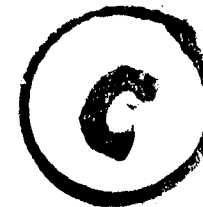


249

EDUCATIONAL INDIA

VOL-XVI NO-3

SEP — 1949



JL  
7m2, N34ED  
N49. 16.3  
127379

81

(349)



# Educational India

Vol. XVI

No. 3

September  
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)

OFFICE OF THE REGISTRAR

JAN 1950

CONTENTS

MADRAS

**EDITORIALS**

The Universities — The Language Problems — Rajaji on Educational Reform.

**MAKE THE BEST USE OF TRAINING INSTITUTIONS**

Sri S. B. Adaval

**MUNICIPAL UNIVERSITIES**

Dr. K. N. Kini

**THE TUTORIAL INSTITUTE IN EDUCATION**

Sri A. S. Venkataraman

**CORRELATION WITH A BASIC CRAFT**

Sri T. Ramachandramurthy

**EDUCATIONAL COMPLEXITIES**

Sri P. R. Batra

**REFORM OF INDIAN UNIVERSITIES**

Sri I. N. Menon

**NEED FOR SOLVING COMMUNALISM**

Sir A. Ramaswamy Mudaliar's

## DETAILED CONTENTS

|                                                                               | PAGE |                                                  | PAGE |
|-------------------------------------------------------------------------------|------|--------------------------------------------------|------|
| MAKE THE BEST USE OF<br>TRAINING INSTITUTIONS                                 |      | THROUGH DIFFERENT<br>PROVINCES                   |      |
| S. B. Adaval, M. A., M. Ed. ...                                               | 39   | DELHI                                            |      |
| MUNICIPAL UNIVERSITIES                                                        |      | Gandhian Plan for<br>World Peace ...             | 61   |
| Dr. K. N. Kini, M.A., (Hons.),<br>M.A., PH.D., Dip. in EDN.<br>(Columbia) ... | 42   | Preservation of Historical<br>Monuments ...      | 61   |
| THE TUTORIAL INSTITUTE<br>IN EDUCATION                                        |      | Australian Fellowship ...                        | 62   |
| A. S. Venkataraman,<br>B. A., L. T., ...                                      | 45   | MADRAS                                           |      |
| CORRELATION WITH A<br>BASIC CRAFT                                             |      | Shift System for Primary<br>Schools ...          | 62   |
| Sri T. Ramachandra-<br>murthy, B. A. B. Ed. ...                               | 46   | Sanskrit in Schools ...                          | 62   |
| EDUCATIONAL COM-<br>PLEXITIES                                                 |      | Sastri Endowment Lectures                        | 62   |
| Sri P. R. Batra, M. A. ...                                                    | 50   | Central College of<br>Carnatic Music ...         | 62   |
| REFORM OF INDIAN UNI-<br>VERSITIES                                            |      | BOMBAY                                           |      |
| Sri I. N. Menon ...                                                           | 51   | Future of Indian<br>Universities ...             | 62   |
| THE PIONEER EDUCA-<br>TIONIST OF KASHMIR                                      |      | BENGAL                                           |      |
| Canon G. E. Tyndale<br>Biscoe passess away                                    |      | Calcutta University ...                          | 62   |
| By Sri Prathve Nath Razdan                                                    | 54   | A LETTER FROM KASHMIR                            |      |
| EDITORIALS                                                                    |      | By Sri Prithve Nath<br>Razdan ...                | 63   |
| The Universities<br>Commission ...                                            | 55   | PUBLIC OPINION                                   |      |
| The Language Problems ...                                                     | 57   | NEED FOR SOLVING<br>COMMUNAL PROBLEM             |      |
| Rajaji on Educational<br>Reform ...                                           | 60   | By Sir A Ramaswami<br>Mudaliar ...               | 64   |
|                                                                               |      | CORRESPONDENCE                                   |      |
|                                                                               |      | The Ramnad District<br>Head Masters' Association | 66   |
|                                                                               |      | BOOK REVIEWS                                     |      |
|                                                                               |      | The Mohan Man Eater and<br>Other Stories ...     | 73   |
|                                                                               |      | Insects ...                                      | 70   |
|                                                                               |      | Science our Newest Friend                        | 70   |

Vol. XVI: No. 3

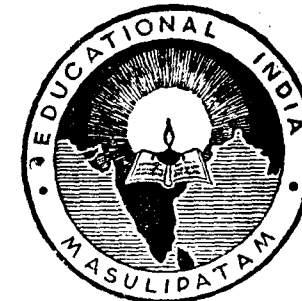
September, 1949

# 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

(349)

## MADRAS

Branch : MADRAS

Every training institution has a students' union of some kind. Though working under the guidance and supervision of teachers, it is more or less an autonomous body so far as arrangement of programme is concerned. Such a union usually has ample funds which is the students' own money. In several training colleges I have seen this money being squandered and wasted on wrong things. In one college quite a large portion of this money was spent every year on purchasing textbooks and other reading matter, which is nothing else but propagating bookishness and emphasizing that the books are the only useful things on which money could be spent. I consider a short and illuminating lecture by an eminent educationist of greater value and prac-

52  
67-1002, 0135 (11)

N40-1613

tical help than a bundle of abstract books. At another place almost the whole of money was spent in organising tea parties and dinners, and the students erroneously felt contented that they were making the best out of their money.

This happens in cases where right guidance from the training college teachers is not readily available, but the students are also to be blamed for tolerating such affairs. In many cases such things happen only with the concurrence of the students themselves.

I indicate here a few suggestions to guide the students in planning some self-educating programmes. A changed outlook is a pre-requisite to all such work.

1. Trips and visits to educational institutions: Visits to educational institutions in the vicinity very often prove an eye opener to the students. These institutions are generally representative of the type existing in the country. Visits to them should be characterized by a thorough study of the management, methods of teaching, curriculum followed, quality of the staff engaged, area which it serves, any special characteristic of the institution and such other points of importance. Institutions of a special type, e. g., for the blind, deaf and dumb, or of technical nature if they are available, should also be visited and conditions existing there surveyed. If there are any factories or workshops in the area, condition of the workers and their children may be examined and a survey made of the educational facilities provided for them.

At least one trip a year should be organized by the students to visit an educational institution of importance in the country, e. g.,

Shantiniketan, Jamia-Milia etc., and others may be visited in the way while going and coming back. The aim should be to study the institution in all its aspect of work and importance.

2. Discussion on educational matters: Such discussions should be frequent and should cover the various educational problems facing the country, as well as, general problems of organization, administration, curriculum etc. The practical side should be stressed more than the theoretical, there may be quite a few study circles organized and each student invited to contribute to the discussion. Outsiders may also be invited to such meetings for exchange of ideas. The various subject associations which usually exist in the training colleges, should not confine themselves to their respective subjects only, but should discuss the educational aspect and educational problems with respect to each.

3. Lectures by eminent educationists: These are usually from amongst the local people, but outsiders should as well be invited. It is more useful to hear a first rate educationist even though it may mean some expenditure. These be the people who have really got something to say on educational matters and stimulate thoughtful discussion.

4. Use of projectors, radio, cinema etc.: We all know that they have great educational value and yet we make little use of all such facilities provided by the training colleges. Radio talks on educational matters are generally ignored and the use of the radio made only for its entertainment value. It will be of great benefit to the students if they meet together to hear some such talk, note down the salient

points then and there and then have a thorough discussion on the topic and the ideas expressed. Projector and films may be used for showing progress in education made in the foreign countries and for getting acquainted with the various schemes and projects launched at different places. Such films and slides are now easily available and there are several short information films about India also available. All this work can be managed and organized without incurring much expenditure by the students themselves.

5. Dissemination of professional knowledge: It is the duty of the teachers under training not only to receive professional knowledge but also share it with others, particularly with those teachers who have not received any such training and are awaiting their turn to receive it. There is no denying the fact that many students in training institutions are sceptical about the principles and new methods of teaching revealed before them. However, this they would also admit that the new principles and methods do have a reasonable and scientific basis, though they may not adopt them into actual practice when they go out to their respective schools to carry on actual teaching work. As such, this knowledge must be shared with other teachers so that they all may discuss the difficulties that come in the way of their adoption into practice, and overcome them. For this, occasional meetings should be organized at which at least the local teachers may be invited for discussion and exchange of views. This will also help in bringing the training institution and the local schools much nearer to each other.

Donation of illustrative aids, charts, diagrams and such other helpful material may also be made to the needy schools to help concretization of teaching work. Talks may as well be organized to give practical help and guidance to local teachers on new methods of teaching and organizing extra-curricular work.

