

248

EDUCATIONAL INDIA

Vol - XVI

NO: 182

July and August - 1949

JL

Tm2, N34ED

N49.16.182.

127378.

513

Educational India

513

2-49

348

Vol. XVI

Nos. 1 & 2

July & August
1949

*

EDUCATIONAL INDIA
is officially recognised by
all the D. P. Is. throughout
Indian Union and Indian
States, for use in schools
and colleges.

*

Inland Rs. 4/8.
Foreign Sh. 9.
Single copy As. 8 or 9 d.

Office :
MASULIPATAM
(S. INDIA)



CONTENTS

EDITORIALS

A Year of Steady Educational Progress
— The Work of the UNESCO — The
Headmasters' Association — Sri Sabhe-
San Thanks giving Fund.

PROBLEMS OF ADULT EDUCATION IN THE DESERT LAND

Dr. K. N. Kini

EDUCATION NEEDS PLANNING

Dr. Kanti Vyas

PRIVATE TUITIONS

K. Narayanan

DISCIPLINE AND DEMOCRACY

J. N. Kaul

EDUCATION FOR THE MASSES

A Year of Study Progress

DECLARATION OF HUMAN RIGHTS

K. S. Vakil

DETAILED CONTENTS

	PAGE		PAGE
ADULT EDUCATION IN THE DESERT LAND		American Youth Mission ...	29
Dr. K. N. Kini, M. A., (Hons), A. M., Ph. D., Dip. in Edn. (Columbia) ...	3	Growth of Indian Literature ...	30
EDUCATION NEEDS PLANNING		All-India Educational Conference ...	30
Dr. Kanti Vyas ...	6	MADRAS	
PRIVATE TUITIONS		Study of Sanskrit in Sec- ondary Schools ...	30
K. Narayanan, M. A., L. T., M. Ed. ...	9	Communist Activities of Students ...	30
DISCIPLINE AND DEMO- CRACY		Publication of Tamil Manuscripts ...	31
Sri J. N. Kaul ...	11	Degree Course in Music ...	31
EDUCATION FOR THE MASSES		BOMBAY	
A YEAR OF STEADY PROGRESS ...	14	India Govt. Grant for Re- search in Yoga ...	31
DECLARATION OF HUMAN RIGHTS		German Scientist for Bangalore Institute ...	31
K. S. Vakil ...	19	Grant of Scholarships to Backward Classes ...	31
EDITORIALS		WEST BENGAL	
A Year of Steady Educa- tional Progress ...	22	Post-Graduate Course in Sanskrit ...	31
The work of the UNESCO ...	25	Free Primary Education ...	32
The Headmasters' Association ...	27	Secondary Education ...	32
Sri Sabhesan Thanks giving Fund ...	27	BEHAR	
Dr. A. V. Mathew's new work ...	28	Patna University Exams. to be abolished ...	32
OPPORTUNITIES FOR STUDY ABROAD		MYSORE	
New UNESCO Publication ...	28	U. N. Adult Education Centre ...	32
THROUGH DIFFERENT PROVINCES		German Scientist for Bangalore ...	32
DELHI		PUBLIC OPINION	
Social Education Scheme ...	29	School "Dossiers" ...	33
		BOOK REVIEWS	
		Teaching of English Abroad ...	34
		Schools with A Message in India ...	35

INDIAN AMBASSADOR TO U. S. S. R.



Dr. Sarvepalli Radhakrishnan is appointed as India's Ambassador to Moscow. As an educationist and administrator of Andhra and Benares Universities he has shown his high calibre. His intellectual gifts, intense patriotism and strong commonsense should stand him in good stead.—In undertaking this new task, Dr. Radhakrishnan has behind him the cordial goodwill and good wishes of not only "Educational India" but of all his countrymen.

*

Vol. XVI: Nos. 1 & 2

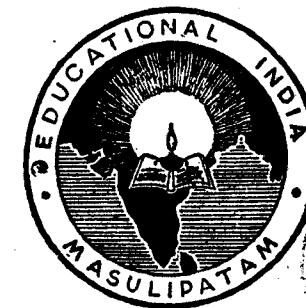
July & August 1949,

EDUCATIONAL INDIA

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

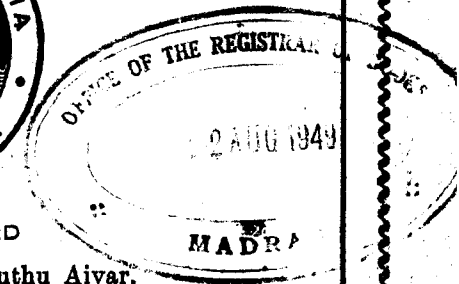
EDITOR :

Prof. M. VENKATARANGAIYA M.A.



EDITORIAL BOARD

M. Venkatarangaiya, V. Muthu Aiyar.
C. B. Krishna Sastry, M. N. Rao.
M. Seshachalam,
Managing Editor



**"EDUCATIONAL INDIA" OFFICE
MASULIPATAM**

INLAND
Rs 4-8-0

Single Copy As. 8

FOREIGN
Rs. 6-0-0

Approved: Vide Fort St. George Gazette dated 12-7-1949 page 1

THE NEW AGE INDIAN READERS

Book I: (First Year Course) for Form II Re. 1

By DUNCAN GREENLEES, M. A. (Oxon.)

WITH SIX SUPPLEMENTARIES

THREE DAYS' HOLIDAY:

1. Part I: Going Home. 2. Part II: At Home.

A DAY AT SCHOOL:

4. Part I: Morning. 4. Part II: Afternoon.

5. RATS.

6. JOINING SCHOOL.

1 to 4 As. 6/- and 5 & 6 As. 8/-

"Carefully designed by one who has had much teaching experience in all the Forms of Indian High Schools."

M. SESHACHALAM & CO.

MASULIPATAM

::

MADRAS

Approved by the Madras T. B. C. Vide Ft. St. George Gazette p. 1, 2, & 9 D/ 14-5-46

NEW METHOD GOLDEN READERS

IRENE H. LOWE, M. Sc. (London)

Indian Educational Service (Retd.)

PRIMER: 0-8-0; Book I: 0-10-0; Book II: 0-12-0;

Book III: 0-14-0; Book IV: 0-14-0.

These little books aim at familiarising the Indian pupil of English with about 1,600 words of common use, short, easy, concrete words, most of them. If he learns these well during the first few years of his English schooling he will find no hardship in picking up as many of the bigger words as may be found necessary in later stages.

M. SESHACHALAM & CO.,

MASULIPATAM

Branch: MADRAS

Adult Education in the Desert Land

Dr. K. N. KINI,

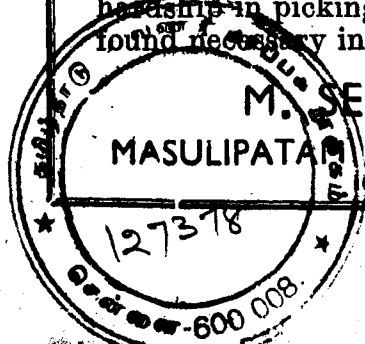
M.A., (Hons.), A.M., Ph.D., Dip. in Edn. (Columbia)

MUCH of the land in Rajputana to the west of the Aravali hills is desert. The annual rainfall ranges from four to about sixteen inches. Living is mostly on account of dry-farming crops and raising of cattle, camels, sheep and goats. Poverty is rampant. Water mellons sometimes serves the people both as food and drinking water. villages are highly scattered and lie far from one another. Most of them are thinly populated. Education was neglected in former days when the administration was in the hands of the British, who had not much faith in educating the masses in our country. Schools are, therefore, few and far between. One may go forty to sixty miles on road in Jodhpur State without meeting a primary school. An Inspector has to travel two or three days on camel in the sandy tracts before reaching the school in the interior for inspection. No wonder that the literacy is a bare four per cent and that one may meet villages where there may not be a single soul who can read or write. In a village (Pal) only seven miles from Jodhpur City, out of 1052 persons, only 18 are literate (17 men and one woman). Most people are in a state of blissful ignorance. The Universal Declaration of Human Rights adopted by the General Assembly of the United Nations has no meaning to them.

On the day of our independence, there were hardly twenty-nine adult classes in an area of thirty-six thousand square miles, mostly desert-land. Primary schools were as few as 272 and the middle schools only

51 of which 45 and 10 respectively were in the City of Jodhpur. In the districts, therefore, there were only 227 primary schools and 41 middle schools. The teachers of adult education were teachers in these primary and middle schools. Though an appeal had been made by the Department of Education to non-teachers to undertake this national task, their response was nil. The patriotic fervour of the populace had not been roused. The general public therefore evinced little interest. Most of them were even sceptic about the utility of adult education.

Since August 1947, there is wide-spread national consciousness in India and this awareness has been slowly permeating in this backward desert-land too. People have been feeling that their social status in the new society will not be enhanced and that their children will not get social recognition in the new age if they will be illiterate. They are also becoming cognisant of the fact that they are unable to read newspapers at a time when great political, social and material changes are taking place in the land. Realising the need for disseminating education among the masses, a benign cabinet formed entirely of Indians recently sanctioned 100 primary schools while formerly only five or six schools would be sanctioned, and these schools have been distributed in the villages with the result that the village folk who had become despondent of obtaining schools in the former days when the administration was predominantly



Im2, N3460 N49.16.172

in the hands of the British Officers, have found a new hope and have mustered new courage. They feel that the present Government has been trying to uplift their condition and has been evincing sympathy towards them. With the starting of these 100 primary schools the distances between schools have been bridged and have become much less. Children have begun to swarm in these newly established schools. Where it was thought there would be an enrolment of 30 or 40 pupils, there have been enrolments from 80 to 150. The adults who send these children to schools also feel that they should themselves become literate and throng to the adult education classes that have been gradually established in larger numbers in the older and newer schools. The teachers who are newly appointed are being told that they should evince special interest in adult education and that they should start adult classes. The Inspecting Officers have put a new vigour in and placed a new ideal before the older teachers and prevailed upon them to start adult classes. In the meanwhile the scales of pay of the teachers have been increased, the minimum pay for primary school teachers being doubled which event has not a little been responsible for enthusing the teachers over their work. The appeals of the Inspecting Officers have gone home to them. The number of adult classes increased from 29 to 420 in about a year. A second batch of 100 primary schools have been sanctioned and they are in the course of starting. The distances between primary schools will become smaller still and the occasions for teachers to pool their experiences together and profit thereby will be more abundant.

