obtain data about them from different points of view e. g. health, social qualities, moral integrity, persistence etc. In addition, they must have necessary mastery of technique which includes a knowledge of mental hygiene, of the methods of counselling the use of tests and the right approach to children so as to be able to win their confidence and arrive at conclusions with their co-operation. Moreover, they should work not as outsiders but as integral members of the staff who will be in close touch with the class teachers, gathering all available information and data through them and passing on their advice and conclusions to the parents as well as teachers for necessary action.

He expressed the hope that the course which was being started, though modest in scope, would be irreproachable in quality and that the organizers will take the fullest advantage of the experience and the knowledge that had been acquired in other countries and of the best talent available in Bombay. They could not take up this work lightly or without thoroughness, because the Career Masters could not play with the children's future and they must be made really competent to deal with the difficult problems involved. If the course could be successfully organized, it would provide the best propaganda amongst parents, educational authorities and the public and also prove the best guarantee for the future expansion of this movement.

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EDUCATIONAL INDIA

MASULIPATAM, January, 1949

Decisions of the Constituent Assembly

ON two important educational issues the Constituent Assembly took fundamental decisions while discussing the Draft Constitution. One is the subject of religious instruction in schools and the other the linguistic rights of minorities. But it has to be confessed that there has been a good deal of confused thinking on both of them and that secondary and immediate considerations weighed much more with those who took part in the discussions to the neglect of the primary and the basic ones.

THE net result of the debates on religious instruction is that

provision for it is prohibited in institutions wholly maintained out of state funds. And as the term "state" means in this context not only the Government and Parliament of India and the Government and Legislature of all the Units but also local authorities and as with the introduction of Universal education almost all schools will become State Schools, it may therefore be concluded that practically no child and very few of the pupils in higher stages will receive religious instruction. Even the provision which found a place in the draft constitution for imparting instruction in schools outside school hours was deleted. It is permissible of course for managements of schools not maintained wholly out of state funds to impart religious instruction to their pupils, but this is subject to the condition that no pupil should against his will or that of his parents be compelled to take part in such instruction. The number of institutions falling into the latter category will be so small in future and for all practical purposes they may be ignored. The question that now arises is whether such a total prohibition of religious instruction is healthy and whether it will be really conducive to the larger and the more permanent interests of the nation.

IT was contended in support of this position that the imparting of religious instruction would be inconsistent with the idea of a secular state for which the new constitution stood. But this is

a perfectly untenable position. A secular state does not mean a state which is hostile to religion. It only means a state which is

impartial in distributing its benefits to citizens irrespective of their religious faith. It accords equality of treat-

ment to the followers of all faiths. A secular state is a state which believes in tolerance and in the equal right of all religions to exist. There would therefore be nothing in wrong if it makes provision to impart religious instruction. Prohibition of such instruction is consistent only with the assumption that religion has no value in life and that a citizen's personality can be developed and that he will be enabled to become the best which it is possible for him to become without any instruction in religion.

EVIDENTLY this is not the characteristic of the state in India. Except a very small section all people believe in the higher values of life — the spiritual and moral values. It is now being increasingly recognised that most of the evils found not only in India but also in the rest of the world are the result of inadequate attention paid to these higher values

and the spread of a mechanical outlook on the Universe which is a product of the one-sided development of service. If there are

higher values in life and if society cannot be healthy unless people are made to live in accordance with those va-

EDUCATIONAL INDIA

sends her Cordial Greetings to all

Contributors and Readers

And Wish Them

A Happy New Year

lues it is the duty of the state to provide instruction in such values just as it accepts the obligation to impart instruction in the principles of physical health and well-being.

IT was contended by some members of the Assembly that the country had seen the exploitation and prostitution of religion, that it led to dismemberment and division and the perpetration of some of the worst horrors. Some other members contended that in the past the facilities provided for religious instruction resulted in proselytisation. But simply because religion was abused in the past it does not mean that it should not at all be allowed to exist. Every human institution is liable to be used. Marriage, Family and schools have all been abused but no one argues for their abolition. Every one only wants them to be reformed and reconstructed. Even the State has been put to abuse in the past. It has been responsible for wars.

But no one contends on that ground that all states should be abolished, that anarchy should prevail and no one says that children should not be taught civics or politics. The same attitude should be adopted towards religion.

A SANE view of the matter has been taken by Mr. Ananthasayanam Aiyangar when he said that religion was the basic foundation of any society and that it was unfortunate that they had not been able to come to an arrangement about the teaching of religion to children. The right thing to do is to find ways and means for coming to such an arrangement. It is not wise to fall into despair thinking that such a task is a hopelessly impossible one. There are principles common to all religions and out of them a universal religious ethic can be evolved. Such an ethic should be evolved by the State and taught to all children in schools.

THERE is no force whatever in the argument that social and political disruption in the country is due to religious instruction imparted in schools in the past as no such instruction was imparted in the majority of schools in the days of the British and wherever such instruction was imparted it was of a purely sectarian character.

THE complete prohibition therefore of all religious instruction is a wrong step; and the inclusion of such prohibition in

the list of fundamental rights which are justiciable is a worse step as the clause cannot be deleted without an amendment of the constitution. The wiser course is to prohibit the teaching of sectarianism or compulsory instruction to those who are opposed to it. Not to be taught religion is not one of the fundamental rights of man.