6. Social work: Even during a short and extremely busy stay in the training institutions, the students can do much social work if they plan it on right lines. A little work every year is bound to bear fruit in the long run. The training college students, like the students in general, remain isolated from the neighbouring area and the people. But the teachers of tomorrow cannot afford to do so if they want their schools to be cultural and educational centres of the locality, and a training in this respect has to be received during their stay in the training colleges. Programmes to make the villagers of the surrounding area literate, and educate them in respect of sanitation, better health etc., may be organized by the students. Visits to homes and some times calling the people together in the institution itself would be a nice idea. Help from the radio, projector etc., may be taken to make such programmes interesting as well as instructive. This will also make the teachers appreciate the difficulties of the public in general and the two would gradually be brought nearer each other.

7. Socials: Socials may as well be arranged from time to time, more to meet people, exchange ideas and understand them better than to eat. Entertainment programmes may be arranged for enjoyment and cultural understanding.

8. Follow-up programme: The students who come should not forget and ignore those who have gone out from the same institution. It is always interesting to collect information about the former students on points like—what they are doing? What contribution are they making to the educational theory and practice? How they are faring in life? What difficulties they are meeting? and so on. Any help they might seek from the institution or the present students should be readily forthcoming so that there is a feeling of common brotherhood amongst the teachers brought out by the same institution. Such former stu-

dents should off and on be invited to the various functions in the institution and their cooperation sought in various matters.

These are just a few suggestions. Many more may be added with a little more thought and planning. What I would emphasize is that the teachers under training should themselves take up all such work of self education during their stay in the training colleges rather than wait for the college staff to take the initiative and show them the way. It is they who are going to benefit from all such work and that is why I call upon them to take up the work themselves.

## MUNICIPAL UNIVERSITIES

Dr. K. N. KINI,

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

INDIA will have to industrialise herself if the big drain on account of the purchase of manufactured articles from foreign countries is to be minimised and if the poverty of the masses is to be reduced considerably. Before the securing of independence, we could blame the foreign rulers for non-industrialization, but now that we are independent and have every power to start new industries, the blame will be on us if we do not establish new industries and improve the old in the least possible time. Signs are visible that our people are realising these matters because we read in the papers that new industrial concerns are at work, a diesel engine factory here, a tractor factory there, a road roller producing works in a third place and so on. The result will soon be seen in that big Municipalities will grow bigger, smaller

ones will expand into big ones and newer ones will arise, big and small. The problems of health and sanitation, building construction and making of municipal roads with pavements, water supply for drinking and gardens, recreation centres and cinemas, shops and markets, industrial colonies and cottage industries, school and college education and a host of other matters will loom much larger and the bigger municipalities should then have their own agencies to develop their plans and to experiment upon and solve their problems.

Some Municipalities have undertaken responsibility for primary education. Some have their own high schools. A few have established colleges also. This is good so far as it goes. But our municipalities should rise to a higher status and

undertake more responsibility in education. The bigger ones, Madras, Bombay and Calcutta should establish their own universities for educating their future higher personnel in those affairs which they will have to advance and which they will administer, and for carrying on research in subjects which are of immediate consequence to them. The students educated here may find employment in other Municipalities which may not be able to establish their own universities.

It might be argued whether our present universities have not been tackling these problems. The Engineering Colleges, the Medical Colleges, the Technical Schools and Colleges etc. have been attempting to do this to a certain extent, but they cannot specialise with undivided attention in municipal problems only. Every subject of our present day life is becoming more complex and composite and any one particular agency cannot afford to look into minutest details of all. It is caring for minutest details that leads to efficiency and national strength.

The Municipal Universities should specialise in respect of their own problems. They should train their own personnel. They should cater to the daily needs of their own populations with competency and alacrity.

Big industries are being developed in the larger municipalities. The Municipal Engineering and Technological Colleges of the future should educate the youths to take their rightful places in these concerns. On account of proximity of raw materials and other advantages, particular industries may thrive in particular cities, like manufacture of cotton in Bombay and Ahmada-

bad and that of woolen goods in Kanpur. There are various cottage industries in municipal areas which could be improved and developed by research. It will be the task of Municipal universities to shoulder this responsibility, do intensive work in their own environment and enhance efficiency in every activity within the municipalities.

The Municipal Universities should not place undue emphasis on English. In the beginning, the medium of instruction may be English but soon they should change over to the regional language. Knowledge will not reach the masses unless it is given and developed in their own language. Knowledge is also not worth if it does not permeate throughout the people. Scholars in Indian languages are rising among the younger generation. They have been doing immense research in them and have been enhancing the vocabulary too. I feel certain that in about five to ten years, it will be possible to deal with all subjects in our universities in our own languages. Also there need not be separate subjects like English and an Indian language in the syllabuses. These languages should be learnt through books on the optional subjects taught. Standard books are written in very elegant language. Also, language can be cultivated through standard magazines dealing with such subjects. We need have no more Shakespeare, Milton and Macaulay for culture. We can get culture through scientific and technical books, laboratories, workshops and excursions. If we wish to have culture through languages, we can get it through Ramayan, Mahabharat, Upanishads and Natakas written by Indian authors in Indian languages which could be read during

leisure. The present day journals, radio, cinema, debating societies and excursions provide culture too.

Who should be admitted to University courses has been agitating the minds of our foremost educationists. A ten year school course if properly done, should be an adequate preparation for the university. If the regional languages replace English as media of instruction, much of the load on the minds of the students will be lifted off and we shall be able to do much more in high schools than we are doing with English medium. I notice that our students of vernacular medium express their ideas far better and show more originality. If therefore all high schools will adopt the regional language for learning and teaching, a ten year high school certificate should be an adequate admission qualification. The Universities should have only optionals. There is no need for separate compulsory instruction in languages.

As for the administration of these universities, I would like to propose a very much simpler agency. There may be a Board of Management of the University with about

20 members, of whom fifty per cent may be elected from amongst the members of the municipality or the corporation, 25 per cent secured by election from amongst the teachers of the university and the rest to be nominated by the Board and the municipality according to a formula to be decided by the municipality.

The academic questions of the university should be entirely settled by an Academic Board consisting of the Professors of the respective universities and experts in technical subjects in the employ of the Municipality. As a rule the Managing Boards should not interfere in academic matters. The Presidents of the Managing Boards and the Academic Boards should be elected from among the respective members. It must be made obligatory in the construction of the Municipal Universities that the municipality or the corporation concerned should appoint a university commission once in ten years to review the whole working of the respective universities and suggest reforms in the light of experience and the needs of those times. This will be an automatic method of improving the aims, scope and methods followed.

### Aims of Education

What are the objects of Education? I should have thought there were three. First, vocational—to train a boy for a trade or profession so that he can earn his living as a skilled worker by hand or brain when he goes out into the world. Secondly, social—to train a boy so that he can play his part as an active, alert, critically minded citizen of democracy. Thirdly, what used to be called humane—so to train a boy that he develops his personality to the full and realises all that he has in him grow to maturity, exhibiting most fully the distinctive characteristics of that particular type of tree.

—C. E. M. JOAD.

## The Tutorial Institute in Education

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

*Director, Chittoor Tutorial College, Chittoor*

It is an admitted fact that there is a general swell in the school going population and the supply of schools is not commensurate with the demand for them. Without doubt, the number of schools is increasing year after year but the rush for admission is getting beyond bounds and control. This sorry state of things must be mended and ended as well.

With the large number of candidates getting larger day by day, the number of passes, not the percentage, is correspondingly large. Side by side, the number of failures too is large. This means that students who fail are thrown out. Not all of them can be absorbed in schools. In fact the headmasters are entitled to refuse admission to supplementary pupils, though some of them admit them for their own reasons and on extra-educational considerations.

The position is that supplementary pupils are kept out and for very good reasons too. But chances should be given to them not to waste their time or energy. It would be a national loss or calamity if such wastage be acquiesced in either by the parents, the public or the government. While we should accept the position that supplementary pupils should be excluded from regular schools, we cannot subscribe to the proposition that they might be allowed to waste their time. They may take their chance at the October examination, or the next March examination. They can rely on home education if they can. But home education cannot be a good

substitute. If possible they should seek the earliest opportunity of passing their examination without relying on home-education, which in most homes is next to nothing.

It is just here that the Tutorial college or institute comes in. It supplies a need as it fills a void. It acts as a safety-valve and as a relief to existing schools. It serves to keep industrious youths in activity and to prevent slack pupils from relapse into slackness and sloth-fulness as well. It brings both classes under discipline. It keeps all concerned in health, cheer and in proper moral and social attitudes and behaviour. The Tutorial institute is mostly in the hands of retired but active persons and in the hands of young aspirants before they get a sure footing in regular colleges or services. The tried resources of wisdom and experience are pooled with the latent resources of the young waiting for chance, and action. It is only in a Tutorial institute that the real defect of the pupil can be detected.