Numbers do count in heartening one another in these desolate regions, for after all man is a gregarious being.

The method employed in educating the adults is adjusted to their propensities. It was disclosed that "Bhajan," that is, singing of devotional songs appealed most to them. These songs are written on the black-board and the adults are taught to read them. They write them also. The classes have become more popular on account of this one innovation. The lessons on literacy are interspersed with simple anecdotes from Mahabharata and Ramayana and with readings of current events from newspapers by the teachers. Social education is encouraged. Local geography and history, health and sanitation, home-nursing and home-making, local administration and transport, simple agriculture and animal husbandry provide themes to make classes interesting.

In many places teachers take the help of their day-scholars in adult education work. The staff of not only primary and middle but also of high schools of late conduct these classes. It has been made obligatory on the part of the students of the IX and higher classes that they should make at least one adult literate during the year. Though it cannot at present be said how far this circular has worked, the teachers have taken advantage of it and indented upon the help of some of the day-scholars in their work. While in August, 1947, there were 480 adults in the 29 classes, in March 1949, there were 5,912 adults in 420 classes. During sowing and harvesting seasons the attendance gets thin; because in the desert there is only one crop and the agri-

culturists work in the field the whole day and are irregular in attending night classes. For them, this only crop is the only means of subsistence for the year and they cannot afford to lose it by any means. During summer, most of them have considerable leisure but a large number of teachers leave their places for the vacation and thus we are unable to utilise their leisure for their education. Where teachers remain in their places during the summer, good adult education work is going on. Some students also conduct classes for adults on a voluntary basis.

For an adult class, a teacher is paid Rs. 7/- p. m. inclusive of contingent expenditure for a minimum enrolment of 10. The whole course is divided into three parts. The first part consists of mere literacy and the teacher is paid Re. 1/- extra for every adult made just literate. The second part consists of a three months' course where the adult is raised to higher degree of literacy; and every successful candidate brings one rupee extra remuneration to the teacher at the end of this second stage. During the next three months the adult is given rudiments of social studies (History and Geography), the higher knowledge of Hindi and Arithmetic. Social education plays a very important part at this stage. The adult feels the importance of health, sanitation and gets considerable knowledge of the social affairs in his environment. The successful candidate at the end of this third stage brings a remuneration of Rs. 3/- to the teacher. Thus for every individual made literate in a nine months' course, the teacher gets an extra remuneration of Rs. 5.

It is not easy to hold the interest of the adults continuously for 9 months in this desert area,

specially where the houses are highly scattered. A considerable number of adults fall off at the end of the second stage and very few complete the third stage. How to hold the interest of the adults so that they may finish the whole nine months' course, without undergoing which it is doubtful whether they will be permanently literate, is a problem which has been troubling me most. Every effort will be made to bring back all such adults as have left at the end of the 3 and 6 months' courses to the adult education classes and ensure permanent literacy to them. The Inspecting Officers have been struggling hard to achieve this end.

Education of adult women is a most difficult problem in these regions where they are kept in seclusion by the 'purdah' system. A few women teachers have broken the ice by starting classes for adult women in their respective areas. There are as few as 16 classes for adult women with an enrolment of 165. Even in the cities and towns, it is not very easy to hold the interest of even ten women for a few months. The girls' schools have been permitted to have adult women classes during school time for a period a day or during leisure time. In many cases the initial enthusiasm has died down. It is intended to give a new flip to this aspect of adult literacy during 1949-50.

The prevailing difficulties of food problem is not a little responsible for this falling off of the numbers, especially among women. They openly say "Give us cheap food first and then ask us to come to the classes; we are ready to learn provided you solve our food problem". The food problem is not in the hands of the educationists. It

is a difficult problem for the country as a whole. The women no doubt are most troubled and even vexed over it, specially in the desert land where famine conditions prevail when rains fail as at present. The men have to bring drinking water from a distance of 16 to 20 miles in leather bags on their camels and store it for a week. They have to get fodder for their domestic animals at enormous trouble. Any amount of optimism does not help us in these circumstances. Something should be done to provide water to these vast desert tracts from perennial rivers in the north. I often

dream what a blessing it would be if we could use atomic energy to melt the ice on the Himalayas and lead the water through rivers and canals and even special conduits and irrigate the desert at our will. What Bhagirath achieved in the past in bringing the Mother Ganga on to the plains may perhaps be repeated by the present day atomic scientists and engineers who may be able to bring many Gangas to these famine stricken areas and be the harbingers of peace and plenty. These vast deserts can then be granaries for the whole of India. Will some one attempt this?

EDUCATION NEEDS PLANNING

Dr. KANTI VYAS

ALL along the British rule Education had been considered as a necessary evil. The administration of India required a large personnel and some Indians had to be employed to reduce expenses of the administration. This question of educating a limited number of Indians in English came up as early as 1792, but the loss of American colonies in 1776 had frightened the British of the consequence. In the Charter of 1813 a grant of one lakh was made reluctantly. In 1823 a commission was appointed to look into the matter of introducing English Education. After the great controversy over 'Oriental and Occidental' education, the question was settled by Macaulay by his Minute of 1835 in favour of English education. As an Educational adviser to the Indian Government, Macaulay frankly admitted the implications that would follow the educational policy he put forward—"That having become instructed in European

knowledge, they may in future age demand European institutions". The dispatch of 1854 laid down 'our object is to extend European knowledge through all classes of people regarding the method and medium'. This object must be effected by means of the English language in the higher branches of instruction and by that of the vernacular languages of India to the great mass of the people. Yet by 1857 approximately 3% children of the school going age was receiving any kind of education. The Educational Commission of 1882/8 tried to encourage private enterprise and paid attention to the education of female and backward classes. The general effect of the recommendations is to develop the Department of Public Instruction into a system of truly national education of India, conducted and supervised in an increasing degree by the people themselves. Lord Curzon put an end to all these ideals by establishing Government

control over education in India. The Government efforts after a century have resulted in 43% education. The Technical education is practically nonexistent.

Hardly could India have patience with such slow and anti-nation educational policy of India. New forces of national regeneration were set in motion by Raja Ram Mohan Roy. Vivekanand through his speeches, Tilak through his papers, Arya-Samaj by its religion preached and demanded national education. They established national educational institutions like Deccan Education Society at Poona, Dayanand College at Lahore. The movement of 1905 led to a 'National College' and 'Bengal Technical Institution' under the leadership of Arbindo Gosh. After 1921 national universities were established at Benares, Gujarat, Bengal, Jamia Milia at Delhi. These national institutions made efforts to promote national education through Mother-tongue. The whole outlook or the ideal of imparting education was different. It was a protest against the imposition of foreign culture, resulting in denationalisation and degeneration of young India.

Such has been the non-official and official efforts in the past with regard to education of Indian people. The official efforts were in the direction of maintaining imperial structure of the British Rule. The whole governmental machinery was directed towards that aim. Education played very insignificant role in such machinery. Through education the Government carried on its propaganda and preached the benefit of the British Rule in India. The government control through the inspectors and D. P. I. was not for the promotion and making efficient educational system but to spy over the educational institutions so that

they may not spread seditious ideas among the students. A strict vigilance was kept and schools or their heads behaving in any other way invited Governmental displeasure and curtailment of the grant.

Such is the Governmental organisation we are inheriting to-day in free India. The spirit of our age is most dynamic and full of potential forces which if not harnessed properly in time might burst out in open revolt. We are in the midst of a period of revolutionary change, that is likely to be as profound as any in the modern history of human race. We can of course recognise its advent and prepare for it; in that event, we might build a civilization richer and more secure than any of which we so far have knowledge of. The main feature of such times is the absence of security. The old routines have gone, traditional habits seen outmoded, men are afraid of what the to-morrow may bring forth.

Such situation require brave and courageous handling. No half way measures will hold out before these mighty forces. The whole outlook has to be overhauled. It will serve no purpose to think in old traditional way. New forces and demands generated by free India have to be taken into consideration and after evaluating them in proper perspective one has to lay down the educational schemes for the country. Again society being organic whole, all the aspects of life have to be taken into consideration. There has to be a planning—gand planning for a country cannot be done in compartmental way. If education has to play its part in helping the planning of the new society it has to take into account economic, social, political and other aspects of the society. All

the forces are to be co-ordinated in such a way that they accelerate the progress of the nation. Thus educational scheme or planning cannot be in isolation, but in co-operation with planning in general.

Democratic free India presupposes freedom of thought and discussion. It is true that in such insecure times there may be hard and irrelevant criticism from the people who may not have enough patience or information and may clamour for rapid and radical changes. But this should not frighten the Government who has to bear it patiently and explain its position and demand constructive suggestions from the critics. For when the Government is afraid, it seeks comfort not criticism, they collect those about them who can be relied upon not to dissent. To them discussion means a challenge, new ideas seem to threaten.

We have noted that the planning has to be integrate. One of the provincial Governments has with no doubt good intentions passed a Bill for promoting primary education in the province and would be free and compulsory within 10 years. It is no doubt a very laudable scheme. But how far will this policy help the general national reconstruction planned by the Central or provincial Government? The 'A' prior need of the nation today is not to make people read and write but to encourage technical training which will help the provincial and central governments to produce more good—establish factories and work out great engineering schemes. Therefore is it not necessary that the government instead of directing their energy and meagre resources in promoting primary education, should give first preference to the technical education? Then only we will be able to meet

with the great scarcity of technicians and help more production, better standard of life, in the end more resources and money for educational schemes. But merely promoting primary education would lead to keeping intact the out-dated present educational system in the province which is worse than useless. It is, therefore, necessary that the governments provincial and central should appoint a commission to look into the matter, how it can produce technical knowledge from the very beginning say, secondary schools. Why should not a student know one or more handicraft industry and elementary technical knowledge when he passes the matriculation? Further, it is also necessary that the government and the university should together chalk out courses of studies both academic and technical. Such co-ordination only will help the educational Institutions to play useful part in building a new society.

Further, the educational officers from D. P. I. to the inspector have to change their whole mental make-up. Before August 15th, they were part of British Imperial Organisation. They are now servants of free India. They must therefore now realize that they have ceased to be the bosses and become the servants of the people. They have to help the government carry out its educational policies. They have to sit down with the Head of the schools and help them carry out the educational schemes. They have to be helpful by giving suggestions and removing their difficulties. Thus the officers are to act as a link between the educational institutions and the government.

