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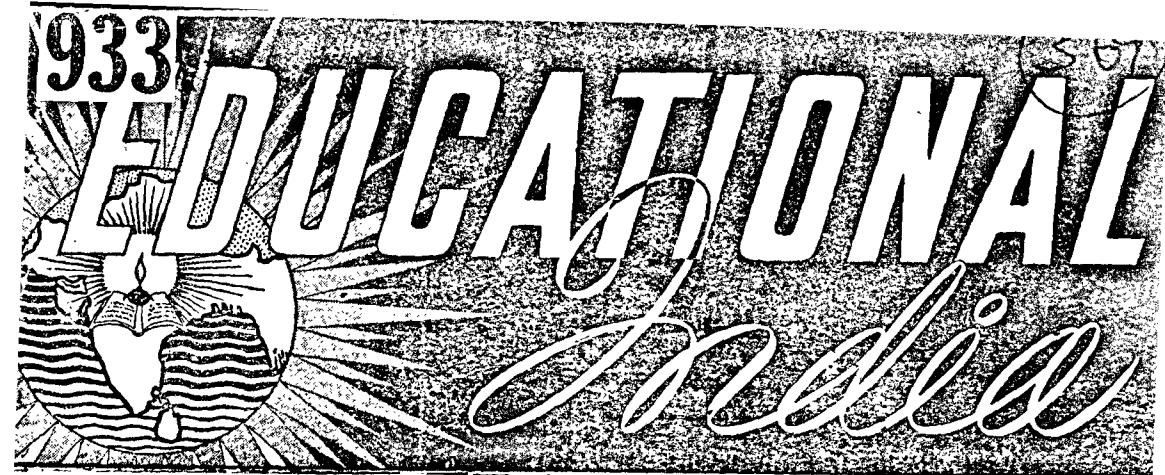
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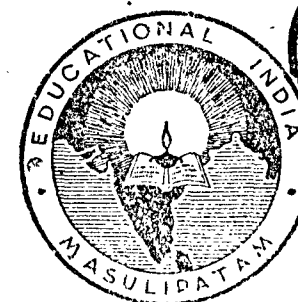
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# EDUCATIONAL INDIA

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

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## COORDINATION OF EDUCATION WITH NATIONAL ECONOMY\*

Adult Education the Need of the Hour

Prof. M. VENKATARAMAIAH, M.A.,

*Professor of Politics, University of Bombay*

At all times and in all countries it has been the purpose of education in the larger sense of the term to bring out and develop the creative capacity in man and train him in such a manner that he might willingly reconcile himself to the discipline imposed on him by the moral rules of society. Through education man learns to work, to work as an agriculturist, or as an artisan, as an engineer or as an artist. All processes which teach men to become workers in some productive field or other are educational processes, whether these processes are carried on in the home, in the workshop, or in Schools, Colleges and universities which are conventionally known as educational institutions. It is not right to restrict the term education to the learning process carried on in schools. It is quite true that the work learnt in schools is different from the work learnt at home or in the workshop. In the former the work learnt has for its foundation a knowledge of reading and writing and a good deal of scholarship as found in books. But in essence there is similarity especially in aims and objectives. The purpose of all these processes is to train men to some kind of productive work. Much of the confusion that prevails in discussions on the subject of education arises out

of the failure to grasp and understand this similarity and the consequent tendency to restrict the term education to the learning-process carried on in schools and therefore to training for work based on books. The starting point for all clear thought on education is the recognition that one of the two fundamental aims of all education is to train people to some kind of productive work and it is not a matter of great importance whether that training is carried on in schools and colleges, or in the homes of children or in workshops. In the past all these three places were significant as educational institutions. While schools trained people to certain kinds of creative work, the home and the workshop trained them to other kinds of work. That was all the difference.