In a truer sense and in a larger measure, the Tutorial College serves a real need. It provides a salutary diversion from the S. S. L. C. to the Matric. Owing to stagnation and indifference many a pupil gets overaged. Still there is no disgust for work. Or under stress of penury and parental neglect, many pupils suffer from a break in their course. This acts as a contributing factor to overagedness. There is still a desire for learning but not with and among youngsters in regular schools. Thus there is still a desire for learning in

altered circumstances created by overage and neglect. Or in a changed atmosphere a wrong-headed or wrong-minded or an ill-balanced youth may be in quest for a chance to correct himself. After a period of vegetation or service in sack-cloth and ashes following original sin, he may realise his folly and like to return to better discretion and wisdom. At the same time what is lost in power should be gained in speed. In all these cases there is need for diversion from the S.S.L.C. to the Matric; and an efficient Tutorial College will absorb these youths. It may reform, transform or transmute them. It may even sublimate their impulses under less restraint but none the less effective because of self-imposed restrictions leading to self-control and self-discipline.

It may be argued that in a Tutorial College, defective or erring

children alone are treated or are sought to be corrected. Yes it is so; there is no need for any to undergo hospital treatment unless he falls ill. A little medical attention in time may prevent a number of other possible and serious maladies. In the same manner such attention and service as are available in a Tutorial college may serve to set right the tilting mental equilibrium of a defective, dis-spirited, depressed or disappointed youth and put him back in equipoise and on the road to order, calmness and triumph. It is said that in Ford's motor factory, even the maimed, the cripple, the blind, the deaf and the dumb are provided suitable work which brings cheer and relief to their hearts. How I wish that all concerned realized this better by exercising their intellect and imagination? The Tutorial Institute has a great part to play in the education of our province, nay in India as well.

## Correlation with a Basic Craft

Sri T. RAMACHANDRAMURTY, B.A., B.Ed.,

*Board High School, Kanumole*

### PART I

**W**E teachers are not strangers to correlation. But the correlation that we are accustomed to in handling our subjects is different from the correlation that is contemplated under Education through a Basic Craft. It is given a deeper, wider and richer meaning and is in fact called the "TECHNIQUE OF TEACHING."

**WHAT IS CORRELATION WITH A CRAFT?:**—It is the method of co-ordination or association of knowledge (pertaining to any

subject) to resolve a situation which a pupil encounters in the course of his activities with the craft. Thus when a piece of knowledge comes to the pupil as part of some interesting experience the process of assimilation is natural and unconscious.

The Basic Craft is thus the starting point of all experience of the child and it creates situations that provoke interest or motivation to learn the why and wherefore of the process. The teacher utilizes the situation to correlate or coordi-

nate the teaching of or conveying some knowledge of a subject.

It must be borne in mind that knowledge is a synthetic whole not compartmentalised into subjects. And so the knowledge which a pupil gains bit by bit in the process of his work even if it is not imparted in the logical and formal manner (with which we are accustomed to in the treatment of a subject) will still be assimilated and arranged according to the subjects or branches of study by the synthetic process of the mind. The correlation under a particular situation may not admit of logical and systematic treatment of a subject. Even then it would serve the purpose if by such correlation the pupil could gain some intelligent understanding of the process and could pursue it with greater skill than hitherto. The teacher could afford to wait for another opportunity to develop his subject. Further Craft is not the only centre of correlation. The physical environment, the social environment and the selected Craft all can be utilized as the centres of correlation. A subject that is partly treated in correlation with basic craft, if occasion offers itself, can be developed in correlation with the physical environment or the social. The treatment of a subject when correlated may not be developed as to lose all relevancy to the purpose on hand. The teacher would do well to check his eagerness to impart to the pupil all possible information regarding the subject in a single situation.

If the teacher has good skill in the craft, if he is thorough with the several stages of the process, and if he keeps himself mentally alert and vigilant he will not find correlation an insuperable obstruction in the pursuit of his work.

To make things clear correlation of a subject with Craft can be compared to the arguments of a clever Lawyer wherein he blends a fair amount of legal knowledge, not to teach law but establish his case. A teacher too has to weave into his teaching of the Basic Craft as much knowledge and information as is necessary for the purpose and like a clever businessman he should constantly take stock of the child's acquired knowledge with reference to the requirements of the syllabus. He should be resourceful enough to create interests, situations, and stimuli which will lead the child happily to the desired goal.

**WHY CORRELATION IN HIGH SCHOOL:**—The Scheme of Elementary Education contemplates Basic Education as compulsory and free to all. Under it the villages will have Junior and Senior Basic Schools and the instruction in these schools will be centred around a basic craft. To facilitate the transfer of pupils from the higher classes of senior basic schools to the lower forms of the Secondary Schools and so tackle on the upper classes, where there are senior basic schools, if necessary, as the lower forms, to Secondary Schools, basic craft has come to be introduced in the lower forms of the Secondary Schools. This will minimise the difficulties of the pupil to continue his education in a high school. In order to vene both the teacher and the taught from the slavery of the text book and to make the pupil an active participant (instead of a passive listener, in the joint venture of Education). It is further agreed that suitable activities should be introduced in the schools of the Province, since Education through basic craft has already made some progress and justified itself by the

results it has come to be adopted in our schools.

The Prime condition for correlation is that there should be a full fledged craft working in the schools. At present it is becoming increasingly difficult (1) to obtain the necessary parts and accessories to set up the machines and (2) the materials to work it. The difficulty is all the more keener in the local bodies as everything has to be obtained after calling in for quotations, getting the necessary approval of the Board authorities and several other administrative difficulties and niceties. The question of obtaining all things at controlled rates is another administrative bottle-neck that well neigh exasperates one. The acquisitioning of land where agriculture is a basic craft is another insuperable hurdle. It is unfortunate that the old, slow-moving, circuitous method is still retained in the hands of department (that cannot well appreciate the urgency of Educational Problems) instead of empowering Educational Officers to make such acquisition. Thus difficulties are allowed to multiply and there appears to be no concerted attempt to resolve them.

Incidentally an amusing and puzzling aspect of reorganisation is that while Headmasters are made the centre and Hub of the whole activity and while they are exhorted to put in their best and make the scheme a great success, they are warned in every paper that comes from above that any expenditure, incurred on this account or that, is neither permissible nor admissible. It cannot be argued that the higher authorities expect that reorganization could be effected without any expenditure, but this rider in every paper on reorganisation manifests

that Education is fastly tied to the chariot wheel of Finance and so it makes every Educationist wonder whether what is contemplated is Educational reorganisation of Education or Financial reorganisation of Education.

Secondly, every teacher that handles a subject in the lower forms should acquire a good skill in the craft and should be thoroughly acquainted with every stage of the work. A full and complete knowledge of the craft alone will throw open before the teacher a vista of possibilities of correlation. Ignorance of the working of the craft will little help the teacher to effect natural correlation. Before he launches upon his task, every teacher will lay out a plan of work in every stage of the craft process and will so arrange the execution of it that it allows correlation natural and easy and continuous. Such a correlation presupposes not only a good knowledge of the craft work but also a complete knowledge of the syllabus of the Form or Class. Thus equipped if the teacher embarks on his task he finds little embarrassment in his work.

From the foregoing it is concluded that the class teacher system will lend itself to better correlation than the subject teacher system, at present obtaining in our schools. In the former case a single teacher well grounded in the craft knowledge leads the pupils from subject to subject as the pupil proceeds in his work. But the subject teacher system has come to stay in our schools. And I feel it will continue to be there because our schools are not intended to be orthodox basic ones. And thus if subject teacher system is unavoidable how best could correlation be effected in the Secondary

Schools? To my mind a plan of work given below may be tried with advantage.

a) The teachers should have complete knowledge of the syllabus of class.

b) He should acquire in consultation with instructor of the craft a thorough practical knowledge of the craft and should possess detailed knowledge of the several stages of the work process.

c) There should be frequent conferences of the subject teachers of the same class to discuss the progress of work and possibilities of correlation.

d) A record of correlation achieved and the stage of progress in the craft and a retrospect of work done and the prospect of the work to be made time after time.

e) By discussion and agreement a detailed lay out of the next stage of the work may be fixed up so that each subject teacher may follow the same plan of work.

f) If correlation with craft is not possible at a particular stage in the treatment of the subject, correlation with physical or social environment should be tried.

g) There should be regular stock taking of the work done to see how far the syllabus is covered. But whatever may be the method followed it is important that there should be a common detailed lay out of every stage in the working of the craft for all the teachers of the class, so that there may be no overlapping and wastage of work.

h) If in resolving a situation in the craft work the teacher finds correlation with another subject natural and feasible, he should record it in his notes and convey it to the concerned teacher so that he might develop it in his own time.

Thus there should be not only watchfulness but also helpfulness on the part of the subject teachers.

Thirdly, whatever device the teachers may adopt to make correlation a success, unless they bring to bear a changed outlook on the method of teaching and the handling of the subject it will not be a success. He should note clearly the difference between craft centered teaching and the present-way teaching. It is as follows:—

#### *Craft Centred Teaching*

1. Psychological.
2. Natural in the sense that there is natural incentive to know.
3. Centred round an activity.
4. Free teaching based on environment.