Such co-ordination only could possibly avert chaos and clear the way towards progress.

PRIVATE TUITIONS

K. NARAYANAN, M.A., L.T., M.ED.

Secretary, Ramnad Dt. Headmasters' Association

PRIVATE Tuitions are harmful in several ways. Looked at from the point of view of the school, private tuitions very adversely affect the tone of the school. Not infrequently does it happen that in course of time the "Guru-Sishya" relationship is lost and the tuition boys become a "gang." The pupils, pliable instruments as they are, obey the dictates of the tuition master little realising their folly. We have heard of so many cases of tuition boys easily getting through examination by sheer leakage, thus affecting the morale and instructional efficiency of schools. Private tuitions are a veritable apple of discord thrown in the midst of teachers with the inevitable result that the whole machinery of school government is thrown out of gear. Further, neither the teacher nor the pupil is benefited, for it tells upon the health and vitality of the former if carried to excess and it leads to inattention of the latter in the class.

Thus it is clear that private tuitions are admittedly productive of very harmful results. What are we to do? Are we to adopt a root and branch policy of abolishing them in toto by one stroke of the pen? Or are we to bypass them? The remedy lies not in abolition but in regulation as private tuitions are absolutely necessary in the case of backward pupils.

The most important factor that necessitates private tuitions is the defective system of education which is nothing if not examination-ridden. Every year the intelligence of a vast number of students is weighed in the academic balance of questions and

answers and naturally pupils go in for private tuitions anxious to secure promotions. In this connection it is refreshing to note that the subject of reforming the examination system is under the active consideration of the Board of Secondary Education. Now that the book-centered education has been replaced by the new scheme of activity-centered education, it is earnestly hoped that examination based on text books will cease to dominate the educative process hereafter. Ways and means may be found with the help of experts in experimental psychology to evaluate activities connected with social studies, citizenship training and by the experience of the United States of America that has developed an elaborate system of evaluating extra curricular activities. The Activity Record Card maintained by Wellfield Senior High School is an example worthy of emulation. If fifty percent of the total marks are assigned for character and activities, the pupils' attention will be divided equally between books and activities, and the mania for private tuitions will very largely vanish. It may be mentioned here that in the German System there are marks for extra curricular activities.

What about the Teacher? His side of the case for tuitions has to be looked into sympathetically and justly. Despite the recent revised scale of pay, the lot of the teachers remains as bad as it was, if not worse. To expect a double graduate to be content with the initial start of Rs. 75 a month is not fair. He is discontented, and a disinterested teacher is a potential danger to edu-

educational progress. An initial start of Rs. 100 for B. T.'s in the scale of 100-10-170 and Rs 60 for Secondary grades in the scale of Rs. 60-5-100 will not only make teachers detest tuition work but also attract abler hands to the teaching profession. Thus it will be seen that distribution of marks equally as between studies and activities and a liberal revision of scales of pay as suggested, will go a long way to the boycott of private tuition by the pupil and the teacher alike. But yet the case of the backward pupil will still remain a vexed problem. For these private tuition is absolutely necessary.

As the G. O. No. Hs. 1721 Education dated 8th July 1948 contemplates the Head of the institution should prepare a scheme for private tuition outside the school hours in consultation with the staff, fixing the scale of special fees for each class and subject. The following precautionary steps may be taken:

1. The tuition must be given in the school. It is derogatory to the self respect of teachers to go to the pupil's house to give tuition. The best place common to both the pupil and the teacher is the school where there is the guarantee that tuition work goes on properly and regularly under the immediate

supervision of the Head of the institution.

2. Private tuitions should be given for not more than two hours so as not to affect the school work and the teacher's health.

3. Generally speaking tuition should be given only at night as the fresh morning hours are best suited for the school work. If he gives tuition in the morning hours, the school work throughout the day will be considerably affected. In the evening both the pupil and the teachers are mentally tired.

4. The teacher should get a substantial remuneration, at least Rupees Forty a month, direct from the school Authorities who are to collect the amount from the parents.

5. In places where there are more than one school, teachers should be encouraged to give tuition to backward pupils belonging to institutions other than their own, so that the jealous of their colleagues may not be unnecessarily roused.

Conclusion

It is earnestly hoped that the suggestions offered here will be given due consideration by the Board of Secondary Education which is now considering ways and means of regulating Private tuitions.

PENNSYLVANIA 'VARSITY

Courses in the history, languages and geography of India will be given by the University of Pennsylvania during the summer term beginning June 27. The courses will be at the graduate and undergraduate levels. The programme, arranged by the University's Department of South Asia Regional Studies, includes the study of modern India, her recent history, people, geography, elementary Hindustani and Sanskrit. The teaching staff is headed by Mr. W. Norman Brown, Professor of Sanskrit and the Department's Chairman.

—USIS.

DISCIPLINE AND DEMOCRACY

Sri J. N. KAUL

Senior Lecturer, Govt. Teachers Training Institute, Ajmir

THE problem of discipline or indiscipline?—has assumed grave proportions in our Schools and Colleges. It is a festering sore needing our urgent and unprejudiced thought.

A few months back we were told that roads leading to Matriculation Examination Centres in Sylhet town were to be closed to all traffic between 9 A.M. and 5 30 P. M. The authorities were apologetic. They had taken this decision "in view of the large number of students resorting to unfair practices at recent examinations". The story of the question Papers of Madras, Bombay and the U. P. Board is as familiar as it is sad. Our youth go on strikes, demand unqualified apologies from their teachers, insist on the dismissal of their principals and cry for postponement of examinations, sometimes with a reason, often without any. We are painfully aware of the rowdism in schools and colleges. Smashing of windows, banging of doors, walkout from classes, gangsterism and even fasts—all these are frequent occurrences. There are other escapades of youth which I shall leave the judicious reader to guess. All this would be amusing were it not also so tragic.

Is it a disease or a symptom of a disease? Who is to blame? Teachers or the students or the curriculum? What is its diagnosis? And what its cure?

In days gone by there was a school-master abroad. He is dead and gone. The Headmaster is dethroned, as it were; if he is tolerated, it is by courtesy, not by right. His divine right to rule is

questioned, even defied, by students and teachers alike. Old headmasters of present days are pathetically looking back to those good old days when all was right with the world. But now? They are desperate.

Things have changed and changed beyond recognition. A changed mental outlook is evident on all sides. There is a tendency to criticize our institutions and to change them accordingly. Industrialism is at our heels, democracy has been ushered. Individuals insist on being counted as persons and to be rated at what they are. Authoritarianism is fast disappearing. There is a change in values. Questions as to the justifying "Why" of conduct are being asked. There was an ease and a simplicity about the old authoritarian morality. You would refer a boy to tradition and custom and he would acquiesce. Now, the wiser among the older Headmasters "turn their head away" when some thing is being done under their very nose. The less gifted fret and fume. Prudery has gone and perhaps our youth have become more frank and more honest.

Add to this the "Satyagrah" of our freedom struggle. Our youth was in the vanguard. We pampered them, we fed them on slogans, we taught our young boys to strike and to strike at all authority derived from an alien government. The memory of 1942 is still fresh. We gave them a weapon to achieve our ends, now they use it to achieve theirs.

Times have changed. But will we remain static in this dynamic change? How will we prepare our youth to face its responsibility? New situations have risen. We have to cope with them with new moral vision and grasp. At our own risk shall we deal with twentieth century problems with eighteenth century methods. We have to help youth solve its problems. We used to give our younger ones a patch work of ready made solutions. Now that won't do. External authority is gone, no amount of lamenting will resurrect it. We have to help them find that internal authority or positive discipline that can stand all tests and trials.

Our education faces at present a transitional period. Change is as rapid as it is aggressive. We must consciously face this unknown future. We shall either foolishly hang on to the out-moded negative and authoritarian discipline and invite more trouble or help youth build a dynamic and responsible outlook and gain their gratitude. We, their elders, must progressively give up all claims to sovereignty over them.

How are we to adjust ourselves? We are now agreed there is to be a radical change over, a shifting of emphasis. The process is perhaps already in operation and we are only dimly conscious of it. Recognizing the problem is half its solution. Our problem is to foster what is commonly called Internal or Positive discipline.

Modern psychology has proved firstly that what we would learn we must practice. Experience is the touch stone of all learning. If we would have our youth build up an integrated and disciplined personality we must provide opportunities for the same in our schools and

colleges. Responsibility isn't dropped from heavens, it comes by exercising it. Doling out half measures of freedom won't do. They make the youth suspicious. Trust begets trust, but we, the teachers, must be honest about it. Niggardly doses of freedom given in a condescending and obliging way start a vicious circle. It ends no where, and then the last straw breaks the Headmasters' back. There is nothing wrong with our youth. It needs our trust and sympathy, but not condescension. There is even now a students council in every school and college. But all this is a mockery, a fraud committed on students. If it is not actually a tool in the hands of the Head-Master or the Principal, it is at best an ornamental decoration. Experience has taught us if students are taken into confidence we shouldn't need any invigilators, let alone closing all traffic to the examination centres. And in good time we should not need any examination at all. If students fix a date for the examination, I think teachers, not the students, will cry for postponement. If students decide upon a form of examination, invigilators will be thrown out of employment. It is not claimed that over night we can make angels of our students. Youth is hot-tempered, granted, but youth is also the raw material of democracy. As Huxley said "It is better to go wrong in freedom than to go right in chains". And if our students violate any law, it is not any moral law but the teacher-made law. I do not plead for indulgence, only for the right of youth to make mistakes in freedom in order to learn freedom.

Secondly, we do not learn all that we practice. Learning comes as much by success as by failure. To achieve a certain definite end we adopt certain means. We give up

those that lead us astray, we continue and improve those that lead us nearer the end. Mistakes will be rectified if democracy in the school is taken as an honest co-operative enterprise between the teacher and the taught. And then here, as elsewhere, nothing will succeed like success.

Thirdly, all learning can be experienced only in a Society, and not in a vacuum, especially in this century. Here, too, the circumstances are in our favour. An adolescent boy will sacrifice all but not risk a bad name among his mates. And observation can convince any teacher that the social attitude of fellow pupils is more potent than all the teacher-made laws of the School. Again, in the miniature world of the school we can furnish the best of the typical exercises that the youth will meet outside the school. Then students in Calcutta will think twice before they set a tram on fire under the very nose of the police.