This however leads us to take note of one significant tendency in the countries of the west during the last two centuries. The home and the small workshop have lost their importance as places of training and schools have become practically the only institutions for the purpose. This is the result of the development of science in the first place and the necessity in the second place of a knowledge of the three R's even for ordinary workmen. The tools and instruments which workers used in the pre-machine age were of the traditional type and not much of scientific knowledge was required to

\* From the Presidential Address delivered at the 11th Andhra Teachers' Federation, held at Amalapuram on 8th May, 1950.

use them. Not so is the case with the machines which come into vogue with the industrial revolution ushered by the development of science. Any intelligent understanding of their mechanism and the way in which they have to be used requires a knowledge of science which can only be secured through laboratories set up in schools and other educational institutions of the conventional type. It is not possible to equip each home or each of the small workshops with a laboratory. Education or training for work as was imparted for ages by parents in their homes ceased to be practicable under these altered conditions. This was the case all the more as in consequence of the industrial revolution work came to be carried on more and more in factories away from the homes of workmen. Fathers and mothers spent the greater part of the day away from their children and it was not possible for them to give any real training to their children. If children had to be trained for creative work this had to be done in schools and naturally schooling and education became more or less synonymous.

In another way also the machine age has contributed to the importance of schools. Universal literacy has become much more necessary at the present day. Machines which came into vogue not only in manufacturing but also in agricultural industries could be better handled by persons to whom instruction in regard to their handling could be communicated through pamphlets, leaflets and books. Written instructions were found to be more economical. A literate worker therefore became of greater service than an illiterate one in all fields of production. The result of this has

also been to diminish the importance of the home as a training place and to correspondingly increase the importance of the school. This accounts for the introduction of free and compulsory education and the rise in the proportion of literates in Western Countries.

This connection between mechanisation of national economies and the growing importance of schools requires to be carefully noted. It is because of this mechanisation that schools in the west are doing today not only the work which they were traditionally doing but also the work formerly done in the homes of their pupils and in workshops. The school today is not merely a centre for training in literary scholarship but serves the purpose of a home and a workshop. Schools have to teach agriculture. It is they that teach other crafts and train the youth to all kinds of vocations. It is not a small minority of the population that enter the schools. Almost every one spends ten to twelve years in them. It is because of all this that in the countries of the west schools have come to occupy a place of national importance which they did not possess in the past and this is also the reason why the progress achieved in those countries is measured by the amount of money spent every year on education.

You may ask how all this is relevant to a study of the educational problem in our country. It is most relevant in more than one way. There is one general tendency which we find in our country today and it consists in our borrowing the ideas and practices of the west even though we don't have here the necessary social and economic background which has been responsible for the

growth of such ideas and practices there. In the west the loss of the importance of the home as an educational institution and the transfer of all emphasis to schools is the result of natural growth. In countries like England, France, Belgium, Germany, the United States, Canada, etc., there is a large amount of industrialisation and even agriculture has become completely mechanised. Universal schooling has become a necessity in them. Workers have to be literate and have also to be familiar with the ordinary scientific processes connected with the working of machines. Moreover—and this is a point of great importance for educationists to think about—as consumers people in those countries have to make constant use of power-driven machines work in their houses—cooking, preservation of food, cleaning, heating, laundry work etc. is carried on with the help of mechanical appliances. Almost every house has a radio. Most families have cars of their own. They have telephone connections. Thus both as producers and as consumers they live in a world of machinery and mechanical appliances a knowledge of the use of which requires a great deal of school education. This is the reason why there is integration in these countries between education on one side and the social and home environment on the other. The two are parts of a single life. They are limbs in one living organism. No one thinks of education as a luxury in those countries. It is as much a necessity to them as food, clothing and shelter.