#### *Present-way Teaching*

1. In the logical order of topics.
2. Artificial because logical order requires it.
3. Subject-wise.
4. Time table ridden mostly in the class room.

If these points of contrast are borne in mind the teacher learns to mould his lessons to the needs of the craft. It sets at rest both his impatience to develop his subject in one stretch and his horror at the violent dislocation of the logical order of treatment of a subject. He learns to wait for an opportunity for the treatment of a particular topic even though the logical order requires it to be treated immediately. He should give craft activity primary place and keep the teaching of his subject in the secondary position. At first this way of dealing with the subject may seem heterodoxical and illogical but under basic craft that is the natural way of dealing with the subject.

# EDUCATIONAL COMPLEXITIES

P. R. BATRA, M. A.

**E**DUCATION is the means as well as the end of improving society. It is to help him or her to lay bare his or her "Latent Talents" and to assist others in the very same process. It is preparation for citizenship. It is to clarify the basic principles of the individual's relationship with complex society, and a new aim found in social motives. The characteristic of modern life is progress; the ability to adjust one-self to the everchanging conditions of life.

Thus education must be recognised as the vital social function of private government enterprise. The state should be the controlling and guiding power (with a true democratic spirit). It should concern itself mainly with the dissemination of knowledge, because, on this whole process, social progress and happiness rests. The state should seek to control "The Learner" for the sake of the welfare of society, which includes the fellows and individuals as well. The establishment of democracy will largely depend upon the education of the classes and masses.

*Continued from preceding page.*

Above all the teachers should not make a fetish of correlation and where correlation appears artificial or overstrained, or where the subject to be treated is an abstract one he should resort to direct present-way teaching. This regulates correlation and keeps it in proper bounds. And the teacher should never overlook this nor fight shy of it.

(To be concluded)

During education, we must incorporate within his or her own experience the achievements of his race; stability of the society is secured in the same manner and social progress through the adjustment of the traditions. Thus the individual is being constantly adjusted to the dynamic environment. Education becomes the most advanced phase of the process in human evolution.

From Rosseau we get the idea that education was life, that it must centre in the child and that it must find its end in the individual and in each phase of his life. Whereas Pestalozzi emphasised on knowing the child and so having genuine sympathy for him, that education is a growth from within that it is the result of the experiences of the child, and so, the objects form the basis of the process of instruction. From Herbert came the idea that the organization of curriculum on scientific lines should aim at character development. And from the sociological tendency came the chief belief that education is the process of the development of society, good citizen, and that this education of the growing mind can be gained through the development of the personality of the individual.

Through education (both interest and effort) we should help to develop a mind that includes power, of rational incite, of coming to conclusions, of processing judgement on one's own book, on striking to the line of action taken, and of effective action.

The "School Teacher" should relate the task of the classroom to the real life of "The Child," by drawing ideas directly from the activities of the child and of society. He should develop into his personality through gathering into his own personality of that which is, and which he recognises to be, an essential part of the life of society surrounding him.

The curriculum must be adjusted constantly so as to recognise the old culture material and to include the new. It is the introduction of "the child" to life. It must help to introduce life as it is and as it should be. The educational institutions should be the preparation ground.

Method is the knowledge of the child (scholar), a knowledge of his present inclinations, an understanding of the subject-matter dealt with and an understanding of the whole

machinery of the institution which is to be used in helping the child (scholar) to develop.

The problem of education is the transmitting of culture and of institutional life to succeeding generations and that additional culture gained. To do this and to give to each individual complete freedom on forming his or her own philosophy of life, the educator is to select the material which is important to the individual's life and important to the prosperity and progress of the society as a whole. It is to put all these ideas in the curriculum.

The problem of society and government is to help in the spreading of liberal education, by generous support to remove the teaching profession from the competitive conditions which tend to reduce efficiency, and which tend to have the remuneration of the teacher to a degrading level.

## Reform of Indian Universities

Sri I. N. MENON

**I**NDIA has become politically independent, and our seats of learning have to accept and fulfil the responsibilities laid on them by their new status. It is true that their number has increased in recent years, and we have every type of University in the country—Unitary, federal and affiliating. Provision has been made during recent years for research and for technological education at many centres of University education. New courses of study have been started, new Chairs founded and endowed, and new degrees instituted. Our Universities may, therefore, be expected to become "complete" before many years elapse.

This prospect—now no longer distant—of completeness and self-suffi-

ciency is however fraught with some danger: and, I propose to draw the attention of those who have the destiny of the country in their hands to one or two defects which may easily escape observation. I should like to ask those who are interested in the welfare of higher education in this country if our Universities have shown any "individuality". Do the *alumni* of any of them differ from those of any other except in the extent of information which they possess? This demand for "individuality", let me make it clear, will not be met by any possible emphasis that may come to be laid on the medium of instruction in our Universities, so that "linguistic universities"—which may come in the wake of "linguistic provinces"—will not

in any way satisfy the criterion of "individuality" which I have in view. In fact, such parochial institutions may destroy whatever element of individuality may have found its way into our seats of learning.

The concept of "individuality" I have in mind cuts across racial divisions and linguistic demarcations and is opposed to clanishness of all sorts. The growth of individuality in universities may—as some unsympathetic critics have held—breed a special type of snobbishness; but, this is inevitable in the case of any individual or institution which has a 'pedigree', and is conscious of that priceless possession. It is easy to sneer at the 'school tie' and the 'Varsity drawl'; but, the big facts of life which they symbolise and cherish and the spiritual outlook which they signify are an invaluable national asset.

I find that when the position is stated in this way, some of our educationists and not a few of our leaders who have not had the privilege of being educated in the ancient University centres, turn away with a superior sneer which bodes no good for the future of our higher education. Even the so-called 'residential' universities in India are deficient in this respect, and it should be our aim to see that they are reorganised in such a way that this important factor in the proper training of our youth is supplied.

In the field of university education England can still teach us a few things. In remoulding the life of our Universities we can do far worse than follow the lead and example of the ancient seats of learning in England. They are British in character, no doubt; but, both in their original inspiration and in respect of their lines of development, the ancient Universities of England cut across political boundaries and racial demarcations. They embody an ideal of learning which embraced not 'Little England' but the whole of 'Christendom'; and, to this day, they tend to produce an outlook on life which, if British in its 'roots',

is essentially international in its aspirations and sympathies. With pardonable pride I may be permitted to say that my own College—Balliol—has taught me this truth that, whatever your station in life may be, you are a denizen of this old world which, in spite of all the conflict and hatred that appear on the surface, is one, is our common home and heritage, that no distinction of race or religion can touch the common bond which unites all Balliol men in their loyalty and devotion to the *alma mater* and all that she stands for.

#### "Spell" of Oxford

Does any of our Universities or Colleges tend to produce such comradeship among its *alumni*? Are they constituted or worked in a manner calculated to produce such results? With my experience of more than one University and a number of Colleges in India, I can unhesitatingly reply in the negative. Our Universities resemble in many respects the new foundations in big centres of population like Sheffield or Birmingham, and even the few Residential Universities in the country like Lucknow, Annamalai, or Benares, fail to evoke or retain the love and loyalty of the thousands of young men and women who receive their higher education there. The causes of this failure are many. For one thing, with a few exceptions, most of them lack the cultural background, the historical perspective of a University like that of Oxford. They sadly lack what can only be called the "atmosphere" which pervades even the smallest College at Oxford or Cambridge. There is very little of real University life at our universities, and nothing of that strange "spell" which falls on one who enters the portals of any of the old Universities in England. I am not indulging in vague sentimentalism; but referring to a very potent spiritual and cultural force shaping the lives of thousands of young people at the ancient British Universities.

The absence of this atmosphere, of this loyalty to the 'College life' is, at

bottom responsible for not a little of the lack of discipline in our Colleges and Universities. An undergraduates' strike is impossible in any British University; at the older foundations it is even inconceivable. This is not because every undergraduate in residence is satisfied with everything that takes place; housing conditions in many of the smaller Colleges are not always happy; service not infrequently bad; food is, as a rule, plain though wholesome; and rules of discipline are very often mediaeval in conception and vexatious in application. But, despite all these and many more shortcomings there is a strange sense of loyalty to the college, because of the intimate corporate life in which Fellows and Undergraduates are common, if not equal sharers.

#### "Art of Corporate Living"

A study of the working of our Universities will reveal that they are all deficient in this respect. The older among them are all "affiliating" in character, and are incapable of doing much more than enforce certain "standards" of intellectual attainment and academic discipline. Many of the "affiliated" colleges reckon among their teachers, scholars and scientists of distinction; but, the organisation of these Colleges under the system of "affiliation" offers little scope for training in the art of "corporate living". The very small measure of success which has attended the efforts of some institutions like the Madras Christian College to promote the conditions of a healthy 'college life' shows that the inherent evils of a system cannot be remedied by isolated efforts on the part of any well-meaning individual or body.