THE same confused thinking is to be found in the discussion on the right of a minority to have education imparted to its children through their mother-tongue. Even Dr. Ambedkar who opposed an amendment which aimed at conceding this right confessed that if primary education was to do any good it must be given in the mother-tongue of the child. All the same he opposed the amendment which would have secured this advantage to children. The demand for this concession would become more acute in the years to come with the growth of self-consciousness among the linguistic minorities in different provinces. To force them to forget their mother-tongue and learn the language of the province amounts to persecution. Left to themselves many of these minorities will find it convenient to learn the regional language and as a matter of fact they do learn it as otherwise they cannot carry on their business in life. There is however no reason why compulsion should be resorted to in such a case. If in spite of convenience there are minorities who are determined

not to learn the regional language they will suffer in consequence and they will learn by experience to reform themselves. As Pandit Kunzru pointed out, the minorities should be conceded the right of having their children taught through the mother-tongue in the interests of justice, generosity and toleration. This is what is being done in Russia and it is a wonder that many members of the Constituent Assembly who are generally tempted to admire everything Russian did not care to borrow this feature of the Soviet education system. That all citizens should have a uniform set of ideas as regards their duties towards the state and society does not mean that they should learn the same language. It is the content of what they learn that is more important than the medium through which they learn it. No sensible man argues that because there are different provincial languages in India the growth of Indian patriotism is not possible and that all these languages should be suppressed and that all should be compelled to learn only one language. By its failure to safeguard the interests of linguistic minorities the Constituent Assembly is leaving a legacy which will be the source of much bitterness and unnecessary suffering.

THERE is still time left to the Assembly to reconsider the subjects and revise the articles of the constitution in such a manner that there will be no

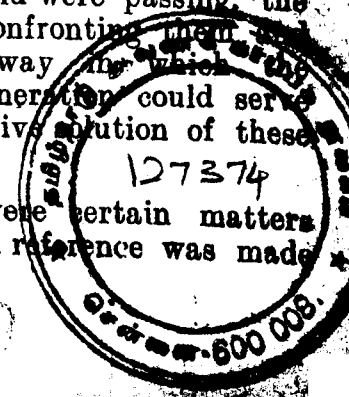
positive prohibition of religious instruction and no enforcement on an unwilling minority the language of the provincial majority.

Convocation Addresses

IT seems to be the privilege of those who are invited to deliver addresses at the University Convocations to select any theme they like for the subject of their addresses and roam about from China to Peru. This is a great advantage they enjoy. Perhaps it is also felt as an advantage by the graduates to whom these subjects are addressed and by the general public who gather in large numbers to witness these ceremonial functions.

IN the course of last month several distinguished personages delivered such addresses. Among them were Sirdar Patel, H.E. Mr. C. Rajagopalachari, Mr. V. T. Krishnamachari the pro-chancellor of Rajputana University, Dr. S. Radhakrishnan, Srimati Sarojini Naidu, The Hon'ble Mr. Justice Rajamannar and Mr. O. P. R. Reddiar the Premier of Madras. All of them took the occasion to place before the graduate youth of the country the nature of the conditions through which India and the world were passing, the problems confronting them and the best way in which the younger generation could serve in the effective solution of these problems.

THERE were certain matters to which reference was made



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by most of the speakers. One was the critical condition of India today. Though freedom from foreign domination was achieved the responsibilities which freedom has brought are of a highly serious character. Many of them—and especially Sirdar Patel—pointed out how a strong government to which all sections of the people were thoroughly loyal and devoted was necessary if freedom has to be preserved and if the country is to emerge safely from the crisis through which she is now passing. In most of the speeches there was expression given to a feeling that the public and especially the youth were resorting to too much criticism of those in authority and were not giving to them all the cooperation that they ought to give. Sirdar Patel's observations on this aspect are of great significance. He said at Benares "People blame the government that it has not done this or that. They criticise it for its acts of omission and commission. The government is there to face criticism. It cannot shirk it nor does it wish to do so, but mere criticism will not avail us.....It would not do for you to throw all the blame on the government alone. If you do not do your part and want the government to do everything for you, you must share the blame." He therefore expected from the youth unflinching loyalty and devotion to the country which in the present context meant loyalty and devotion to the Government.

IN the view of Mr. V.T. Krishnachari and Dr. Radhakrishnan the ills of today are due in the main to the deterioration in moral values, an evil which is fairly widespread and which shows itself in many forms—in the form for instance of extensive black markets, tax evasions, lowering standards of rectitude in public services, frequent strikes and deliberate slowing down of production. They therefore called on the youth to wage unceasing war against this evil, work for the discovery of the spiritual values for which India has always stood and work for the realisation of the ancient ideal of attaining perfection by action done in a spirit of dedication. Naturally Dr. Radhakrishnan observed: "It is the purpose of the Universities to serve as centres of cultural life of the community.....It is for the Universities to provide the leadership to interpret to the rising generation constructive methods of using scientific power, high ideals of democratic citizenship, and a revived faith in the Eternal Unseen." This is placing a very high responsibility on Indian Universities, a responsibility which they have not so far cared to discharge. It remains to be seen how far in free India the Universities will respond to the new call made on them.

THAT the Universities have in the past been doing very little in this direction was the keynote to the Madras Premier's Address

e said! "Modern Educational system has not helped to foster these virtues of service, humility and sacrifice. It seems to have other values. The new learning bred a dogmatism and even a certain amount of intolerance.....". And in this respect noticed a contrast between the ancient Indian Gurukulas and their modern proto-types.

RIMATHI Sarojini Naidu also called on the youth of the country to carry to completion the independence and freedom won by the older generation. H. E. r. C. Rajagopalachari made special appeal to the youth of the Aligarh University to work for democracy and real unity. He also saw a deterioration of sense of moral and spiritual values and expected the Universities to conserve and to promote sense of such values.

This stress on the spiritual and moral values of life is the most encouraging sign of the times. The difficulty however lies in persuading those who are actually at the helm of affairs Universities that they should not give exaggerated importance to Sciences and Technology which is the case today and that they should find a place for the study of Humanities which are being badly neglected. A more balanced and a more liberal type of education is what is needed.