So, if we would have peace and enlightenment in our schools, our management must become more democratic, not only in name but in spirit as well, if we would call out the best that is in our pupils. We must be given opportunities for self-control and other social-civic virtues which is democracy. If we, the teachers, would be of any use to our pupils we must bury our veto as a thing of the past. Freedom must be given in its own right and for its own sake. Nature, Society, Mrs. Grundy, their own ideals and everyday needs will set barriers to their freedom. But let us be clean and honest. Our pupils will err. There will be a clash between opinions but without deliberate choice between good and evil there can be no moral growth.

Indiscipline in our schools and colleges is a symptom of a grave disease. It is an un-harmonious relationship among the teacher, the taught and what is taught. But it is not the disease. Symptoms suggest the remedy. We are living in an uncertain present, heading towards uncertain future. This demands that our pupils should adapt themselves to new situations which we, their teacher, dimly know. We are to prepare them not by trying them to the apron strings of the old dreaded school master but by initiating them into true freedom where all shall have a genuine appreciation of all that is good and true and beautiful.

Honolulu Philosophers' Conference

Sir C. P. Ramaswami Aiyar, speaking in a series of lectures at the Philosophers' Conference at Honolulu said that Russian Communism would have small chance of spreading in India, because the average Indian's religious background was too ingrained to permit acceptance of Marxist materialism.

He said that he believed despite the recent Hindu-Muslim turmoil, India might in the future achieve a national religion. He described two periods of Indian history in which the country reached almost complete religious and racial tolerance. He cited the periods of Asoka in the third century and Akbar in the sixteenth. "Such a state of religious equilibrium may be reached again through a study of India's past", he said.

Independence Anniversary Review

EDUCATION FOR THE MASSES

A YEAR OF STEADY PROGRESS

OF the many tasks which faced India after the advent of independence, perhaps the foremost was that of providing education to her teeming millions. The percentage of literacy in pre-Independence India was not even fifteen. Side by side there was colossal poverty. The realisation that any improvement of material conditions demanded the prior eradication of ignorance led the Government of India to consider the problem of providing facilities for universal compulsory education for all children of school-going age. It was equally necessary to remove the burden of ignorance and illiteracy which weighed down the majority of our adult population. If education of children is important for the future welfare of the State, the education of adults is essential for the very existence of a young democracy.

During the first year after independence, the blue-prints of the new educational edifice were prepared. Through a year of great stress and strain Indian educationists in the Central Ministry of Education and in the provinces laboured hard preparing the framework of a system of education which would be suited to the requirements of a free and democratic India. But when educationists had prepared schemes for Social, Basic, Secondary, Technical and other types of education there still remained the problem of educational finance. An expert committee with the Hon'ble Mr. B. G. Kher, Premier and Education Minister of Bombay, as its Chairman, was appointed by the Government of India to suggest ways and means

of financing Basic Education. This Committee recommended that universal compulsory Basic Education should be introduced within a period of 16 years by two five-year plans and one six year plan. It also recommended that 70 per cent of the expenditure on Basic Education should be borne by the provinces and the remaining 30 per cent by the Centre. The Central Advisory Board of Education considered this recommendation at its last meeting in January 1949 and accepted it with minor modifications. Another Committee under the chairmanship of the Hon'ble Shri Mohan Lal Saksena was appointed earlier to suggest methods of solving the problems of adult illiteracy. This Committee had recommended that a programme of Social Education should be immediately launched for making 50 per cent of the people in the age group 12-40 literate in the course of the next five years and that the cost of the programme should be shared equally by the Central and Provincial authorities. This report was also accepted with minor modifications by the Central Advisory Board of Education in January 1949. Thus the task of planning was almost complete by the beginning of 1949.

However, the sudden deterioration in the economic conditions of the country during the latter half of 1948 had already compelled a revision of the programme and considerable curtailment in the plans for educational expansion. Even then there has been a perceptible expansion in the educational budget and steady progress. The present

position marks a great improvement on the conditions before independence. The education budget of the Government of India which was in the neighbourhood of rupees two crores before independence was appreciably expanded in the first year of independence. For 1949-50 the Central Educational Budget is well over twice that amount Rs. 5,15,00,000. In spite of financial and other difficulties of which they had their full share the provincial Governments have given fullest cooperation to the Centre in the implementation of educational plans. The provincial educational budgets have also shown an equally pronounced improvement.

Budget proposals for 1949-50 which were originally framed in the light of the objectives set forth in the report of the Kher and the Saksena Committee had to be materially altered. The financial position at the Centre and doubts about the ability of the provinces to provide their quotas of necessary expenditure for basic education or for the spread of literacy among adults forced the Ministry of Education at the Centre to revise its plans. It was however felt that even if the full scheme could not be started, a beginning must be made and accordingly a sum of rupees fifty lakhs has been provided for grants to provinces for the training of teachers in Basic Education and a sum of rupees one crore has been provided for assisting the provinces in launching the programme of Social Education. It is also proposed that the question of assistance to such of the provinces as may be in position to go forward with the implementation of the plans recommended by the Kher Committee should be further examined during the current financial year. A conference of pro-

vincial Ministers of Education was held in February this year under the chairmanship of the Hon'ble Maulana Abul Kalam Azad, Education Minister, to finalise the immediate plans and decide upon the principles according to which the sum of rupees one crore would be distributed among the provinces to assist them in their social education programmes.

During the year under review appreciable progress has been made both in the sphere of basic and social education, in the Centrally administered areas and in the provinces.

Centrally Administered Areas

It was decided that a beginning with the implementation of the Basic and Social Education programme should be made in the Delhi province. It was felt that the experience gained in Delhi would be both an example and a challenge to other provinces. Beginning in July 1948, 129 new basic schools have been started in the rural areas of Delhi Province. Simultaneously steps are being taken to convert 150 old village schools into basic schools. In order to get over the difficulty of securing a sufficient number of trained teachers it was decided to take trained refugee teachers from the West Punjab and give them short refresher courses at the Jamia Millia, Delhi. Two training institutes, one at Delhi for women and the other at Ajmer for men were also started. It is hoped that before the end of the current year the entire area of Delhi province will be covered by basic schools.

A similar programme of expansion of Basic Education has been taken in hand for the province of Ajmer. Plans are now being made to introduce Basic Education in

Coorg and the Islands of Andamans and Nicobar.

A beginning has also been made with Social Education in Delhi. A three week training camp was organised at Najafgarh where 52 volunteers including refugees and students were trained in the technique of social education. These volunteer teachers have now been posted to 25 villages. Two teachers will work in each village for a period of three to four months, during which time they will also train village workers to carry on the work of social education after them. It is thus proposed to cover all the 300 villages in Delhi province in a period of four to five years.

In order to make the programme of Basic and Social Education one of immediate interest and utility to villagers, it was decided that village schools should be not only places of instruction for the village children but also centres of community life in the village. Detailed syllabuses have been prepared with the cooperation of the Ministries of Health, Information and Broadcasting, Labour and Agriculture. It was decided to hold Education Melas or fairs from time to time in order to arouse the interest and enthusiasm of the villagers. A few such melas have already been held in which villagers have produced their own dramas as well as exhibited products of local industry and craft.

Assam

The Assam Primary Education Act of 1947 introducing primary education on a compulsory basis has been brought into force. Compulsion has already been introduced in 30 areas, - two in each of the 15 sub-Divisions in the province - thus bringing 1/5th of the entire province with a population of 1,50,000 children of

school going age under compulsion. The number of schools brought under the scheme is about 1150.

An interesting innovation is the introduction of a modified scheme of Basic Education among the tribal people in the North Eastern Frontier agency covering an area of nearly 40,000 sq. miles, of mountains, valleys, rivers and forest country. Here the indigenous people have no script and hardly any developed language. A simplified form of Assamese script has therefore been introduced. It is proposed to start 50 schools in this area during the current year.

Six basic training centres have been opened since November 1948. Three of them are for men, one for women while two are co-educational. A centre for training basic teachers from the tribal areas is being established in the Naga hills. A training institution has also been established in each of the 15 plain subdivisions of the province in February this year in order to help in the gradual conversion of elementary schools into the basic schools. For training the staff for training centres it is proposed to open a college in Gouhati.

Bihar

Compulsory primary education on basic lines was introduced in 36 villages in Bihar around Brindaban in Champaran district in January this year and necessary legislation has been passed to enforce attendance of pupils from 6 - 14 years of age. During 1948-49 the number of primary schools in Bihar has increased from 20,260 to 20,850.

Four training institutions were added in 1948 to the three basic institutions already in existence. 424 men and 43 women received training during 1948. It is now proposed to establish one basic

training college and to convert all training institutions of the older type into basic training institutions.

Bombay

In Bombay the primary education Act 1947 was brought into force in April this year, and applies also to partially excluded areas in the province. Fifty-three schools have been converted into senior and junior basic schools and the number of pupils in such schools has increased appreciably. It is proposed to convert all the 32,000 existing elementary schools in the province into basic schools in due course.

The provincial Government has taken upon itself practically the entire financial responsibility for the introduction of free compulsory education for all boys and girls between the ages of 6 and 11. Local bodies will be associated closely with supervision and administration. During the first five years it is planned to bring into school all the children of this age group in villages with a population of 1000 or over and during the next five years all the smaller villages will be covered. It is estimated that this programme would require at least 6,000 new school houses and 25,000 new teachers together with a corresponding increase in supervisory personnel and equipment.

Seven training colleges were established in addition to the three already existing. Short term courses in spinning and weaving were also organised in all districts of the province-1997 primary teachers were trained in spinning, 883 in weaving, 192 in agriculture, 231 in card-board modelling and 22 in carpentry. The Bombay Government plans to turn out every year 3,000 trained teachers.

For the organisation of Social Education, 80 compact areas have

been selected in Bombay. In addition the city of Bombay has launched a social education programme which has already met with considerable success. A beginning has also been made at the Labour Welfare Centres in Ahmedabad, Sholapur, Khandesh and Hubli.

Central Provinces & Berar

Seventy - four Middle Schools maintained by local bodies have been taken over by the Government and are being converted gradually to basic schools.