Under the "affiliating" system, the University is mainly concerned with the enforcement of certain minimum standards—not of personal excellence, but—of intellectual attainment by means of a strict system of examinations; and, Colleges merely cater to the demands made by the University in this behalf. The relation between the University and the Colleges is wrongly conceived: Colleges

form the "real thing" and the University ought to be the point of convergence of the activities and aspirations of the Colleges. In their proper setting and natural relation, the University caters to the needs of the Colleges. The University then becomes the "unity" of its constituent Colleges. Even the so-called "Unitary Universities" in this country fail to achieve this aim; and, although they try to train their undergraduates in corporate living by means of their 'hostels', the results are far from encouraging. Even a comparatively modern British University like that of Durham can give points to the very best of our 'residential universities'. We must thoroughly revise our conception of Collegiate life and of the relation of a University to its "constituent colleges".

Again, the craze for "self-sufficiency" from which our Universities seem to suffer in a remarkable degree must be definitely given up. It is not required by any canon of academic excellence that a University should offer instruction in every subject of study. The body of modern knowledge is so vast that to attempt to impart it at every centre of University education must be sheer madness. While it may be possible for one or two of our "affiliating" universities like Madras or Calcutta to attempt this it is definitely undesirable that our compact, residential universities should venture on such a pursuit of self sufficiency. It will be far better for them to follow the trend of development indicated by their origin, traditions and inherent possibilities. For instance, the Annamalai University which grew out of the Sri Meenakshi College could have set an example and given the lead in the matter of cultural and linguistic studies, instead of dissipating its energies and resources in starting a new Department of Engineering. The University of Travancore which is heir to a great culture and possesses many special advantages should decline to follow lines of development not indicated by its innate genius. Travancore, which counts composers of South India, has no Faculty of Music in its University, no

# The Pioneer Educationist of Kashmir

Canon C. E. Tyndale Biscoe passess away

By Sri PRITHVE NATH RAZDAN

THERE in Rhodesia, where his brother and Naval officer Edward, "Of the Rhodes Expedition to Mashonaland 1890 fame" had the honour of hoisting the flag at Salisbury Fort in the African Continent, where again his another brother and Midshipman, Jed found himself off Zanzibar with the East Indian Fleet at the Job of catching the slave dhows and setting the Niggers free, the Rev. Canon C. E. Tyndale Biscoe, M. A. (Oxon) of the late beloved memory, breathed his last at the the age of 86 odd years.

In him Kashmir has lost a great friend, social worker and above all her Pioneer Educationist who served the valley for 57 years and whom Bakshi Gulam Mohd, the Deputy Prime Minister, Kashmir described to a radio representative as his master and the real founder of "New Kashmir."

Nay, he blended the very diverse patterns of the patch-work guilt of our

(Continued from preceding page.)

Honours course nor even a Pass Degree in Music. Chidambaram—once the home of Saiva-Sidhanta—has a poorly-equipped Department of Philosophy. Our national life will be the richer if our Universities, instead of pursuing self-sufficiency, will concentrate on their inherent talents and inherited traditions and strive to make their own special contribution to the sum-total of India's varied cultural wealth.

The mode of instruction at our Universities, also, deserves a passing reference. The knowledge that is acquired is largely second-hand. The aim of University teaching in India appears to be quantitative rather than qualitative, all efforts being directed towards imparting to the student the maximum amount of information on any particular subject of study. At least, at the University stage, the study of originals should be encouraged, and the system of spoon-feeding by means of lectures and notes abandoned.

— From *The Hindu*

social structure out of a hopeless medley of conflicting customs of the different religious communities into a common whole.

*Character Building* was the keynote of his educational concepts and this he tried to build up in his Biscoe school boys, of which there were 3 high schools, 2 middle schools, and 1 primary school in the Kashmir Valley, in various ways, by inducing these Biscoes as his boys could better he described, to take pride in doing social service, in helping the weak and distressed, the widows, the birds and animals alike; helping to put out fires and save lives from drowning by risking their own and so on.

He built up their endurance, patience and perseverance by taking them to bikes and making them learn swimming and take part in weekly regattas and yearly long swim of 3 to 6 or 7 miles and so on.

He took a leading part in irradiating corruption and purging the city of the nuisance of its characters who used to tease young boys and create trouble scores of years ago and thus maintained the tradition of his grand father Rev. Thomas Tyndale, Rector of Holton, who with persisting pluck against much opposition put an end to that inhuman *Bull baiting* in Wheatley Stone Pits which led to the clearing out of this cruel sport in England.

Many memorial services and condolence meetings were held in Srinagar in one of which Miss Mallonson while paying her tributes to the late Canon said that the alphabets of the word 'Biscoe' stood for the following:—

B—brave; I—individuality and independence; S—sincerity and severity with the background of a soft heart; C—Christ; O—others i. e. unselfish; E—energy and endurance; all of which truly depict what sort of a man the late Rev. Canon Tynadale Biscoe was.

May his Soul rest in Peace!

EDITORIALS

## NOTICE

All communications concerning Editorial to be addressed to:—

The Editor,

'EDUCATIONAL INDIA,'

Fort Road,  
MASULIPATAM.



**EDUCATIONAL INDIA**

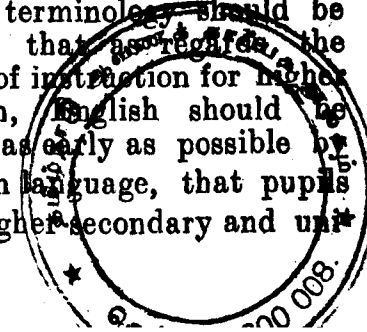
MASULIPATAM, Sept., 1949

## The Universities Commission

THE Universities Commission presided over by Dr. Sir S. Radhakrishnan has after nine months of strenuous activity submitted its report. It would have been better if an official summary of the entire report had been made available to the public. As it is, the contents of the Report and the recommendations of the Commission are coming out in dribblets. The conclusions reached by the Commission on matters of vital importance have been given publicity. The chief aim of the Commission is to make education in India 'completely Indian in character.' This Indianisation has to go hand in hand with a "reorientation in the educational outlook of the country so as to enable changes in every aspect of human activity, social and economic, to be brought about

along progressive and modern lines". But the details of this Indianisation — *cum* — modernisation programme are not given, though the ideal has been defined and it is difficult to say how these high objectives can be realised. The Commission has made weighty pronouncements on the language problems. They have urged the development of Hindi in Devanagiri script as the Federal language as early as possible. At the same time they have advocated the retention of English as the medium for Federal business till the provinces are ready for the change-over to Hindi and the provincial educational institutions have spread the Federal language adequately. At the Press conference Sir S. Radhakrishnan is reported to have declared that to replace English by a provincial or a Federal language may result in a deterioration of our standards. The ultimate replacement of English by Hindi is, however, a foregone conclusion. The Commission has recommended that the Federal language should be developed through the assimilation of words from various sources and words which have already entered into the Indian languages from different sources, that international, technical and scientific terminology should be adopted, that *as far as possible*, the medium of instruction for higher education, English should be replaced as early as possible by an Indian language, that pupils at the higher secondary and uni-

127379



versity stages should be made conversant with three languages—the mother tongue, the Federal language and English, that the Devanagari script alone be used for the federal language and that immediate steps be taken for developing the Federal and regional languages.

**T**HE Commission has expressed strong views on the subject of examinations. The present system of examinations has been denounced by the commission as not being organically related to the actual process of education. The hall mark of the university has been the passport to employment and this has subjected teaching to the examination and has made it impossible to develop true education and has created temptations of cheating, corruption and favouritism. The obsession to secure a ticket in the lottery of job-securing has overshadowed the educational purpose. The remedy that has been suggested by the commission is the replacement of the present system of examinations by "objective tests" on the lines of those prevailing in the U. S. A. The commission has expatiated on the advantages of the objective tests. The objective test, as they say, makes a wide variety of questions possible, eliminates all personal whim and fancy, is certain in its results, and will help to save money and personnel. It will put an end to cramming and hasty preparation. Two kinds of objective tests have been sug-

gested by the Commission—intelligence or psychological tests and achievement tests. In addition to these, attitude tests are also recommended by the commission to discover future possibilities. Pending the development of these objective tests the commission has made several suggestions to correct the evils of the present examination system. They have particularly recommended that a University degree be not required for the Government Administrative Services and that special State examinations for the recruitment to the various services should be organised and should be opened to whosoever cares to take them up—Another important recommendation made by the Commission is that one third of the marks allotted to each subject should be reserved for work done in the course of instruction. The substitution of objective tests for the present subjective tests can proceed only slowly as the formulation of such tests is much easier than their effective carrying out. It will also require a numerous staff with the necessary intellectual qualifications, leisure and gifts of sympathy and insight. Then alone can the tests be operated and such conditions do not obtain in our Universities at present and may not obtain for years to come.