The Status of Teachers

RECENTLY a conference of the All-India Teachers' Convention was held in Delhi with Acharya Narendra Deva, the Vice-chancellor of the Lucknow University as its President. Among the many subjects that came up for discussion was one relating to the status of teachers. An important resolution was passed recommending that a minimum salary of Rs. 300 with definite time-scales be paid to all teachers in Universities with a proviso that the managements should not be given the right of withholding increments without sufficient cause and that there should be the same pay for the same work. It was also recommended that teachers be granted dearness and other allowances, be admitted to the benefit of pension or provident fund as in Government Departments and be adequately housed. To ensure security of tenure it was suggested that any person who was dismissed should have the right of appeal to an impartial tribunal. These are the minimum conditions that have to be satisfied if there is to be a real rise in the status of University Teachers which is very low at present.

THERE are Universities where teachers are given a pay of Rs. 75 a month and are expected to lecture in a conscientious manner to students in Honours and post-graduate classes. There are also universities where the large majority of lecturers receive a pay of only Rs. 25 rising to

Rs. 200 in a period of ten years. They hold Doctorate Degrees and they lecture to Honours and Post Graduate classes for fourteen or fifteen hours a week. How on earth in these days of high cost of living when even labourers are making three to four rupees a day a university teacher can live as the head of a family on such low salaries no Vice-chancellor or syndicate seems to consider. Besides this there is a complete neglect of the rule of equal pay for equal work. In a University like the Andhra University there are three classes of lecturers, two classes of readers and two classes of professors. There is practically no difference in the work done by the teachers in these several categories. But some lecturers are in the grade of Rs. 125-200, some others on Rs. 150-250 and still others on Rs. 210-300. There is no reason or rhyme behind such class distinctions. It breeds discontent and creates an unhealthy academic atmosphere. There is a struggle among the teachers in the lower grade some how to get into the higher grades and as this depends to a large extent on the favour of the authorities teachers have to lead a life of servility injurious in many cases to their sense of self-respect. The resolution therefore passed at the All-India University Teachers' Convention deserves to be immediately implemented.

THE Universities Commission appointed by the Govern-

ment of India has issued a lengthy questionnaire on Teachers and the conditions of their service. It is hoped that they will go thoroughly into this subject and see that a recommendation like the one made by the Teachers' Convention is given effect to. It is not sermons calling on teachers not to care very much for pay and inviting them to do their work in a spirit of service and self abnegation that are required; and such sermons are bound to be really insulting when they emanate from Vice-chancellors who are not satisfied with a pay lower than Rs. 2000 a month. Every teacher has a right to be provided with such conditions of service as would enable him to devote himself wholeheartedly to his vocation.

“The Child and His Up-Bringing”

BY

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

With a Foreword by

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

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The All-India Educational Conference Proceedings of the 24th Session at Mysore

Sir A. Ramaswami Mudaliar's Appeal

H. H. the Maharaja of Mysore declared open the twenty-fourth session of the All-India Educational Conference which commenced its three-day session at Crawford Hall, Mysore on 29th Dec.

Sir Arcot Ramaswami Mudaliar, presided over the Conference.

The Conference is attended by over 2000 delegates including distinguished educationalists from all parts of India. Among them are Dr. Amarnath Jha, Mr. K. G. Saiyidain, Educational Adviser to the Government of Bombay, Mr. S. K. Yegnanarayana Aiyar, Mr. Sohan Singh, Educational Observer, Government of India, Mr. Gajraj Singh Educational Adviser to the Madhya Bharat Union, Dr. R. K. Yagnik of Rajkot, Mrs. Asha Devi Arvanayagam, Dr. C. Kunhan Raja of Madras and Mrs. Shirin Fozdar.

Maharaja Opens Session

Inaugurating the session, His Highness the Maharaja of Mysore extended a hearty welcome to the delegates and said :

“I am glad that you have found it possible to have this conference in the capital of my State. A conference of this kind where people devoted to the cause of education meet to consider problems relating to their field is bound to be of great benefit to the citizens of the State. These problems are growing in complexity as time passes by and as life becomes more and more complicated and the demands on the citizens by way of civic dues or in other ways constantly tend to increase.

“Education is not a simple process as was at one time believed. It requires at the elementary stage a thorough understanding of the psychology of the child. It requires at the intermediate stage a capacity on the part of the teacher to develop the original faculties latent in every human being and finally it requires at higher stages an understanding as much of the ultimate

aims of education as of its utility. The nature of these problems changes with the changes in society and the growing needs of the times. The capacity of the educationist to adjust himself to such changing conditions and altering requirements is the real test of the utility of education.

“The fundamentals of education, however, remain the same to make men and women enlightened, to give them the benefits of the knowledge which is vast and ever expanding and above all to create the faculty of independent thinking which is the basic aim of all education. I feel confident that the great body of experts whom I see before me will be able to evolve a solution which will to a certain extent remove the perplexities which are widely prevalent in the country regarding the nature of education that should be given and indeed the purpose of such education.

“Let us remember finally that the test of an educated person lies in the catholicity of his outlook, in his spirit of tolerance, in the understanding which he can bring to bear and in the freedom from that bias which is often born of ignorance.

“I have great pleasure in declaring the 24th session of the All-India Education Conference open and I am certain that the deliberations of the conference will help to forward the cause which we all have at heart.”

TEACHER'S STATUS MUST BE IMPROVED

Thanking His Highness for the graciousness with which he had consented to inaugurate the conference and also for his inspiring message to educationists, Dr. Amarnath Jha said that His Highness was the first Prince to receive his education as a common student at a university. Since then a great deal of change had happened. The manner in which His Highness had discharged the respon-

sibilities of his high office and the interest he had shown in education had amply justified the high hopes entertained when His Highness assumed his exalted office. The conference was meeting in Mysore for a second time and much had happened between then and now. There was no State or province which had not sent some delegates to this conference. They were meeting as citizens of a free India and there were many problems to be tackled. While Governments might give high priority to some problems there was the danger that in the midst of the affairs of State the cause of education might suffer.