The main emphasis in the province has however been on the spread of Social (Adult) Education. During the period under review 451 social education camps were organised where 41,274 males and 20,924 women were given social education. Camps were also organised for training voluntary workers as well as village school teachers in social education. The Provincial Government proposes to grant the village school teachers special allowances for conducting adult classes and an award of Rs. 2/- for each man and Rs. 5/- for each woman who secures the Adult Education Certificate. They have also made arrangements for the supply of radios to about 1,000 villages in the province.

There are three diploma training institutions in the province.

East Punjab

The Provincial Government proposes to start 500 schools for introducing basic education during the current financial year. The province has not yet fully recovered from the after-effects of partition. A beginning has, however, been made and many of the old schools have been restored and new schools founded.

Madras

Out of 70 lakhs of children of school going age in the Madras Pro-

vince 35 lakhs are already attending elementary schools. The remaining 35 lakhs are to be brought under compulsory education by two five year plans. The Government has decided to make elementary education compulsory throughout the province and as a first step they propose to provide during the next three years schools for every village with a population of 500 or more. As regards adult education a scheme of citizenship training has been drawn up. The Government has sanctioned the opening of six rural colleges and 100 citizenship schools for adult education. Six training centres - two each in Tamil and Telugu speaking areas and one each Malayalam and Kanares areas have already been sanctioned for training the staff in adult illiteracy work. The method followed will be the Laubach method assisted by magic lanterns, community singing and village library movement.

Seven institutions for training teachers in basic education has been started during the year. The institution at Perianayakkan Palayam is being utilised to train the staff for the training centres.

Orissa

The provincial Government have taken over the management of all primary schools from local bodies. Primary schools and Middle schools have been improved in respect of buildings and equipment at a cost of rupees five lakhs. Special monthly stipends have been sanctioned for students from the scheduled castes and the hill tribes.

Three institutions were started in addition to two already existing. Some graduate teachers were also sent to Sevagram after preliminary training at a provincial training institute.

United Provinces

The U. P. Government has sanctioned the introduction of compulsory primary education for boys in 43 Municipal Boards during the year 1948-49. The introduction of compulsory primary education for boys in other Municipal areas has also been sanctioned recently. The programme of providing a school for each village has been further accelerated. According to the original scheme 2,200 schools were to be started each year, so that 22,000 additional schools necessary to cover the whole province would be established in the course of 10 years. In response to public demand however the Government had to revise their plans and sanction the establishment of 4,400 primary basic schools per year. During the current year provision has also been made for constructing 2,200 school buildings at a cost of Rs. 8½ lakhs recurring and 4½ lakhs non-recurring.

The Government have also taken steps for an intensive campaign of social education and have set up a special unit for the purpose. During 1948-49 there were 49,392 persons enrolled in the Government adult schools; 5,219 men in the aided adult schools for men and 997 women in aided adult schools for women.

Six centres were started for women teachers with accommodation for 30 candidates at each centre. The U. P. Government have also given a grant of Rs. 13,000 to the Banaras University to train 62 students at their Teachers Training College. A scheme of mobile training squads by which teachers locally recruited are given a short course of intensive training in the centres, where they are working, has also been introduced.

Declaration of Human Rights

[As drafted by the United Nations Commission on Human Rights and revised and finally approved by the United Nations' General Assembly, Third Session, in Paris, France December 10, 1948.]

'Teachers and others concerned in the business of training the youth in the democratic way of life will be keenly interested in this Declaration. They will be well advised to hold discussions occasionally on the same in the classroom.

—K. S. VAKIL.

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.

Article 2: (1) Everyone is entitled to all the rights and freedoms set forth in this declaration, without distinction of any kind, such as race, colour, sex, language, political or other opinion, national or social origin, property, birth or other status.

2. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3: Every one has the right to life, liberty and the security of person.

Article 4: No one shall be held in slavery or servitude, Slavery and

(Continued from preceding page)
West Bengal

It is estimated that there has been an 8 per cent increase in literacy during the last seven years. The education programme for 1949-50 includes the launching of a scheme of social education. Two training centres for basic education have also been started.

the slave trade shall be prohibited in all their forms.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone has the right to recognition every where as a person before the law.

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the laws. All are entitled to equal protection against any discrimination in violation of this declaration and against any incitement to such discrimination.

Article 8: Every one has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.

Article 10: Every one is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11: (1) Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall heavier penalty be imposed than the

one that was applicable at the time the penal offense was committed.

Article 12: No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Every one has the right to the protection of the law against such interference or attacks.

Article 13: (1) Every one has the right to freedom of movement and residence within the borders of each state.

(2) Every one has the right to leave any country, including his own, and to return to his country.

Article 14: (1) Every one has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purpose and principles of the United Nations.

Article 15: (1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality or denied the right to change his nationality.

Article 16: Men and women of full age, without any limitation due to race, nationality or religion have the right to marry and to found a family. They are entitled to equal rights as to marriage during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the state.

Article 17: (1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18: Everyone has the right to freedom of thought, conscience and religion. This right includes freedom to change his religion or belief, and freedom either alone or in community with others and in public or private, to manifest his religion or belief in teaching practice, worship and observance.

Article 19: Everyone has the right to freedom of opinion and expression. This right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20: (1) Everyone has the right to freedom of peaceful assembly and association. (2) No one may be compelled to belong to an association.

Article 21: (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of Government. This shall be expressed in periodic and genuine elections which shall be by secret votes or by equivalent free voting procedures.

Article 22: Everyone, as a member of society, has the right to social security and is entitled to the realization, through national effort and international co-operation and in accordance with the organisation and resources of each state, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23: Everyone has the right to work, to free choice of employment, to just and favourable

conditions of work and to production against unemployment.

(2) Everyone without any discrimination has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration insuring for himself and his family, an existence worthy of human dignity, and supplemented, if necessary by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24: Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25: (1) Everyone has the right to a standard of living, adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children whether born in or out of wedlock shall enjoy the same social protection.

Article 26: (1) Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and

fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27: (1) Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28: Everyone is entitled to a social and international order in which the rights and freedoms set forth in this declaration can be fully realised.

Article 29: (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30: Nothing in this declaration may be interpreted as implying for any states, groups of persons, any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

NOTICE

All communications concerning Editorial to be addressed to :—

The Editor,

'EDUCATIONAL INDIA,'

Fort Road,
MASULIPATAM



EDUCATIONAL INDIA

MASULIPATAM, July & Aug., 1949

A Year of Steady Educational Progress

THE review of educational progress since the establishment of Indian independence published by the Govt. of India makes very encouraging reading and fills us with high hopes for the future. The new government began with a clear-eyed recognition of the crucial fact that the colossal poverty in whose grip the country lay today could be eradicated only after the eradication of ignorance and towards this end the problem of providing facilities for all children of school-going age was resolutely tackled. It was also realised from the beginning that if education of children was important for the future welfare of the state, the education of adults was essential for the very existence of a young democracy.

THE first year after the advent of independence has seen the preparation of the blue

prints of the new educational edifice. The central Ministry of education has laboured hard at the preparation of the frame work of a system of education suited to the needs of a free and democratic India. Schemes for Social, Basic, Secondary, Technical and other types of education were drawn up by experts and the more important problem of educational finance was examined in detail by a Committee presided over by the Hon'ble Mr. Kher, Premier and Education Minister of Bombay. This Committee has recommended that universal compulsory Basic education should be introduced within a period of 16 years by two five-year plans followed by a six-year plan. It has also recommended that 70% of the expenditure on Basic education should be borne by the Provinces and that remaining 30% by the Centre. The problem of the eradication of adult illiteracy has been gone into by a committee with the Hon'ble Mohan Lal Saksena as chairman. This Committee has recommended the launching of a programme of social education which has for its objective the eradication of 50% of adult illiteracy in the course of the next 5 years. The suggestion has also been made that the cost of the programme should be shared equally by the Central and the provincial governments. Thus by the beginning of 1949 the task of planning had been completed.

THE steady deterioration of economic conditions in the

country necessitated the curtailment of the plans of educational reconstruction. Even so there is a perceptible expansion in the educational budget. As against 2 crores provided in the education budget before independence for 1949-50, the central Educational Budget is Rs. 5,15,00,000. And also the provincial governments have given the fullest cooperation in the implementation of educational plans. The great strain on provincial finances made it necessary to revise and modify the original plans but even so with the determination that beginning must be made a sum of 50 lakhs has been provided for grants to provinces for the training of teachers in Basic education and one crore for launching a programme of social education. A conference of provincial Ministers of education was held in February to finalise the immediate plans and to agree upon the principles according to which the sum of 1 crore was to be distributed among the provinces for the implementation of their social education programmes.

AS regards the centrally Administered areas a beginning with the implementation of the Basic and Social Education programme has been made in the Delhi Province. 129 new Basic schools have been established and the transformation of the old village schools into basic schools has been undertaken simultaneously. A similar pro-

gramme of expansion of basic education has been taken in hand for Ajmer and plans are now being made for the introduction of basic education in Coorg and the Islands of the Andamans and Nichobar. A beginning has also been made in the sphere of social education. The village schools are not only to be centres of instruction for the children of the village but they are sought to be developed into centres of community life in the village.

IN Assam the Education Act of 1947 introducing primary education on a compulsory basis has been brought into force. 1150 schools have been brought under the new scheme and one-fifth of the entire province with a population of 150,000 children has been brought under compulsion. A modified scheme of basic education has been introduced among the tribal people of the North Eastern Frontier Agency who have no script and hardly any developed language. Training centres have been started in adequate numbers to help in the conversion of the elementary schools into basic schools.

IN Behar also the necessary legislation for the introduction of Universal compulsory basic education has been passed, and the demand for new training institutions is also being met in a steady progressive manner.

IN Bombay the Primary Education Act of 1947 has been brought into force. A pro-

gramme for the Commission of all the existing elementary schools into basic schools is under contemplation. The provincial government has taken upon itself the entire financial responsibility for the introduction of the compulsory education. The programme of social education is also being pushed through with great zeal.

IN the Central Provinces and Berar 74 middle schools run by local bodies have been taken over by the government and are being gradually converted into basic schools. The main emphasis in this province has, however, been on social (Adult) education. Social education camps have been opened in large numbers. The award of small amounts to men and women securing the Adult Education certificate and the supply of Community radio sets in villages are helping largely to bring about the liquidation of Adult Illiteracy.