**O**N some of the recommendations made by the commission there will be no difference of opinion. Those who are conversant with the state of affairs

that now obtains in our colleges with their unwieldy classes will heartily agree with the commission's recommendation that restrictions should be placed on the admission and that the strength of the colleges should be limited in order to make it possible for individual attention to be paid. But such a step will involve increased expenditure, particularly if another excellent recommendation made by the commission is implemented, viz., that scholarships should be made available in large numbers to poor deserving students. The Commission has also recommended the starting of rural universities of the Santiniketan type. On the subject of religious instruction, the commission entertains serious fears of the intrusion of theology and dogma and would therefore be content with recommending that in the place of regular religious instruction we must have a few minutes' silent meditation on the lives of saints, prophets and great founders of religion. This is merely a tinkering at the job. Provision should be made for the teaching of the core of every religion for those who are born in it and the best men available should be recruited for the purpose—men who will awaken religious enthusiasm without exciting religious animosity. At the same time a conscience clause should be introduced to enable those who wish to keep out of these classes to do so. Some interesting recommendations of minor charac-

ter have been made by the commission. They have suggested that elections should be altogether avoided in the teaching profession and that important posts like those of the Vice-Chancellor and the Deans should not be thrown open to academical log-rolling. Evening colleges are also recommended for workers and other people—A detailed review of the report can only be made after its publication.

### The Language Problems

**I**NDIA is a land of many tongues. Even in the provincial legislatures there are members speaking different languages converting them into a Babel of tongues and necessitating the employment of interpreters to make these speeches intelligible to all. In the Central Legislature the multiplicity of tongues obtains to an even greater extent, but as most of the members have a fairly good measure of acquaintance with a common language like English the difficulty is not experienced to the same extent as in the provincial legislatures. The language problem has to be viewed from two points—educational and administrative. It is a matter for serious and careful consideration what should be the medium of instruction in our educational institutions at the various stages. A common language for the whole dominion is also a major issue which, notwithstanding the difficulties with which it bristles, has to be

tackled without delay. These problems have recently been engaging considerable attention and public opinion has been focussed upon them by various bodies. The Congress Working Committee has applied itself to the solution of these many language problems. The Congress Party in the Constituent Assembly has been discussing these questions and trying to arrive at definite and final conclusions. The Constituent Assembly itself has been taking momentous decisions in these vital matters. A National Language convention was convened by the All-India Hindi Sabitya Sammelan in which a hundred scholars representing nearly a dozen languages participated. The Education Ministers of the various Provinces conferred together to take a definite decision in the matter of the medium of instruction to be adopted in the schools of the Basic and Secondary types. The Universities Commission has also made weighty pronouncements on these questions of vital importance. Of course top-ranking national leaders like Pandit Jawaharlal Nehru and Babu Rajendra Prasad have also given public expression to their views on these important matters. The matter has thus received the amount of attention that its importance warrants.

**T**HE questions that have to be finally settled with regard to the language problem may be stated as follows:—

In the first place what is to be the state language or *Rashtra Bhasha* of the Dominion and what is to be maximum period that can be allowed for the substitution of it in the place of English?

Secondly what is to be the medium of instruction in the Basic Schools? If it is decided that the mother tongue is to be the medium of instruction what is to happen to those children who happen to live in areas where the mother-tongue is different from the regional language?

Thirdly, what is to be the medium of instruction in the Secondary schools? If in addition to the mother-tongue the regional language has also to be taught at what stage and for how many years should instruction in the regional language be provided for?

Fourthly, what should be the medium of instruction in the Universities?

**S**OME definite conclusions may be said to have emerged from the discussions that have thus been furiously carried on. With regard to the medium of instruction in the Basic schools opinion is unanimous that it ought to be the mother-tongue of the pupil. Where this mother-tongue happens to be different from the regional language arrangements should be made for imparting instruction in the mother-tongue, if there are at least forty pupils in the whole school speaking that

language or if there are at least ten pupils in the same class who demand instruction in that language. In Secondary schools also the medium of instruction should continue to be the mother-tongue. But at this stage provision should be made for the study of the provincial language and also for the study of the equally important all India language. In the Universities ultimately the Federal language must be the medium of instruction. But obviously we must hasten slowly in this direction as the replacement of English is not to be thought of until suitable textbooks are produced in the regional languages and in the Federal language.

**T**HE multi-lingual areas present a problem of peculiar complexity so far as the medium of instruction to be adopted is concerned. In these places undisputed areas belonging to the various languages and the fringes of bilingual areas should be clearly demarcated and the language of each area should be indicated by the province or state concerned.

**A**S regards the state language, the language in which the business of the Union will be conducted, the language of inter-provincial and inter-state correspondence and the language in which all records of the centre will be kept, Hindi in the Devanagari script has found general acceptance. But a clause has been incorporated in the Draft Constitution that for a period of

15 years from the commencement of the new Constitution the English language shall continue to be used for all official purposes. After this period of transition we must change over to Hindi because it happens to be the language spoken and understood by the largest number of people in the country. The fear that the adoption of Hindi as the national language retard the progress of the provincial languages is altogether unwarranted. It has been proposed—and the proposal has found favour on a large scale that for decorative purposes, such as mottos, titles and the like, Sanskrit should be used. A minor issue that is also receiving considerable attention just at present is whether Arabic or Hindi or Roman numbers are to be adopted. Before Hindi can be substituted for English as the official language, it has to overcome certain obstacles which now make it unsuitable for use as a common medium. It has to be standardised. As it is, South Indian students who have passed the highest examination in Hindi held by the Hindi Pracharaka Sabha are finding it difficult to follow the language spoken in a place like Benaras. The standardisation can be best effected if Hindi moves close to the basis of the great provincial languages which are, for the most part, rooted in Sanskrit. Thus alone by drawing vitality and inspiration from Sanskrit can Hindi prepare itself for its high destiny.

### Rajaji on Educational Reform

**H**IS EXCELLENCY Mr. Rajagopalachari is a virile and original thinker. On whatever subject he may speak he has something very interesting to say and he says it in language marked by a flashing felicity of diction. His recent speeches are all characterised by a mellowed wisdom which seems to improve with the years. In a speech recently delivered by him at the opening of the new building of the Bharatiya Vidya Bhavan, Bombay, he made some remarks about elementary and university education which deserve to be pondered over and laid to heart. Dealing first with elementary education His Excellency stresses the importance of enabling the child to learn the family trade and to make this possible he would suggest to the crusaders of universal primary education that they might be content with three days in the week for schooling, giving the children a chance during the other four days of the week to remain with their parents and learn the family trade. He suggests that this would double the capacity of our schools and the teachers can take two sets of boys and at the same time allow themselves a day's rest in the course of the week. This arrangement will also help to ease the financial problem and, the pressure of symbols and word-building on the tender brains of the pupils being lessened, the process of assimilation will be considerably facilitated.

lation will be considerably facilitated.

**P**ASSING on to collegiate education, His Excellency deplores the fact that the stuff manufactured in the universities is not good enough and does not answer to the needs and demands of the times. The most important equipment that a young man should get before he leaves the University is personality, not learning but character. His Excellency thinks that the atmosphere of our colleges unfortunately is far too much vitiated by intellectual and moral confusion for anything like the development of personality to be attempted. The universities cannot take shelter under the plea that there is confusion, moral and intellectual, in the world around and that this is reflected in the Universities. The function of the University is to reform society and, instead of reflecting outside confusion, it must make up for it by restoring moral values and intellectual orderliness where there is anarchy. It is the duty of the University to provide the leaders, teachers and administrators who are required in this complicated age to fulfil the duties devolving on the state and to guide society in its cultural life. To produce young men and women of right type for doing this good work, it is necessary that our glorious heritage of vedantic culture should be kept alive not in scholarship alone, but in the hearts of men and their deeper understanding. Moral

## THROUGH different PROVINCES

### DELHI

#### GANDHIAN PLAN FOR WORLD PEACE

A plan to promote universal peace in accordance with Mahatma Gandhi's ideas and techniques is to be prepared by a committee of five appointed by the Executive Board of the Indian National Commission for Cooperation with Unesco which held its first meeting in Delhi recently. It will be recalled that at its first session held in April last, the interim Indian National Commission for Co-operation with UNESCO adopted a resolution asking for the preparation of such a plan. The Committee has been asked to prepare the plan by December 31, 1949. The Committee's report will be circulated to all the members of the Commission and finalised by February 1950. The plan as approved by the National Commission will then be forwarded to UNESCO in March 1950 for consideration by member States and finally by the fifth General Conference of UNESCO to be held at Florence in May, 1950.

Dr. Tara Chand, Education Secretary to the Government of India is the

*(Continued from preceding page.)*

training bristles with difficulties and denominational religions teaching is in disfavour. But an attempt may well be made through a comprehensive scheme to create opportunities for studying various religions and philosophies. The more we read the sacred books of other religions, the greater will be one admiration for our vedantic culture as embodied in the Upanishads, the Gita and the Mahabharata.