"If education is neglected then the greatness of India is in jeopardy and therefore I would appeal to all administrators to do all they can not only for the expansion of education—but for what I consider equally important ameliorating the conditions of the teachers," Dr. Jha said. "I said some time ago that an inefficient teacher is a menace to society. I say now that a hungry and starving teacher is a greater menace. We have many stories to tell that will depress you and us. But these are stories which have the merit of being true."

His Highness then left the hall and the conference continued under the presidency of Sir Arcot Ramaswami Mudaliar.

Reception Committee Chairman's Address

Earlier, Mr. D. H. Chandrasekhariah, Minister for Education, Mysore, requesting His Highness the Maharaja to inaugurate the session, observed:

"It is my privilege, as Chairman of the Reception Committee, to extend to Your Highness a most respectful welcome to this session of the All-India Educational Conference and to express our most grateful thanks to Your Highness for having been pleased to accede to our request to inaugurate it. The readiness and alacrity with which Your Highness accepted the suggestion of the Council of the All-India Federation of Educational Associations to perform this inaugural ceremony testifies, in an

ample measure, to the keen and ardent interest which Your Highness has in the development of education and culture of our country.

"Coming, as Your Highness does, in a long succession of great Rulers who have fully identified themselves with the best interests of the State and dedicated themselves and all their own to the service of the people, we sincerely feel that Your Highness' presence in this august gathering of educationists from all over India will lend dignity and importance to the proceedings upon which this Conference has to enter.

"This All-India Educational Conference is meeting for the second time in this State and is the 24th in the series of similar Conferences that are being held under the auspices of the All-India Federation of Educational Associations. It is stated that this organisation was formed in the year 1925 with the background of the Hartog Committee's report which reviewed the position of education as then existing in India and pointed the way for its reorganisation to suit the political and constitutional future then under contemplation.

"A new stage for fresh and vigorous efforts in the field of education was set when India attained Independence. All honour and glory unto those who suffered and sacrificed in the country's cause under the great leadership of Mahatma Gandhi who was an unrivalled world teacher and an eminent educationist. The new Government which came into existence on August 15, 1947 has been strenuously toiling to reconstruct our national life in its several aspects and bearings."

Proceeding, Mr. Chandrasekharish said one of the important aspects which every developmental plan should take note of concerned the preservation and improvement of our cultural heritage. In regard to this, the plans prepared by the Central Government for establishing a Cultural trust with three separate Academies were well-known. Proposals for strengthening the Archaeological Survey of India, for extending the scope and activities of the National Archives

and for establishing a National Museum were of immense interest to one and all of us. The life of a civilised nation was intimately bound up with its cultural progress and India with its vast cultural attainments and traditions had an extensive field for work.

"Coming to the Mysore State, to which I feel proud to belong, you are aware that it has now acceded to the Dominion of India and has been co-operating with it in every way possible. It is a unique and happy feature of our State that there is complete identity of interest between the Ruler and the ruled and no pains are being spared to make the State a progressive and a prosperous one. Blessed with bounties of kindly Nature and filled with several achievements of human skill and industry, you will have something to see and enjoy everywhere in Mysore.

In conclusion, Mr. Chandrasekharish said:

"My faith in the efficacy of proper education to cure the ills of this world is as deep as the ocean. I have often thought that the only hope for the future of mankind consists in developing the UNESCO and organising its work on all fronts so as to bring about union of hearts and minds of men and women in all countries. India has always stood and lived for peace, truth and non-violence and Mahatma Gandhi's life and achievements bear magnificent witness to it. May India's glorious name and teachings be proclaimed once again throughout the length and breadth of the world?"

Proposing Sir Arcot to the chair, Dr. Amarnath Jha referred to his great reputation and his great quality of speaking out his mind. Mr K. G. Saiyidain and Mr. S. K. Yegnanarayana Aiyar seconded and supported the proposal and Sir Arcot occupied the chair amidst cheers.

President on Task Ahead

Sir Arcot Ramaswami Mudaliar, in his address, referred to numerous problems demanding solution and expressed

the hope that educationists would show sturdy independence and judge problems on their own merits and not be dragooned into the way of thinking of those in authority. He also hoped that those in charge of education would emulate the example of Maulana Abul Kalam Azad, Education Minister, Government of India, to have educated public opinion with them in any measure of reform they might think of introducing.

The President began by saying that problems of education had always been too many and complex. Progress had been made in some directions, but not much had been achieved in the matter of understanding and evaluating the true place of education in individual and national life. Education could be of the utmost benefit to society and nation and the world and it could equally be the most harmful thing and most devastating force and obstacle to all that they held great in individual and international life, and also be a menace to peace and progress of mankind. The UNESCO was founded with the object of trying to impart the type of education which would strive to reconcile national sturdy independence with global interdependence. India had gained independence and they—Indians—could walk with their heads erect along the boulevards of the world, proud of their culture and their achievements. There were great potentialities in our country, and these place us in a position of the utmost equality with the best and the greatest of nations. But there seemed to be signs of impatience among certain sections which wanted to regiment thought even in the educational world. This school of thought believed that patriotism could only be achieved by following a certain shibboleth or a certain way of thinking. Fortunately, there were a few of that way of thinking. But the danger was still there.

Proceeding, the President said they were all proud of Indian culture and its influence had been felt in other countries and deeply affected the lives of people there. This had been done without any strong persuasion by anybody.

The basic unity of all cultures was the same. There were some who believed that Indian culture should be carried to other countries in an aggressive manner. He who felt this way must indeed be an uncultured man.

Sir A. Ramaswamy Mudaliar next referred to some educational problems and said while there were many shortcomings and omissions in the previous system of education it would not be advisable to condemn everything in the pre-independence education system. Most of their stalwarts who had fought for freedom and achieved freedom were products of that system of education. To condemn that system outright was shortsighted. Unless that tendency was checked there was danger of their getting back to the dark days.