Our country is in a quite different position. We have not yet become sufficiently industrialised to make the people feel that they cannot get on without education at

school. Only a small minority of people live in towns. It is they that feel the need for some kind of schooling. The large majority live in villages and agriculture is their main occupation. Even this agriculture has not become mechanised and there is no near prospect of its becoming mechanised. A person who carries on agriculture in the traditional fashion with the traditional implements—and nearly ninety nine and threefourth percent of the people are in this category—has nothing to learn so far as his work is concerned from school. The same is the case with the village artisans and with those cultivators who carry on cottage industries to supplement their paltry income from land. In the abstract it may be argued that every one should acquire knowledge for its own sake and that every one therefore should have a knowledge of modern science. But the thirst for such knowledge cannot be created in our rural folk when they have so little use for it and when they do not handle mechanical appliances either as producers or as consumers. There are millions of children of school going age who have no opportunity of even seeing a railway engine, a motor car, an air plane, a radio or a telegraph pole. The conclusion that has to be drawn from this contrast between western countries and our country is that any attempt at introducing universal schooling is futile. It will not bear much fruit. And it will not have much value. The processes of production have to be modernised before universal education through schools becomes a necessity. Today most people do not want it. They have no use for it. It is a costly luxury to them and it is also a luxury for the country as a whole.

This may appear to be a reactionary view—an old world view. Yes, it is so. But it does not on that score cease to be a correct view. It is the only view that is in consonance with the actual conditions of our country. We are living still in the old world. We are told—and this preaching is being incessantly carried on—that our salvation lies in remaining in the old world in our capacity both as producers and as consumers. Modern Scientific appliances have no place in it, and it has no use for them. The old world had no compulsory system of education as is understood in the West today. So long as this old economy is practised and so long as the philosophy underlying it is praised and commended by statesmen at the helm of affairs there will be no need for universal schooling. Schools cannot compete with the home as centres of education. The less therefore we talk of universal education the better it will be.

This lack of co-ordination between ideas on education which we borrowed from the west and our national economy which is old fashioned and medieval is found as much in the sphere of higher education as in the field of elementary and secondary education. Most of our educational effort at the secondary as well as at the college level is a waste. This is true as much of professional education as of general education. There are numerous graduates in arts, general science, Engineering, technology, mining, metallurgy etc. Some of them have been trained in the Universities of the West—in Europe and America. But there is no industry in the country which is capable of utilising their skill, intelligence and ability. Some of them have been sent abroad by government and large

amounts of money have been spent on them in the shape of scholarships. They return home but find that there is no industry or business concern which can absorb. It is all a colossal waste of human talent. There has been no planning although there is a great deal of talk about it. This is at the root of all our difficulties. We live in two worlds. Our world of ideas is western. Our actual world is eastern. There is no connecting link between the two. The preparation which we make in schools and universities for life has no connection with the life we have to lead after the preparation is over. It is all unreal and artificial.

It has been observed above that even the demand for universal literacy in the West was the outcome of industrialisation. This fact also is relevant to our understanding of the situation in our country. Literacy after all is a tool and in a country like ours which is economically so backward it has very limited use as a tool. There is no necessary connection between literacy on one side and the capacity of a worker working in a primitive or medieval economy. There is therefore much justification for parents in villages refusing to send their children to schools. The literacy which they acquire makes them regard agriculture as an inferior occupation. This is the reason why even in rural areas where compulsory education has been introduced attendance is very slack. The question therefore deserves to be seriously considered whether at the present stage it is desirable to introduce universal education on a compulsory basis for the mere purpose of making people literate.

My answer is "no" even though people may laugh at such

an answer. A better alternative is to go in for adult literacy. This does not mean that government should not spend money on opening elementary schools in villages which do not have them at present. They should proceed with such schemes of educational expansion. What is contended here is that there is no need for compulsion. Parents should be left free to send their children or not. There is always the possibility that parents will send more and more children if they find that instruction in them is of real utility. But adult literacy stands in a quite different category. It is much easier to teach adults than to teach children. It involves less expenditure and less time especially in view of the large number of simplified devices that have now been worked out for teaching the arts of reading and writing to grown up people. And when a parent becomes literate he will necessarily understand its value and will then willingly send his children to school. What is needed today is therefore a greater emphasis on adult literacy. Any campaign carried on for this purpose will modernise the rural areas much more rapidly than schemes of compulsory education for children.