Convenor of the Committee. The other members are Messrs Zakir Hussain, K. G. Saiyidain, N. K. Sidhanta and Jainendra Kumar. The Committee would be free to co-opt other members and seek assistance from individuals and voluntary organisations if necessary. In view of the great world-wide interest evoked by the National Commission resolution regarding the Gandhian Plan for world peace, the Executive Board has recommended that both the National Commission and the Government of India should give the highest priority to the formulation of the plan and adequate funds and staff should be provided for the purpose.

#### PRESERVATION OF HISTORICAL MONUMENTS

To assist member States in the preservation and restoration of monuments and sites of historical interest UNESCO may soon set up an international committee of experts and establish an international fund to subsidise this work. In accordance with a resolution adopted in the third General Conference of UNESCO held in Beirut last year, the Director General of UNESCO has been examining the possibility of setting up such a committee and establishing the Fund.

In co-operation with the International Council of Museums, the Director-General of UNESCO has convened a committee of experts on conservation of historical and artistic monuments to meet in Paris in October next. From India Dr. N. P. Chakravarti, Director-General of Archaeology, has been invited to serve on the Committee.

The Committee which is expected to meet in Paris from October 19 to 23 will report on the present situation regarding the preservation of monuments, methods of restoration adopted in different countries and the possibility of improving conditions prevailing at pre-

sent. The Committee will also discuss the possibility of exchange of experts between member States and other measures necessary for the development of international collaboration in this field; advise UNESCO on the possibility of setting up a permanent committee of experts and the creation of the International Fund; discuss measures necessary to ensure protection of objects of cultural value in time of armed conflict and consider a draft international convention for the protection of national collections of art and historical monuments.

#### AUSTRALIAN FELLOWSHIP FOR INDIAN STUDENTS

The Government of the Commonwealth of Australia have offered five Fellowships and one scholarship for the year 1950 to Indian students for studies in Australia. These awards are open to men and women. Of the five fellowships offered, the Government of India will determine at a later stage as to how many should be senior and how many junior, in the light of the terms and conditions of the awards.

#### MADRAS

##### SHIFT SYSTEM FOR PRIMARY SCHOOLS

The Government have sanctioned a proposal for the introduction, as an experimental measure of a scheme of shift system in elementary schools in ten taluks in the Province. This measure is being designed to relieve congestion in schools.

##### SANSKRIT IN SCHOOLS

Delivering the inaugural address of the Presidency College Sanskrit Association, Mr. K. Madhava Menon, Minister for Education, said that efforts should be made to make those who did not know Sanskrit to realise the "treasures and pleasures" that could be found in that language.

##### SASTRI ENDOWMENT LECTURES

Dr. C. R. Reddi, Vice-chancellor, Andhra University delivered a course of two lectures under the Rt. Hon. V. S. Srinivasa Sastri Endowment on "Democracy in Contemporary India" in the

Senate Room, Senate House, Madras on Tuesday, August 30 and on Wednesday August 31, commencing each day at 5.30 p. m.

#### CENTRAL COLLEGE OF CARNATIC MUSIC

Felicitations were offered to Sangeetha Kalanidhi Vidwan Musiri Subramania Aiyar, on his appointment as Principal of the Central College of Carnatic Music at a function got up by the members of the Jagannatha Bhakta Sabha, Egmore on 21st August.

#### BOMBAY

##### FUTURE OF INDIAN UNIVERSITIES

A suggestion that Universities should form a central subject or at least be put on the concurrent list, was made by Dr. M. R. Jayakar, Vice Chancellor of the Poona University.

He was presiding over a function held at the Bhandarkar Oriental Research Institute to mark the 24th anniversary of Ramakrishna Gopal Bhandarkar and also the 200th anniversary of the German poet, Goethe.

Dr. Jayakar said he was putting forward the suggestion with a view to making larger funds available to the Universities some of which faced financial difficulties. It was not unlikely, he said that some Provincial Governments might consider university education as 'luxury' and desire to spend money on compulsory primary education.

He also suggested that Provincial University Grants commissions should be set up on the lines of the existing Central University Grants Commission. Such Commissions, he said could study the needs of the Universities in each province and mark grants accordingly.

#### BENGAL

##### CALCUTTA UNIVERSITY

The Calcutta University, at a special convocation conferred the Degree of Doctor of Literature, *honoris causa*, on Prof. Pramathanath Banerjee, Vice-Chancellor of the University.

The West Bengal Governor, Dr. Kailas Nath Katju, who is Chancellor of

## A LETTER FROM KASHMIR

By SRI PRITHVE NATH RAZDAN

New orientation is being given to the curriculum of studies which has been overhauled to revive the culture and intellectual heritage of Kashmir.

A Text Book Committee and a Text Book Advisory Board with the Education Minister and the Prime Minister as Presidents respectively were formed. Selected authors have been entrusted with the task of writing books and 40,00,000 text books are being printed under Government supervision in the local and Governmental presses.

The Text Book Committee has to begin with, brought out the Kashmiri Primer and the first reader in Kashmiri for the infant classes in order to give them instructions in their mother-tongue. Similar readers will be brought out in Dogri also.

The education department has re-started schools in the recaptured areas of Nowshera, Meinder, Muzaffarabad and the Frontier.

To husband the government money properly and to check the mush room

the University, presided over the function.

In a reference to the activities of the Calcutta University in the cause of the spread of education, the Governor said that the Calcutta University, no matter what its territorial jurisdiction might be, should for generations to come, continue to occupy in the realm of learning in India a very honoured place and to attract to its portals the most gifted of Indian youth for training in research and scholarship.

His Excellency said that both the Central and Provincial Governments were fully aware of the high place which the University occupied in our national economy. He was sure that both the Governments would assist and encourage the University to develop and expand the sphere of its activities in the cause of science.

growth of the denominational schools, grant-in-aid rules have been revised with due provision for affording facilities to the really first rate schools. A committee of experts is examining the Educational code which is now in its final form of preparation.

40 Social Education centres, 20 for Jammu and 20 for Kashmir are being opened to train the masses in the ideology of "New Kashmir." Folk art, music and dancing will be the main features of Social Education.

Physical education, on modern lines will be introduced to provide a nucleus for the Kashmir olympics.

A new scheme for shortening the period of educational courses in the different stages is to be put into effect shortly. Accordingly the following educational courses will come into force.

1. A two year infants' course for developing good habits in children and to prepare them for the primary stage.

2. Seven year primary schools, the main educational institutions for general education with no particular bias. This is designed to make it possible to introduce free compulsory Primary Education suitable to those who will be able to proceed to the next educational stage.

3. Four years Secondary Education with different types of schools to suit the natural attitudes of the students and to make the secondary education responsive to the needs of the state.

To begin with it is proposed to have 2 different types of schools:

a) Ordinary secondary schools, teaching arts and science subjects.

b) Constructive schools with a variety of choice and alternatives say with a technical, agricultural and industrial bias.

The two technical schools, at Jammu and Srinagar are being reorganised as Industry Training Schools.]

## Need for Solving Communal Problem

By SRI A. RAMASWAMI MUDALIAR

"The communal problem in Madras Province is an infinitely human problem, not subject to mere logic or the theory of numbers, not capable of solution by references to the past or to the grievances of an ancient day. Is it not possible that men of goodwill on either side, men with large vision, with an eye to the possibilities of the future, with devotion to that which is most valued and inestimable—the good of the State as a whole—is it not possible that a few of such men, from either sections of the controversy, can meet together and evolve a solution, which will be lasting and permanent and just and equitable to all concerned?", declared Sir A. Ramaswami Mudaliar delivering the convocation address of the Madras University on 19th August.

### Expansion of Educational Facilities

"All educational expansion, in whatever sphere, must be regarded as a healthy development calculated to benefit the State and to improve the condition of the people. The urge for higher education on the part of boys and girls is natural and must be welcomed. Latterly, this great desire for educational advancement has manifested itself particularly in a craving for scientific knowledge and in an eagerness for education in the professions of medicine, engineering and technology. In an era that has passed, the humanities claimed the largest attention. To-day, the technological professions have come into their own and command a regard and a respect which is at least, as good as any other branch of learning. But the problem created by this urge for greater educational facilities is not and cannot be solved by merely opening more educational institutions and admitting all who crave for such education into such institutions. The problem is deeper than that. While the utilitarian side of education cannot altogether be denied nor indeed ignored, yet, in an extremely competitive world, it is futile to expect

that every educated man will find a safe niche of assured competence and security. What then is to be the future of the many hundreds, indeed thousands who cannot be readily absorbed in comfortable positions in life; who find that their years of study have apparently borne no fruit, in so far as it has not led them to an assured position?