EAST Punjab has in hand a programme for the starting of 500 basic schools during the current financial year. But progress must inevitably be slow, as the province has not fully removed from the after effects of the partition.

IN Madras there has been very great progress in the introduction of Compulsion. Two five-year plans have been prepared for the realisation of universal compulsory primary education and it is proposed in the

next three years to provide a school for every village with a population of 500 or more. A scheme of citizenship training has been drawn up for the furtherance of social education and the governments have sanctioned the opening of six rural colleges and 100 citizenship schools. New training centres for the training of teachers in basic education have also been started.

IN Orissa all the primary schools have been taken over by the government and have been improved in respect of buildings and equipment. Special encouragement is given to the students from the scheduled castes and the hill tribes by the award of stipends.

THE United Provinces are also making steady progress in the introduction of compulsion and, as in Madras, they have set before themselves the ideal of having a school for every village. An intensive campaign of social education has also been undertaken. A scheme of mobile training squads by which teachers locally recruited are given a short course of intensive training in the centres where they are working has also been introduced.

IN East Bengal also the programme of social education and the starting of training centres for basic education are receiving as much attention as in other provinces.

IT is to be hoped that the present pace of advancement would be steadily maintained and great progress will be made by the various provinces both in the matter of the introduction of universal compulsory primary education and in the liquidation of adult illiteracy.

The work of the UNESCO

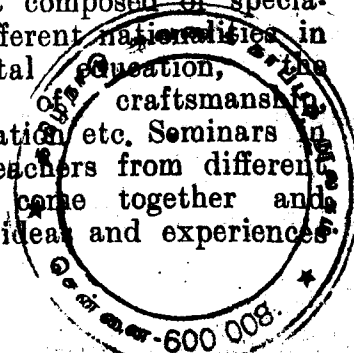
THE review of its achievement during the four years that it has been in existence just published by the United Nations Educational, Scientific and Cultural Organisation amply justifies its existence. The aim of this organisation is to promote the moral and intellectual solidarity of mankind. It endeavours to repair the devastation and havoc wrought by the great world-war, to give at least an elementary education to the backward peoples of the world and to raise the standard of culture throughout the world. In all these undertakings the main objective has been the promotion of the world-wide reign of peace. UNESCO has not worked for spectacular results, but has busied itself with long-term projects and it has sought to focus world-interest, with a view to the promotion of the brotherhood of man under the fatherhood of God.

THE most important part of the work undertaken by Unesco is the laudable work of its Department of Reconstruction. It is doing very valuable work

for the relief and rehabilitation of the 8 lakhs of refugees who have drifted into the outskirts of the main towns of Arab Palestine, the Lebanon, Syria, Trans-jordan, Iraq, Egypt and Israel and the refugees that roam the streets of Tyre. A similar venture is the preparation of a holiday camp for some 60 war orphans of different nationalities in the children's Republic of Mohtin-Vienx near Grenoble.

AT the same time Unesco is continuing its unprecedented census of the educational and cultural needs of the world.

IN addition to this repair of the damage wrought by the world-war, Unesco attempts to raise the level of education throughout the world. It has turned its attention primarily to the depression zones of the intellectual world. In the backward valley of Marbial, in Haiti, a pilot project is on trial, the lessons of which may be applied in other parts of the world. Great progress has been made in the course of a year and the complete reclamation of the valley is expected to be accomplished in the course of five years. Four educational missions have been sent to the Philippines, Afghanistan, Siam and Syria composed of specialists of different nationalities in fundamental education, the technique of craftsmanship, administration etc. Seminars in which teachers from different countries come together and pool their ideas and experiences.



127378

in some particular field of education are being organised. The seminar at Brazil will discuss the question of the eradication of illiteracy and the one in India will focus its attention on adult education. UNESCO is also turning its attention to the reconstruction of school text books with the object of breaking down the barriers that divide the world into fragments by narrow domestic walls. All this work is undertaken by the Educational Documentation and Exchange Centre through the UNESCO is rapidly becoming a world clearing house for information about international aspects of education.

WITH a view to interchanging world resources for strengthening international solidarity many practical measures have been taken by Unesco, particularly in the lofty sphere of the Arts and Letters. An International Theatre and an International Council of Music have been established. A survey on copyright is being carried out to safeguard the interests of artists and men of letters without hindering the popular dissemination of their works. By the institution of "book coupons" libraries and institutes in soft currency countries "have been enabled to buy books in hard currency countries. A bulletin for facilitating contacts and exchanges between libraries all over the world, and lavishly illustrated review calculated to serve as a link between museums all over the world

and the projected preparation of a catalogue of the world's best productions in the domain of the visual arts and music and the translation of important literary works are other practical measures initiated by UNESCO.

WITH the same objective of bringing the world's finest achievements within the reach of all lovers of culture, UNESCO has set up four field Science Co-operation offices in Cairo, Shanghai, Delhi and Montevideo to encourage scientific research. The far Eastern Office at Shanghai is distributing laboratory equipment among Chinese institutes and the South Asian office at Delhi is investigating the possibility of rubber and penicillin for scientific and social purposes. The Montevideo office is mainly concerned with the opening up of the incomparable resources of raw materials in the Hyleam Amazon.

UNESCO is also endeavouring to coordinate international congresses of medical sciences and to tackle the urgent problem of soil erosion. Above all, UNESCO is making a study of collective tensions in various parts of the world. The aim is to relieve the tensions and bring all the nations of the earth into one family under heaven. Efforts are also being made to improve the means of disseminating thought in all communities. The tools employed by Unesco are faith, courage and devotion. It requires and deserves the co-operation of all Governments,

National Commissions, official and private associations. The motto of UNESCO is to "think slowly and act quickly" and it will in ever increasing measure radiate its energy throughout the world.

P.S.—One of the interesting publications of the Unesco is the international Handbook a [review of which appears on page 28, giving an exhaustive list of the fellowships, scholarships and educational exchange available in various countries. It must be of great interest to those who wish to travel out of their own countries for purposes of study.

The Headmasters' Association

THE annual report for 1948-1949 presented by the Headmasters' Association, Madras show that during the year under review the Association has focussed attention on many subjects of far reaching importance and its opinion has been frequently sought by the government in regard to the changes in the educational scheme. The Association has proudly recorded the fact that certain modifications in the scheme were made as a result of representations made by it. In accordance with the suggestions made by the Association Government have appointed a camping committee and are contemplating the starting of a ring of camp sites all over the presidency. The provincial government has also recommended to the central government that visual aids like projectors and films might be exempted from import duty. The introduction of the teaching of English in

Form I, modifications in the Physical Education syllabus, the establishment of a Central Film Library, the reorganisation of the B.T. scheme and Secondary Grade Training course and the provision of Higher Mathematics as additional subject for forms V and VI are other achievements to which the Association can proudly point as the results of its representations. The Association at its various meetings has canvassed all the important problems which have a close bearing on the reorganisation of secondary education. Important as its contribution to the shaping of things educational has been in the past, it has a yet more important role to play in the future. The ban on managements paying to Headmasters higher salaries than those recommended by the Provincial Governments is sure to be a wet blanket on the enthusiasm of the Headmasters. Government must do all that they possibly can to instil enthusiasm in the overworked Headmasters and raise their status in the public estimation.

Sri Sabhesan Thanksgiving Fund

IN recent times the largest single contribution towards organising the teachers of the province and making them a power to reckon with has been made by Mr. M. S. Sabhesan. For nearly three decads he has been connected with the South Indian Teachers' Union. For over 16

years he has been its energetic and indefatigable Secretary and for nearly 10 years he has been its distinguished and inspiring President. The organisation owes to Mr. Sabhesan a great deal of its solidarity and influence. It is therefore, in the fitness of things that an attempt should be made to mark the gratitude of the teaching profession to Mr. Sabhesan for all that he has done for it. It is proposed to present a purse to Mr. Sabhesan and it is also proposed to institute public lectures by eminent educationists in commemoration of Mr. Sabhesan's invaluable sacrifices to the cause of education in general and the teaching profession in particular. A minimum of Rs. 10,000 is required for the purpose and it is hoped that not only teachers but

also others interested in education and the teaching profession will contribute liberally to the Sri Sabhesan Thanks giving Fund and that the modest target of Rs 10,000 will soon be reached. All contributions are to be sent to the Secretary of the South Indian Teachers' Union. We strongly commend the appeal to the earnest consideration of all lovers of education.

Dr. A. V. Mathew's New Work

We are extremely glad to note that Dr. A. V. Mathew, formerly Principal of the S. M. T. Teachers College, Kolhapur has now joined the staff of the Chatrapati Sivaji College, Satara founded by Karmaveer Bhao Rao Patel the well-known social worker.

We congratulate Dr. Mathew for the missionary zeal with which he has taken up the work.

Opportunities for Study Abroad

NEW UNESCO PUBLICATION

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) has published the first volume of "Study Abroad, International Handbook of Fellowship, Scholarships and Educational Exchange". The Book covers over 10,500 opportunities for International Study in 166 subject fields in twenty-seven countries. In addition, the handbook contains notes on the fellowship programme of the United Nations and its specialised Agencies as well as summaries of the technique of fellowship administration for those engaged in planning fellowship programmes.

The aim of the publication is to increase the number and quality of candidates applying for fellowships, to

suggest to prospective donors where new programmes may be developed and to bring into perspective possible overlappings of emphasis and areas of outstanding need. The book will be of practical assistance to those wishing to travel out of their own countries, for purposes of study. The reporting countries are, Austria, Belgium, Burma, Canada, China, Columbia, Czechoslovakia, Ecuador, Eire, Finland, France, India, Italy, New Zealand, Norway, the Philippines, Portugal, South Africa, United Kingdom and United States of America.

The book is available with Oxford Book and stationery Co., New Delhi India and can also be obtained from UNESCO Headquarters in Paris.

THROUGH different PROVINCES

DELHI

SOCIAL EDUCATION SCHEME

Practical steps for the implementation of the Social Education Scheme prepared by the Ministry of Education, Government of India, were discussed at a meeting of officers in charge of Social Education in various provinces which was held in New Delhi recently. Dr. Tara Chand, Education Secretary to the Government of India, presided. In the light of the conclusions arrived at this meeting, detailed schemes will now be prepared by all Provinces and submitted to the Government of India by the middle of August.