Speaking about vocational education the President observed that before the attainment of independence industrial progress had been arrested and without it no fillip could be given to vocational education. At the present day more attention could be given to this aspect of education.

Speaking about the place of English in the system of education, Sir

Arcot expressed gratification that there was greater and better realisation that English had a place and must continue to take such a place for some time at least in our system of education. "If our Ambassadors and delegates have to keep pace with the deliberations at international gatherings for many years to come English must be studied at least in the higher stages."

Concluding, Sir Arcot said that the true aim of education was to make young men and women to realise truth and help them not to fall victims to fallacious slogans of the market place. He would appeal to all those in charge of education in the Provinces and States not to cut themselves and make a dash into the wild woods of education but to ascertain the opinion of educationists before any change was made in the educational system.

The Conference on a motion from the Chair adopted a resolution, all those assembled standing, expressing profound grief at the passing away of Mahatmaji "a great constructive educationist."

The Conference then adjourned to meet again the next day.

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THROUGH different PROVINCES

DELHI

F. P. S. C. EXAMINATIONS AND POLITICAL SUFFERERS

The Government of India have considered the question of relaxation of age-limits for admission to examinations conducted by the Federal Public Service Commission or other authorities under the Central Government for recruitment to various services in favour of persons who took part in national movements and were thereby prevented from appearing at these examinations while they were still within the prescribed age-limits, says a Home Ministry Press note.

CENTRAL INSTITUTE OF TECHNOLOGY NEAR KUPPAM

A 1,000-acre site in Chittoor District has, it is understood, been chosen for locating a Central Institute of Technology to be run by the Government of India.

This is one of the five high-grade Technological Institutes to be started in different parts of India to provide Training on the lines of the Massachusetts Technological Institute.

The site is about 15 miles from Kuppam Station on the Madras-Bengalore Railway line and has already been surveyed in connection with certain proposals of the Military Department which have since been dropped. Considerations which appear to have weighed in favour of this site are its nearness to Andhra, Tamil, Kannada and Malayalam regions and its proximity to areas either already industrialised or having potentialities of early development.

It is understood that Dr. Tarachand, Education Secretary to the Government of India, who is visiting Madras shortly, is likely to inspect the site.

LAWRENCE MEMORIAL SCHOOLS

It has been decided that the Lawrence Memorial Military Schools at Sanawar (Simla Hills) and at Lovedale (Nigiris) will be run as Public Schools by the Ministry of Education. Admission to the schools will be open to all, but 40 per cent of the seats will be reserved for children of armed forces personnel. The schools will open on March 1, 1949, and will prepare students for the Senior Cambridge examination.

ADULT EDUCATION PLANS

The Delhi Municipal Committee's Adult Education Board has prepared plans for an adult education movement in Delhi.

It has been decided to open 15 adult education centres in the city every year. The Municipal Committee is being moved by the Adult Education Board to provide Rs. 200,000 in the next year's budget for the expansion of adult education drive.

The Committee has already sanctioned Rs. 50,000 up to March for adult education. So far four adult education centres have been opened in the city and efforts are being made to have at least seven such centres before the beginning of the next financial year.

The basic aim of the centres will be to encourage community learning and healthy community life.

Arrangements have been made to secure mobile visual instruction units from the U. S., Soviet and British Embassies in New Delhi.

Every centre will have a library, reading room and facilities for indoor games.

A special five-month course for training workers in adult education is being prepared. Trained workers will be given charge of the drive in

their respective areas. To start with, 15 whole-time and 15 part-time workers will be recruited.

MADRAS

EDUCATIONAL CONCESSIONS TO BACKWARD CLASSES

The Government have sanctioned the utilisation of Rs. one lakh provided in the Budget estimate for 1948-49 for the amelioration of the conditions of Backward Classes as distinct from Harijans, by granting scholarship to students reading in the college classes, and high schools. They have also directed that 75 per cent of the Rs. one lakh should be set apart for the grant of scholarships to deserving students of Backward Classes studying in arts and professional colleges, including the Law College, and the balance on the grant of scholarships to deserving students of Backward Classes studying in high schools, preference being given to women students.

CONCESSIONS FOR HARIJANS

The Government have directed that for purpose of fee concessions under Rule 92 of the Madras Educational Rules, pupils belonging to Harijan and other communities eligible for help by the Labour Department, need not ordinarily produce poverty certificates. The applications stating the income of the parents should, however, be duly filled in and presented to the head of the institution who should check up the applications and grant the concessions. In cases, where the head of the institution has reason to suspect that a particular pupil is not really poor, he can demand the production of the poverty certificate by the pupil. If any pupil is found to have obtained fee concession by false statement, he will be liable to be punished with fine, besides the recovery of the amount paid as fee concession.

The Government have also directed that for purposes of grant of Labour Department scholarships and boarding grants, in lieu of the poverty certificates from the pupils, it would be sufficient, if the head of the educational institution certifies (bearing in mind the income

limits of parents or guardians prescribed in the Madras Educational Rules) that the pupils are too poor to continue their studies without the help of scholarships or boarding grants as the case may be.

RELIGIOUS TEACHING IN SCHOOLS

An amendment to the Madras Educational Rules published by the Government to-day states that "where the religious instruction given in an institution is in a faith other than that to which a pupil belongs, the pupil shall not be permitted to attend the religious instruction class unless his parent or guardian specifically demands in writing that he should be permitted to do so."

The amendment will substitute the existing condition (1) under rule 9-A of the Madras Education Rules.

SCHOLARSHIPS FOR ELIGIBLE COMMUNITIES

The Government have directed that for a period of ten years with effect from 1948-49, the pupils belonging to the communities eligible for help by the Labour Department, reading in the Secondary School course be allowed the benefit of the scholarships and boarding grants granted by the Labour Department for a second year in the same class, subject to the condition that this concession is given only twice during the course:— Once in Forms I to III and once in Forms IV to VI.