A desire for education and enlightenment, among sections of the population which were content in the past with a secluded life and unspectacular activities, is not confined to any one country or nation, and exists even in the most advanced of countries. As the divisions between the classes and masses have continued, primarily due to many artificial reasons, preventing such masses from availing themselves of the facilities of University education even in countries like Great Britain to-day, where University education has been after all confined to the select and the elect, the new demand for such higher education has led to a mass movement to the portals of the Universities. Is it any wonder that in India where economic causes and artificial reasons have alike combined to put a limitation on educational ambitions of many classes of people, this new demand has come in volume so great and in strength so irresistible, that Universities and Governments are alike feeling more and more powerless and helpless to resist such a demand?

### Value of Discipline

The essential objective of University education should, therefore, be clearly visualised and as clearly publicised to all aspirants of knowledge. There can be no prospect whatsoever of every graduate in arts and science, obtaining a position in the public service of the country. And indeed, I feel the time is not far off though the demand may be considerable, just at present, when it may not be easy for even graduates of the various professions to find an

assured place in such public service. On the other hand, the broad proposition can be stated that an educated person, who has fully utilised the opportunities of the University, who has cultivated the habits of independent and clear thinking, who has accustomed himself to serious work, and who, above all, has developed a sense of discipline, will find that any task, he addresses himself to, will be done better than by competitor who has not had these advantages. To-day, more than ever, our country needs such educated men and women, not indeed graduates who are embittered because of the lack of prospects of comfortable living, not young educated men who are iconoclastic in their views, whose hands can be raised against every institution, whose minds are warped by bias and prejudice, whose outlook on life is marred by envy or jealousy, who are more eager and determined to uproot than to plant and develop or construct. Educated men in thousands and tens of thousands are required who, by their clear thinking and unprejudiced habits of mind, are in a position to help the country and lead in every aspect of life in independent India.

### Problem of Communalism

Referring to the problem of communalism in Madras Province, Sir A. R. Mudaliar said: "The conflict between vested and divested interests, between the 'haves' and the 'havenots,' between what has been termed the privileged and the unprivileged or the unprivileged, the conflict indeed between classes and communities, has continued in this Province for several decades. It has come into exceptional prominence during the last four decades. What has been termed the communal problem has eaten into the very vitals of our society, has poisoned social relations, has bred an amount of bitterness which has slowly but inescapably affected the political synthesis of the Province, and indeed has made it hard for individuals and sections to deal fairly with many matters of public moment. I can understand the grievance

of those who claim protection whether it be in admission to colleges or entrance to services or a less restricted social life. I can, with the experience of passing years and the knowledge of problems that were not as complicated when I first entered public service, see and even perhaps appreciate the point of view of those who feel that their position is being slowly undermined and that they are being deprived of opportunities which once were theirs and which they feel ought legitimately to continue to be theirs. The problem is an infinitely human problem, not subject to mere logic or the theory of numbers, not capable of solution by reference to the past or to the grievances of an ancient day. Is it not possible that men of goodwill on either side, men with large vision, with an eye to the possibilities of the future, with devotion to that which is most valued and inestimable—the good of the State as a whole—is it not possible that a few of such men from either sections of the controversy can meet together and evolve a solution, which will be lasting and permanent, just and equitable to all concerned, and so bring about a state of society when, without bitterness over the past and without jealousies about the future, harmony may be restored and the progress of the Province assured? It is a thought that I leave with those patriotic citizens in the Province—and they are found in all sections and in all communities—who are in a position to take a just view of the situation and who, by their character, their unselfishness and their probity, will through their decisions claim the consent and, in fact, the gratitude of a public which is torn by conflicting emotions and appeals."

Appealing to the students to cultivate the virtue of patience Sir A.R. Mudaliar concluded: "Patience, forbearance and an attitude of mind which enables you to see the other man's point of view at least as clearly as your own; these are the best foundations for those who want to lead the people and nation and devote themselves to the promotion of the greatness of their State and indeed the peace of the world itself."

## CORRESPONDENCE

### The Ramnad District Headmasters' Association

The Third Annual [Conference of the Association took place on Saturday 30-7-'49 at 6 P. M. in the Rajah's High School, Ramnad, under the presidency of Sri M. Rajah Iyar, Headmaster, High School, Ramnad.

Sri C. Ranganatha Iyengar, Honorary Publicity Officer, South Indian Teachers' Union appealed to the members to interest themselves in the S. I. T. U. Protection Fund Scheme and request their assistants to join the Fund in large numbers.

Sri A. Gopalan, District Educational Officer, explained in detail the various kinds of activities suggested in the Social Studies Syllabus and requested the members to implement the scheme to the best of their ability. He said that the principles of promotion varied from institution to institution and rightly stressed the vital necessity for formulating certain broad principles of promotion. At his suggestion a Sub Committee was constituted to go into the question in detail and evolve broad principles of promotion to be made applicable in the District.

Sri K. Narayanan, the Secretary, presented the Annual Report for

1948-49 which was adopted. The following Office-bearers were elected for 1949-'50.

Sri A. Subramania Pillai-President.

Sri Ernest Rajiah—Vice President.

Sri K. Narayanan—Secretary.

The following resolutions were passed:—

1. Resolved to request the Government to arrange for training and Refresher Courses connected with the Re-organised scheme of Education during the vacation, so that Headmasters of Institutions may be enabled to undergo the Course and be benefited.

2. Resolved to request the University of Madras to Publish Text books early in May every year and to edit books with care.

3. The Association records its deep sense of disappointment at the apathy of the Railway authorities to revive concessions for educational excursions and Inter-school Sports Meets and emphasises the great need for the revival of the concessions especially in view of the importance of planned excursions.

Sri K. Narayanan, Secretary, proposed the vote of thanks

RAMNAD, }  
30-7-'49 }

K. NARAYANAN,  
Secretary.

## 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

## BOOK REVIEWS

67

### Book - Reviews

*THE MOHAN MAN EATER AND OTHER STORIES*—By Jim Corbett,  
Published by the Oxford University Press, pages 122, Price Rs. 1-8-0

Jim Corbett is a household name in Kumaon. He is a successful shikari or big-game hunter possessing in abundant measure the qualities of physical strength, patience, power of observation and judgement and courage which ought to be found in the hunter who follows the track of the beasts of prey in the jungles. He has bagged several man-eaters in the jungles of the United Provinces and he has given very interesting accounts of his experiences in a book first published in 1944 under the title of the Man Eaters of Kumaon. The book appeared with an introduction from the pen of the Governor of the United Provinces who expressed the hope that stories of real achievement would be even more popular than the fictitious stories of Kipling's *jungle book*. Boys and girls with an avidity for exciting yarns, all those who are interested in the wild life of jungles, the sportsman who goes big-game hunting, and lovers in general of a good story of action and adventure well told will all be very much interested in the Man Eaters of Kumaon. The present volume—The Mohan Man-Eater and other stories—is a reprint of three chapters from that famous book. The matter has been abridged and the language simplified to suit the requirements of school boys. There are also some good illustrations by Moorhouse. We have no doubt, whatever, that, as a book for supplementary reading, this new publication will prove to be a great favourite with the boys of our High Schools for whom it is intended. The

get-up of the book is highly commendable and will prove attractive to the juvenile reader.

*INSECTS* by Margaret Kent, Published by George Harrap and Co., Ltd.—  
Pages—95 Price 2 sh.

Here we have an extremely fascinating book on the common insects in God's creation. We have all the interesting particulars about these insects set forth in a manner that will arrest the attention of the young reader and impress his mind. Woodlands Farm and the Abbots form an interesting background for all this entomological lore. The get-up, the printing the illustrations are all in keeping with the superb excellence of the matter and the charming manner in which it is presented. It should prove to be a universal favourite with the class of readers for whom it is intended.

*SCIENCE OUR NEWEST FRIEND*—  
By Shanta Bhandarkar—Published by Padma Publications Ltd., Bombay—  
Pages 56—Price Re. 1.

This is a very interesting booklet presenting in the compass of about 50 pages the inventions and discoveries of modern science which have helped to transform the face of the world during the last 100 years and to make man's journey through life more comfortable and happy than it was a century ago. The facts are set forth in an interesting way. But for a book intended for young readers it is printed in too small a type which will throw a heavy strain on the eyes of the juvenile reader. We would suggest that this defect may be rectified in the next edition and that the matter may be set up in a somewhat bolder type. The get-up and the illustrations will commend the book to the earnest perusal of the readers for whom it is intended.

## :: 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

"As 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,  
P. V. Subbarao, M. A., L. T.      B. 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.  
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"**



Adhyakshā. JAGES CHANDRA GHOSE  
Ayurveda Sastri, M. A., F. C. 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

OFFICE OF THE SECRETARY OF EDUCATIONAL INDIA



Approved by the Madras, Mysore, C. P. & Berar, Orissa & Travancore T. B. Cs.

## 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.

## MASULIPATAM

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

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

[illegible]