Regarding the syllabus for Social Education the meeting decided to appoint a Committee of four to prepare a handbook for guidance of teachers and social workers engaged in Social Education. The handbook will include detailed syllabus of subjects, talking points on the items included in the syllabus, sources of teaching material and general hints on the technique of teaching adults. It is hoped that it will be ready by the middle of September.

The meeting discussed the various outstanding problems connected with Social Education, including duration of courses, training of teachers and preparation of suitable literature. It was decided that Social Education should be covered in 180 hours ordinarily in 90 working days of two hours each. Each Social Education centre would conduct three such courses in a year. Social Education camps would be organised wherever possible. The age group to be covered by the Social Education programme would be 12 to 40 years. There would be 30 adult students to every teacher.

It was also decided that Social Education workers would ordinarily be recruited from among primary and in

some cases secondary school teachers. Suitable volunteers would also be utilised.

In view of the heavy cost of mechanical apparatus it was decided that only a few centres should be equipped with these to begin with and the Government of India should arrange bulk purchase of mechanical apparatus required in order to reduce the cost. The meeting was of the opinion that each Province should have a senior officer in charge of Social Education attached to the Director of Public Instruction. The desirability of producing suitable literature including bulletins and journals was emphasised and it was suggested that Provinces should exchange such literature. The Government of India were asked to co ordinate the work of production and distribution of charts and posters.

It will be recalled that this year the Government of India have provided the sum of rupees one crore to be spent on Social Education. Out of this, Rs. 90 lakhs will be distributed among Provinces after the Ministry of Education has approved the schemes prepared by them.

AMERICAN YOUTH MISSION

The thirty-one American youths who were on a goodwill educational trip round the world met Mr. C. Rajagopalachari, Governor-General of India, at Government House and were with him for about two hours.

Mr. Munroe Smith, Leader and Director of the Youth Party, after their interview with the Governor-General of India told the UPI, "We had a wonderful time with the Governor-General. We talked for nearly two hours on important matters, such as world peace, exchange of students, youth hostels, the Youth Argosy. We were very much impressed by the

Governor-General's philosophy and idealism."

The UPI learns that Mr. C. Rajagopalachari in the course of his informal talk said that the worst enemy of the world to-day was fear. The world was being dominated by fear to-day. The father of the Indian nation, Mahatma Gandhi had taught them to shed that fear.

GROWTH OF INDIAN LITERATURE

The Government of India intend convening a Conference of representatives of cultural associations during the first week of September in New Delhi, to consider the progress and development of modern Indian literature, production and popularisation of scientific books and also the compilation of authoritative encyclopedias in India. This information is contained in a communication circularised by the Ministry of Education to the several cultural and literary associations in India.

The communication states that the proposed Conference would consider how the best books in various languages could be made available to people in India. The Conference would survey the literary trends in different regions and the desirability of bringing them into mutual awareness.

Each representative who attends the forthcoming conference is expected to provide a brief historical survey of the language and literature in which his association is interested, giving the names and achievements of principal writers in that language. After the reports of the representatives are discussed at the Conference, the Government of India might incorporate these in an authoritative publication giving a survey of all Indian languages and literature.

ALL-INDIA EDUCATIONAL CONFERENCE

A joint meeting of the Central Executive Committees of the Secunderabad Teachers' Association and the Hyderabad Aided School Teachers' Guild was

held in Mahbub College High School, Secunderabad, on 8th July, Mr. M. S. Kotiswaran, Secretary, All-India Federation of Educational Associations, presiding.

The president stated that the XXV All-India Educational Conference and the All-Asia Educational Conference would be held in Hyderabad in April 1950. A working Committee with Rev. Page as Chairman and Mr. K. Raghavachary as the convener was formed.

MADRAS

STUDY OF SANSKRIT IN SECONDARY SCHOOLS

The Government it is learnt, have no objection to allowing managements of schools which so desire, to teach Sanskrit in addition to Hindi in the first Form within school hours. At present teaching of Sanskrit is possible only as an alternative to Hindi, Arabic or some other Indian language.

COMMUNIST ACTIVITIES OF STUDENTS

The Government of Madras have requested the Inspector-General of Police, Madras, to furnish details of subversive and Communist activities indulged in by students to the Heads of educational institutions concerned, in order to enable them to take disciplinary action against such students under the Madras Educational Rules.

Government have further requested the District Magistrates to forward any reports received by them from the police in respect of students taking part in Communist and subversive activities together with their recommendations to the Heads of educational institutions.

The Director of Public Instruction, Madras has stated through a communique that students about whom adverse reports have been collected by the police or otherwise have been convicted in a Court of Law for taking part in Communist activities would be expelled

from the institutions concerned under Rule 97 of the Madras Educational Rules or action might be taken against them under Rule 49 of the same which provides for transfer, etc.

PUBLICATION OF TAMIL MANUSCRIPTS

A number of rare Tamil manuscripts which are in the possession of the Government Oriental Manuscripts Library, Madras, will be published in the course of this year. The Government have allotted a sum of Rs. 10,000 to meet the cost of publication.

The Government have also sanctioned a sum of nearly Rs. 20,000 towards the cost of Publication of some Tamil Manuscripts in the possession of the Maharaja Serfoji Saraswati Mahal Library at Tanjore.

DEGREE COURSE IN MUSIC

A Degree course in Music will be started in the Annamalai University from this academic year.

This is the first time in the annals of the Indian universities that a Degree course in Music is started.

BOMBAY

INDIA GOVT. GRANT FOR RESEARCH IN YOGA

The Government of India have sanctioned a grant of Rs. 20,000 to Kaivalya Dhama, an institute for training in Yoga, for conducting research on the scientific side of Yoga. The Institute has been functioning at Lonavla, near Bombay, for the last 24 years.

Swami Kuvalayananda, Founder-Director of the Institute, said: "Our aim is to develop a philosophy and a culture through the co-ordination of yogic experiences and modern sciences that would lead to a proper understanding of man as a whole and thus avoid any future conflicts between man and man".

The Institute, Swami Kuvalayananda said, would shortly conduct at Lonavla a two-year post-graduate diploma course in Yoga wherein training would be imparted on practical Yoga and eastern and western philosophy. A sum of Rs. 1,25,000 has already been collected for this purpose, he added.

GERMAN SCIENTIST FOR BANGALORE INSTITUTE

The well-known German scientist, Prof. H. Muller, arrived in Bombay from Geneva by an Air India International at the invitation of the Government of India. He will be posted at the Institute of Science at Bangalore in charge of the High Tension Department. Prof. Muller said his contract was for five years.

GRANT OF SCHOLARSHIPS TO BACKWARD CLASSES

The Government of India have decided to grant scholarships totalling Rs. 10 lakhs to students belonging to Scheduled Castes and other backward classes (including aborigines and hill tribes) pursuing studies beyond the Matriculation stage.

The scholarships are tenable in recognised institutions in India.

WEST BENGAL

POST-GRADUATE COURSE IN SANSKRIT

The West Bengal Government have on the recommendation of an Advisory Committee decided to open a Post-Graduate Department of Sanskrit Education and Research.

The Committee was appointed by the Government to advise them on the development of Sanskrit Education in the province.

FREE PRIMARY EDUCATION

A Rs. 14-crore scheme for giving free primary education to about 22,50,000 children of school-going age in West Bengal has been prepared by the School Education Committee of the Provincial Government.

The Committee, which was appointed in April last year to consider and report on the reorganisation of primary and secondary education in this province, has submitted its report recommending the establishment of about 5,000 primary schools with about 90,000 teachers.

The report stated that out of about 22,50,000 boys and girls of six to eleven-year age group, only about 11,00,000 attended schools.

The Committee expressed the view that if Bengal were to retain her place among the Provinces of India, it was essential that the problem of rapid expansion of primary education should be tackled immediately.

SECONDARY EDUCATION

The Committee recommended a eleven-year school course for secondary education, including the present intermediate stage of collegiate education. As for the question of teaching languages, it was decided that Bengali and English should be compulsory throughout, the Federal language (Hindi) should be compulsory for the first three years of the post-primary stage and classical languages should be taught in the last three years of the course.

The Committee felt that its efforts had been directed towards providing a comprehensive course of instruction integrating theoretical knowledge with hand work and manual skill at every stage of education, with insistence on the development of the pupil's personality, self-reliance and thinking powers.

Primary education, the report stated, had been based on the principle

of activity and was sought to be made joyous and creative.

BEHAR

PATNA UNIVERSITY

EXAMS. TO BE ABOLISHED

The Patna University Senate at an emergent meeting adopted certain amendments to University Regulations in effect abolishing the annual test examination which led to the recent students' strike in the province.

The amendments had been recommended by a Committee appointed by the Syndicate to consider the entire question of university examinations and the inadequate facilities available for proper study and residence.

The recommendations of the Committee accepted by the Senate include fixation of the number of students in arts, and science and commerce classes, the number of examinations to be held in the course of academic years, the minimum marks to be obtained by students in these examinations to qualify for university examinations and the maximum number of lectures to be delivered by each college in each subject.

MYSORE

U. N. ADULT EDUCATION CENTRE

Mysore has been selected for locating the centre of adult education seminary of the United Nations Organisation and the centre is expected to start functioning soon. The progress of adult education in Mysore State has been the prime factor which influenced the UN to take this decision.

GERMAN SCIENTIST FOR BANGALORE

Prof. H. Muller, well-known German scientist arrived here from London by air. He has been invited by the Government of India to take charge of the High Tension Department of the Indian Institute of Science at Bangalore. This is Prof. Muller's first visit to India. He will be here for five years.