The Government have also directed that the students, belonging to the communities eligible for help by the Labour Department, studying in Engineering College be allowed to retain the concession for only one failure, and those studying in Medical Colleges for two failures for the period of the entire course. No such concession will be granted to the students studying in Arts and Law Colleges.

BOMBAY

BASIC TRAINING COMMITTEE

The Government of Bombay have appointed a Committee to go round the Graduates Basic Training institutions

and advise the Principals and their staff in the matter of organisational work.

The Committee may also bring before the Board of Basic Education any matter pertaining to the Training Centres. The personnel of the Committee is Mr. S. J. Bhagwat Acharya S. R. Bhise, Mr. Jugatram Dave, Mr. V. R. Mudholkar and Mr. K. G. Saiyidain.

WEST BENGAL

SECONDARY EDUCATION BOARD FOR W. BENGAL

The West Bengal Government proposes to set up a board to administer and develop secondary education in the province.

A Bill providing the constitution of a Secondary Education Board is likely to come up before the Provincial Legislative Assembly, when it meets about the end of next month.

The successive League ministries attempted thrice to enact such bills, but could not succeed owing to the stiff opposition, both inside and outside the legislature.

Explaining the present Bill, Mr. H. N. Chaudhuri, at a Press Conference said that the main aim of the board would be to devise a self-contained system of secondary education which would not be entirely subservient to university courses.

The Board will consist of 42 members, including representatives of different educational institutions and technical experts, with a president to be appointed by Government.

U. P.

BENARES UNIVERSITY

A plan to open a faculty of Gandhian Philosophy, it is reliably learnt, is envisaged by the authorities of the Benares Hindu University. The course will be included in the curriculum from the next session.

Suggestions in this connection have been invited from Mr. K. G. Mashruwala, Mr. Pyarelal, Mr. Kumarappa, Mr. Binobha Bhawe, Mrs. Meera Ben and a few others.

KASHMIR

TEXT-BOOK COMMITTEE SET UP IN KASHMIR

With Sheikh Mohd. Abdullah, Premier, as chairman, the Jammu and Kashmir Government has constituted a Text-Book Advisory Committee of five in order to reorientate the point of view with which text-books should be compiled in the new set-up in the State so that they may infuse a liberal and progressive outlook in the younger generation. The Committee will among other things, select suitable and qualified authors for compiling text-books of requisite standard.

PRIMARY EDUCATION — MOTHER TONGUE MEDIUM

As a preliminary step towards the introduction of mother tongue as medium of instruction in the schools the Jammu and Kashmir Government have decided that education in first and second primary classes be imparted in Kashmiri, Dogri and Ladakhi as the case may be, it was disclosed by the Prime Minister, Sheikh Abdullah, while addressing a convention of school teachers here on Dec. 14.

Reaffirming the policy of his Government that the minimum monthly salary of a State employee should not be less than Rs. 100, Sheikh Abdullah assured the teachers that steps would be taken to improve their lot as soon as the financial conditions of the State allowed it.

TRAVANCORE

SCHOOL TEXT-BOOKS IN TRAVANCORE

Government have decided to take over the publication of text-books for schools in the State as they are of opinion that the existing system of prescribing textbooks is not working satisfactorily.

Government have, therefore, constituted a Committee for the purpose of drafting a scheme for purchasing copyrights of suitable selected books in existence and for preparation or compilation of new books.

Memorandum Presented to The Members of the Constituent Assembly New Delhi

The constituent Assembly of India is called upon to declare what the common language of the Indian Union will be. Undoubtedly, it is a matter of considerable importance for, although language is an ever-changing, ever-developing instrument of society, the choice of the Assembly will give a strong impulse to the propagation and growth of the language of its choice.

The alternatives before the Assembly are limited. They have to make a selection of one among the three forms or styles of what from the point of view of the Science of Philology is one language. The forms are known by the names of Hindi, Urdu and Hindustani. All the three are identical so far as their fundamental characteristics are concerned. They have the same phonetic system and the same grammar. In vocabulary there is a great deal which is common. In fact, in ordinary speech for purposes of daily intercourse there is hardly any appreciable difference between them.

The differences appear when they are used for literary and scientific purposes. Hindi tends to rely exclusively on Sanskrit for its diction; it prefers Sanskrit originals (*tatsama* to their modified current forms (*tadbhava*). It takes loans only from Sanskrit. It derives words and makes compounds in accordance with the rules of Sanskrit grammar. Urdu on the other hand prefers Persian and Arabic for similar purposes.

The Case Of Hindustani

The case of Hindustani is different. It desires to be all-inclusive. Words which have passed into the common speech whether they belonged originally to Sanskrit, Arabic, Persian, Modern European, Indian or Asian languages are retained. No attempt is made to revert to original forms in order to please the learned.

Hindustani like English and other progressive languages is not afraid of borrowing from other languages. But, again like English and similar self-respecting languages, it endeavours not to submit to the phonetic systems and grammatical rules of the languages from which it borrows. Hindustani is the language of the people and is proud of this fact. It is racy of the soil and shuns the jargon of the learned. It is sufficiently supple and resourceful to serve as a fit vehicle of the highest, subtlest and profoundest thought and therefore as the most appropriate medium for national affairs.

Mahatma Gandhi and other leaders have deliberately chosen for our people the ideal of a secular, democratic State. Such a State must be founded upon a secular democratic society. A secular democratic society is one which refuses to recognize differences based upon creed, caste or race. It is all-inclusive and gives equal opportunity of self-realization to all its individuals and groups. The institutions of such a society must necessarily avoid exclusiveness and one-sidedness. Hindustani fulfils these requirements in an ample measure and deserves to be chosen as the instrument of expression of thought and feeling of a secular democratic State.

Tradition of Tolerance

The one outstanding feature of the Indian civilization throughout the ages has been its power to assimilate differences and to create unity out of diversity. It will be in accordance with our traditions of tolerance and large-heartedness if Hindustani, which harmonizes elements drawn from different groups and cultures, is adopted by the Constituent Assembly.

It is necessary to make it quite clear so that no misunderstanding may remain that Hindustani is not Urdu, nor does

the advocacy of Hindustani carry with it an open or hidden design to foist Urdu upon the country. The leanings of Urdu on foreign elements place it out of court and make it unacceptable as a national language.

Our regret is that modern Hindi departs from the traditions of its precursors Braj Bhasha and Avadhi. The immortal Tulsidas, in the words of Kabir, preferred the living flowing stream of the spoken tongue (*bhasha*) to the standing waters of the well of Sanskrit. Unfortunately the protagonists of Hindi have reversed the process. In our judgment, this reversal is harmful both philologically as well as socially. A living language is being provided with a narrow iron waistcoat which is bound to interfere with its growth, and a people's simple sweet language is being converted into the language of an exclusive though learned coterie.

Receptive to Influences

Hindustani avoids these tendencies. It keeps true to its simple rules and is proud of its rich system of sounds. Its arms are open to all incomers, Sanskrit as well as English, Dravidian and Persian, in fact from all directions. Only it wants them to shed their alien habit and wear the clothes indigenous to it. It is natural that Gandhiji, whose heart knew no exclusiveness and who identified himself completely with the people, should have become the most ardent advocate of Hindustani.

It is necessary to say a word about script. There is no doubt that Nagari with its variants is the most popular and the most widespread writing of India. It deserves to be recognized as the principal national script of our country, and every educated Indian, irrespective of creed or caste should know it. But India is a vast country and it has many scripts. Among them the Urdu script has claims based on social and historical reasons which need special recognition. Hindustani has for centuries been written in Nagari and Urdu characters and today these scripts

are known and practised all over India wherever Hindustani is spoken.

It is in the fitness of things that Urdu should be recognized as a second script for Hindustani. This will help in the growth, propagation and popularization of Hindustani in the widest circles. Besides considering that in Asia we are endeavouring to bind the peoples of this great continent together in bonds of mutual assistance and friendliness, it will be a distinct advantage if the Urdu script which is in use in a great many Asiatic countries from East Indies to Egypt is given a recognized place in India. Many of us and especially those who agree with Mahatma Gandhi wholeheartedly will, of course, learn both the scripts and thus enable themselves to serve the cause of unity and harmony.

The Principal Script

We are, therefore, of opinion that Nagari should be declared the principal script of India, so that when English is eliminated all administrative work at the Centre will be carried on in the Hindustani language, written in Nagari characters. But publications of Government notices, decrees, orders, proclamations, laws, gazettes etc., will be made in Urdu script also, and it will be open to any citizen to submit to Government documents, memoranda, applications etc., written in Urdu script and to expect replies written in Urdu script. Central Government servants and teachers will be expected to know Hindustani and both its scripts, and offices will have clerks and assistants who can read and write them.

We must make it clear that we advocate the adoption of Hindustani as the National Language of India, or the language of inter-provincial intercourse, or the language of the Indian Union. Hindustani cannot take the place of the languages which are spoken in the various parts of India or are used by large sections of our countrymen. It is the right of these languages to develop and be employed as media of instruction up to the highest stages and of adminis-

Continued on page 216

REVIEWS

PLAN FOR EDUCATION by F. G. Pearce. Oxford University Press, Pp. 80, 1948. Price Rs 3/-

Nearly five years ago the Central Advisory Board of Education for India prepared a report popularly known as the Sargent Committee Report laying down a broad and comprehensive plan for educating the four hundred millions of people living in the country. It received an eager welcome at the hands of all sections and was regarded as an epoch-making educational document. It was also subjected to criticism in several quarters and quite naturally. In this book Mr Pearce with his thirty years experience as an educationist gives a descriptive and critical commentary on the Sargent Report bringing out all its salient features and answering several of the criticisms that have been directed against it. He has made it clear that though the Sargent plan was prepared before India became independent, its conclusions have a permanent value and deserve to be put into effect in the free India of today. According to him its great value lies in its being like a book of reference, a guide book and an encyclopedia of statistical and other valuable information.

Mr. Pearce's book has three great merits about it. The facts, arguments and conclusions found in Sargent's report are attractively presented by him. He has made the subject highly interesting to the reading public. In the second place he has included in his book a number of illustrations and graphical representations prepared by C. H. G. Moorhouse. In the third place he

has carefully gone through all the criticisms made against the Sargent Report and answered them in a convincing manner. For a correct understanding of educational developments in India of to-day and in near future Mr. Pearce's Plan is of inestimable value.

EDUCATION IN INDIA—by K. S. Vakil, Published by T. C. E. Journals and Publications Ltd, Lucknow, 1948 pp. 231, Price Rs. 6.

In many of the Training Colleges in India the subject of the History of Education has to be studied and there are very few books fit for being used by teachers under training. It is with a view to fill this gap that Mr. K. S. Vakil has written this book. After surveying in brief outline the educational system in Ancient India and in Muslim India he dwells at great length on the history of education during the days of the British Rule. The services rendered by Christian Missions in early days, the attention paid to educational work by the East India Company, the great controversy between the Anglicists and the Orientalists, the steady though slow progress in all stages and categories of education under the rule of the Crown are all described fairly fully. Extracts are given from the original documents themselves. There is also a summary of the conclusions of the Sargent Report. The book would have been of greater value if more space had been devoted to the exposition of Mahatma Gandhi's Schemes of Basic Education. All the same it will prove to be considerable utility to students of the training colleges as well as to the general public interested in Indian Educational History.

CORRESPONDENCE

The Headmasters' Association, Madras

Sir,

The following resolutions were adopted by the Headmasters' Association at their meeting held on Saturday 11 th December 48 at the Presidency High School for Girls, Egmore with Mr. K. Kuruvilla Jacob, President, in the chair.