PUBLIC OPINION

SCHOOL "DOSSIERS"

The Government of Madras have instructed the Inspector-General of Police to furnish the heads of educational institutions with details of subversive and Communist activities of students with a view to enabling the taking of "disciplinary" action against the latter under the Madras Educational Rules. Such action includes expulsion of the students on the basis of the police report. Apart from its being objectionable on grounds of possible abuse and consequent injustice in individual cases, the procedure really amounts to the introduction of the "dossier" system into educational institutions. How undesirable this is both from the point of view of academic freedom and from that of the lasting welfare of the students themselves was well brought out in a recent brief debate in the British House of Commons. The subject arose out of certain regulations made under the Employment and Training Act of 1948 which compelled all schools to supply a large number of particulars about pupils at certain ages. Though apparently the information was sought for the purpose of fitting the young men into suitable jobs by finding out their ability and aptitudes, the "dossier" system was objected to by certain members. Speaking on a motion for the annulment of the regulations Mr. Kenneth Lindsay, Independent Member for Universities, said this was the beginning of a dossier in which particulars of health, aptitude, abilities, and the whole series of other points about a youth's life history would be going from one official to another. He had been in countries where dossiers were kept about everyone. It was a dangerous business to let a report follow a youth from school to an employment exchange, and even to a university. Dossiers bred suspicion. The Parliamentary Secretary to the Ministry of Labour in his reply implied that the reports would be destroyed after use so that they would not follow the youth through the rest of his life. The same cannot, unfortu-

nately, be said about the reports contemplated in the Madras Government's order. They will be of the kind that will stick to the youth and their effect will be to blight the career of callow boys who have been misled by specious appeals to join in fighting alleged political and economic injustices in the present social order. In dealing with them the aim should be, at least in the first instance, to treat the cases as aberrations and try to wean them from the wrong path by removing the particular conditions in their environment which conduced to the straying. It is a process which involves patience and the parents' and teachers' putting their heads together to bring the errant one back to the rails. There may unfortunately be certain intractable cases which are not amenable to persuasion and action may have to be taken to prevent mischief from the point of view of law and order. It is then and not till then that the police should be allowed to come in. The point is that the two categories of punitive action should not be mixed up. Correctives prescribed in educational rules are obviously for the limited purpose of ensuring discipline among the boys. And educational authorities should not be compelled to apply them against any student about whom the Executive might submit adverse reports—reports which would, at best, represent only one side of the case.

—The 'Hindu'

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

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

— The Editor.

Book - Reviews

THE TEACHING OF ENGLISH ABROAD—By F. G. French—Published by the Oxford University Press—122 pages 2 sh. 6 d.

This is the first of three volumes bearing on the theory and practice of English teaching in countries where it is not the language of the people. It deals with the main principles of language teaching and their application to modern practice. It does not presume to discuss the different methods which have been tried at different places at various times. It contents itself with the explanation of those principles which are now accepted by successful teachers and the application of them to actual class-room work. The methods of teaching other school subjects like arithmetic, geography etc. give rise to much less argument than the teaching of English and that for two reasons. In the first place, in the case of the other subjects the matter to be taught is fixed and arranges itself in a natural order for teaching. In this respect, English differs from other subjects. Secondly the teachers of English have strong likes and dislikes which are the results of their own experience and the way in which their teachers taught them when they were beginners. The method of teaching differs with different teachers. Some find difficulty in giving lessons without a reading book open in front of every pupil. Some teachers would devote much time to easy poems and rhymes. Some would pay most attention to reading and writing. Every teacher is apt to push into the background anything which does not support that side of work in which he is most interested.

The first question to be decided is how much is to be put in and how much may be safely left out of the English lessons. This book stresses the import-

ance of laying emphasis on those sentence patterns which occur most frequently in straight forward English speech and print, those words which pass the test of the highest measure of usefulness in general English together with some words connected with the pupils' own life and surroundings and those grammatical points which are essential when judged by the test that English depends on word order and upon structural words (like pronouns, prepositions and auxiliary verbs) to form its sentence patterns.

The other problem to be tackled is what principles shall be followed in choosing the things that are to be done in the class-room. The present volume is based on the following principles—the importance of forming language habits, particularly the habit of arranging words in English Standard sentence-patterns to replace the sentence-patterns of the pupils' own language, the importance of speech as the necessary means of fixing firmly all ground-work and the importance of the pupils' activity rather than the activity of the teacher.

A third problem to be solved is what class-room practices will best turn these principles into actual lesson-work. In this book class-room practices which have proved successful in the hands of ordinary teachers are described. The book is not exhaustive as regards these practices. It is only suggestive and it is open to every teacher to add to what he finds in the book anything that he can pick up from his friends and from other teachers and other schools.

The importance of the study of English should not be underrated. English is rapidly becoming a world language. It is the mother-tongue of 200,000,000 people and in addition it is spoken and read by many millions of Europeans, Africans, Chinese, Indians, Japanese and South Americans as a second language. Everything of importance which happens day by day is printed in English newspapers or spoken in English over the radio all over the world. A person who can speak English

will find a person who can understand him wherever he may go. Anyone who can read English can keep in touch with all the world without leaving his own home.—We in India are in danger of turning our backs on English in a spirit of narrow chauvinism. But if we want the regional language for the province and the Rashtra Bhasha for the country we require English for international correspondence and communication. English has therefore to be studied as a second language and the teacher must train his pupils to speak English within a limited vocabulary, to understand what is spoken and to read and write. The volume under review abounds in practical suggestions which are well worthy of adoption by all teachers of English who are not to the language born.

SCHOOLS WITH A MESSAGE IN INDIA—By D. J. Fleming, 19 pages Price Rs. 2-8-0. Oxford University Press.

This is the reprint of a book originally published in 1921. The writer had the privilege of being the American representative on the Commission on Village Education in India which was sent by the combined Missionary Societies of England and North America in the year 1920. In this capacity, he had a unique opportunity of seeing schools likely to contribute to the advance of educational thought and practice. In

this book the author has described certain types of progressive schools which he saw at the time. On the whole twelve different types of schools are described. The first three are boys schools—the factory school run by the Buckingham and Carnatic Mills, Madras, the Apprentice schools at Barangore and Faridpur and the Vocational School run by the Indian Missionary Society at Dornacal. The next three are Girls' schools—the girls' school of Kalimpong, the industrial settlement established by the Baptist Zenna Mission at Palwal (S. Punjab) and the industrial school (Lucy Perry Bille School) at Madura; next follow three other types of schools—the Wesleyan Mission school at Medak where education is sought to be imparted without literacy, the Boys High School at Kalimpong which aims at literacy in nature's look and the schools in Srinagar and Kandy which lay a great stress on Citizenship training. The three remaining chapters are devoted to the famous Santiniketan of Rabindranath Tagore, the National High School at Adyar and the educational experiments that have been made in Baroda. Each of these twelve types of schools has got its own message for those interested in the work of education. A study of these educational experiments and the methods adopted for carrying them out will be very helpful to teachers all over the country.

V. M.

RASHTRA BHASHA

राष्ट्र भाषा

BY Sahitya Ratna KOTA SUNDARA RAMA SARMA,
M. A., M. O. L., B. Ed., (Dip.) French and German

Book I: 0 12 0 Book II: 0 14 0

"The rich and varied experience of the author, Sahitya Ratna, in teaching Hindusthani and other languages in High Schools and of lecturing on Psychology and Methods of Teaching Hindi - Hindusthani to Pracharaka classes in the Dakshina Bharata Hindi Pracharaka Sabha is really an asset."

PUBLISHERS—M. SESHACHALAM & CO.—MADRAS

:: Our Latest Publications ::

SOCIAL STUDIES : Gazette page 2

సాంఘిక శాస్త్రము SOCIAL STUDIES

BY
Prof. M. VENKATARANGAIYA, M. A.
Professor of Politics and Civics, Bombay University
and Mr. V. VENKATACHARYA, B. A., B. Ed

Form I: 1 0 0 Form IV: 1 12 0
Form II: 1 4 0 Form V: 1 12 0

"a well known Educationist and Professor of Politics and Civics, the author has done full justice to Social Studies, a subject dear to his heart."

GENERAL SCIENCE : Gazette pages 5 & 6

రేడియన్స్

సామాన్య శాస్త్రము RADIANT GENERAL SCIENCE

BY
K. V. Sivarao, B. A., L. T. N. Padmanabhaswamy,
B. A., L. T.,
P. V. Subbarao, M. A., L. T. B. Pattabhiramayya,
M. A., L. T.

Form I: 1 0 0 Form III: 1 4 0
Form II: 1 4 0 Form IV: 1 8 0
Forms V and VI: Biology: 1 6 0
Physics: 1 12 0 Chemistry: 1 0 0

MATHEMATICS : Gazette pages 3 & 4

సులభ గణితము SULABHA GANITAMU

S. V. Ramadas, B. A., L. T. K. Venkatarao, B. A., L. T.
P. Gopalayya, B. A., B. Ed. K. S. Prakasarao, B. A., B. Ed.
Form I: 1 4 0 Form IV: 1 12 0
Form II: 1 6 0 Form V: (In the press)

M. SESHACHALAM & CO.
MASULIPATAM :: MADRAS

THE PRINTERS OF THIS JOURNAL

UNDERTAKE

All kinds of Printing Work
for Educational Institutions

PRICES MODERATE — SERVICE PROMPT

Call or Enquire by Post

THE HINDU PRESS

MASULIPATAM

The Name Behind

"SADHANA"



Adhyaksha JOGE CHANDRA GHOSE
Ayurveda Sastri, M. A., F. O. S. (London), M. C. S.
(America), Formerly Prof. of Chemistry
Bhagalpur College.

SADHANA AUSADHALAYA
HEAD OFFICE & FACTORY: DACCA
MADRAS CENTRE: 17-A, BROADWAY
Branches: BANGALORE & MYSORE

The

SOUTH INDIAN TEACHER

IS

THE OFFICIAL JOURNAL OF
The South Indian Teachers,
Union

*It is therefore the Journal of the
Teacher*

AND

No Teacher should be without it
Annual Subscription Rs. 4/-

Apply to:

The Journal Secretary,

250, High Road,
Triplicane, MADRAS



"AMRUTANJAN"
50 Years Old Pocket-Doctor
Cures All Pains and Ache
"1893 Golden Jubilee 1943"

Don't Scratch : Use
RISING SUN
Ringworm Ointment
The Product of
AMRUTANJAN LTD



Approved by the Madras, Mysore, C. P. & Berar, Orissa & Travancore T. B. C. M. A. I. R. A. S.

JUBILEE READINGS

For High Schools

Book I: Re. 1 : : Book II: Re. 1-2

BY

HENRY MARTIN, M.A., (Oxon), O. B. E.,
Late Principal, Islamia College, Peshawar.

WITH INTRODUCTION, CRITICAL NOTES TO CLEAR UP DIFFICULTIES AND EXERCISES BASED ON NEW MODEL QUESTIONS AND GRAMMAR SYLLABUS ISSUED BY THE DEPARTMENT.

M. SESHACHALAM & CO.

MASULIPATAM

Madras Branch : 7, Sunkuram Chetty Street, G. T. MADRAS