Visual Education Association for Madras City

"This Association of the Headmasters of Madras City recommends the formation of a visual Education Association for the City of Madras with the City Schools as members. It appoints a sub-committee (with powers to co-opt others) consisting of the President, the Secretary of the Association and Mr. P. Doraikannu Mudaliar, President of Madras Teachers' Guild, to take steps for forming such an Association"

(Continued from page 213)

tration, and the acceptance of Hindustani as the language of the Union does not imply any infringement of this right.

We, therefore, appeal to the members of the Constituent Assembly to consider dispassionately what we have urged above, and give their support to the recognition of Hindustani—the language of the people—as explained in the preceding paragraphs, as the National Language of India with Nagari as the principal and Urdu as the second script.

KAKA KAL ELKAR,
M. SATYANARAYAN,
RAMESHWARI NEHRU,
SUNDARLAL.

(Members of the Committee appointed by the Hindustani Prachar Sabha, Wardha).

—Harijan Nov. 28.

Exempting Visual Aids from Import Duty

"This Association requests the Government of India to exempt from import duties, all appliances and materials used for visual Education in Schools and Colleges like film and filmstrip projectors, epediascopes, educational shorts, etc".

House Rent Allowance to Teachers

The Association resolves to request the Government to approve for purposes of grant the House Rent Allowance at Government rates if any of the Managements are paying the same to their staff.

Religious Education

"In the light of the decision of the Constituent Assembly that there should be no religious instruction in Schools wholly aided by the state, the Association passed the following resolution.

"The Association recognises the need for a conscience clause for religious teaching in Educational Institutions. But the Association would state that a study of the lives and teachings of the great saints of the world can only do good to the pupils. While young children should be protected against any unfair or unjust pressure for changing from one religious community to another, schools should not be deprived of the benefits that will accrue from teaching those eternal truths which are acceptable to all religions.

"The Association therefore suggests that the Department of Education should invite the scholars of various denominations to submit selections of stories and teachings from their respective sacred books and literature which in their opinion will be of undoubted benefit to all. These works may be compiled and published

separately as suitable for use in schools as the basis of moral instruction."

Training of Teachers

This association would emphasise that the University should recognise the teachers' training as a professional training and as such the staff of the training colleges should have besides professional qualification, good teaching experience in schools. The lecturers should be required to have close contact with High School work by being in charge of classes. The Association also recommends the close association of experienced teachers and headmasters of schools with the work of training colleges so as to vitalise the work in the training colleges and provide it with a realistic background. This will also be an incentive to teachers and Headmasters of High Schools to keep up-to-date in educational theory and practice".

Retirement age of Teachers

The Association discussed the pros and cons of raising the age of retirement of teachers and decided to defer the decision to a later date.

With a vote of thanks to the host and the President the meeting terminated.

Madras, } K. HANUMANTHA RAO,
17-12-48 } Hon. Secretary.

Chittoor Teachers' Refresher Camp

In the idyllic woodlands of the B. S. Kannan High School in between two roads, the camp opened at 6-30 A.M. on 10th December with a general assembly of 92 campers, including Sri C. Raghunathan, District Educational Officer, as camp chief. After the flag salutation the proceedings commenced. Sri A. S. Venkataraman, convener, welcomed the gathering of the teachers. Sri C. Raghunathan, in his inaugural talk said, "Let us achieve some-

thing by making education activity-centred. Sri A. S. Venkataraman, the convener in initiating the talk on "Citizenship Training and Social Studies" described the 'I know everything' behaviour as unsocial and learning as a social co-operative venture. "Citizenship Training and Social Studies" corresponded to the body and brain of humanity. Sri K. Natesa Aiyar opened a talk on languages i. e. the Regional languages, Hindi, bifurcated courses, mathematics and sciences. Then followed a discussion on "Citizenship Training."

The whole of the afternoon session was taken up with an explanation and classification of social studies syllabuses by the camp chief.

After lunch a short playlet on *The importance of the vote* composed by Sri Sundarachari was enacted by the Board High School girls. Next Sri A. S. Venkataraman spoke on *contour maps* with special reference to maps 57^a and 57^b. According to him the ordinary wall-maps were mere conventional symbols while the contour map was a reality. At night there was a movie show on the *Panama canal* and other subjects managed and run by Mrs. Zwemer.

On 11-12-48 the campers first paid a visit to the craft section of the B. Z. High School. Discussions on languages, science and Mathematics followed in which several took part. Then Sri A. S. Venkataraman spoke on 'The evaluation of skills and behaviours' with the aid of charts prepared for the occasion. The talk was supplemented by the District Educational officer, Chittoor. The evening session was devoted to a discussion of *Drawing, music and dancing*.

The concluding session comprised of entertainments by squads, etc.

Chittoor, } A. S. VENKATARAMAN,
18-12-48 } Convener.

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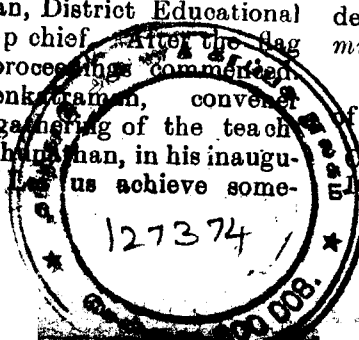
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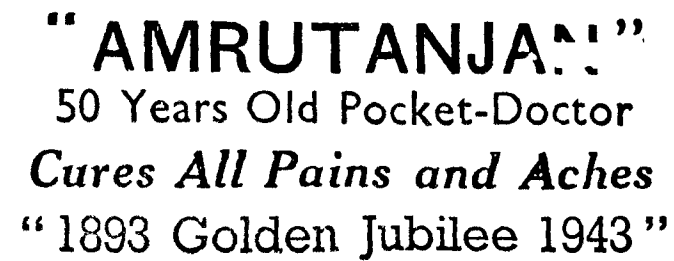
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