Most of the difficulties with which teachers in Secondary schools and Colleges are confronted today can and should be ultimately traced to this lack of co-ordination between education on one side and the general economy of the country on the other. It is only to the extent to which education develops the capacity for creative work that it will inspire confidence and stimulate genuine interest and enthusiasm among those who happen to attend educational institutions. And creative work ought to be work for the carrying on of which there is scope

and opportunity in the Country. Till about a generation ago educational institutions served this purpose. They were few in number and they trained young men to public and professional work. Every young man who came out of these institutions secured decent employment of one kind or another and there were very few who were overtaken by frustration or disappointment. Education imparted in schools was really serviceable in fitting the youth to enter public services, and every one who attended those institutions took to his school work quite seriously. Indiscipline was rare; strikes were never heard of; and the relation between the teacher and the taught was of the traditional type. But things gradually underwent a change. Schools and Colleges multiplied. More young men joined them. They got education of the old type, education which made them fit for clerical jobs only. But there was no large or proportionate increase in the number of such jobs. And many young men either remained unemployed or got employment in spheres of life which had no relation to the educational training they had. It is this situation that is really responsible for the indiscipline which is so much a characteristic of educational institutions at present. It has changed the psychological outlook of the youth in Schools and Colleges. They see that the instruction and training that are being given to them have no relation whatever to the work they may have to do later on. They are not interested therefore in all that training. Indifference, negligence and positive mischief characterises their life at school. It is not necessary to dwell at great length on this aspect. It is too familiar a

feature. There is no real educational atmosphere in schools simply because the education given in them does not help the large majority of pupils to become creative workers—which is the one purpose that education should really aim at.

Remedies for this state of affairs have been thought of and one such remedy advocated is the introduction of a vocational bias into schools. But this remedy has not been tried on a large scale and even if it is tried there is no prospect of its being a success. Agriculture is the most important occupation in the country although of course, there are other fields of productive work. It is only when the training given in schools can make the youth better agriculturists, better artisans and better businessmen and industrialists that the imparting of this vocational bias will be an effective remedy. These are the real fields of creative work. But no one who knows the schools of today will have the boldness to say that even with some vocational bias they will succeed in giving to the youth the kind of training needed to make them better workers. This is not so much the fault of schools as the defect in the system of agricultural and industrial economy which has no use for men really trained in modern methods of agriculture and industry. This is the reason why the vocational subjects in the school curriculum have not attracted as many pupils as the academic subjects.

We therefore come back to the position from which we started. Educational reform cannot be undertaken in isolation. It has a relation to the social and economic environment within which it has to function. And this environment has to be

reconstructed if educational reconstruction is to be of service. It is because we have failed to take serious note of this connection between the two that educational institutions are now faced with complicated problems for which it has not been easy to discover real and effective solutions.

Teachers are supposed to be experts in training young men. It is true they are experts but their expert ability will serve no purpose if society and those who are in authority do not take the trouble to define the purpose for which the youth have to be trained. The fields of creative work—agriculture, handicrafts etc.—which are in existence in the country do not require the services of young men to whom training has to be given in schools. The problem therefore for which teachers have to find a solution is how to create among young men real interest in the study of subjects for which large numbers of them have no aptitude and subjects whose study will not be of much use to them in later life. Many are under the impression that what is needed is a revision of courses and syllabuses in this or that subject or the introduction of some more compulsory subjects and so on. But this is not the real problem with which schools are faced. It is a much more complicated and a much more fundamental one. It is as has already been noted the problem of how to create interest in the training imparted in schools when both the teachers and the taught are keenly conscious that it is no training for any kind of real creative work.

It should not be inferred from this that I belittle the value of a discussion of the place of English or

Hindi in the scheme of Secondary Education, or of the short-comings of the syllabuses in Social Studies or Elementary Mathematics and of many other topics which are normally included in the agenda of educational conferences. They have a great value. But such discussions will bear fruit only when they are related to some positive aim of education to which they all serve as means. Subjects, courses, syllabuses etc. are after all means for some end. They have no value in themselves. Discussions about them may be carried on but such discussions are bound to have an air of unreality so long as there is no clearness about the nature of creative work for which the youth should be trained.

It may not be quite out of place to refer to the consequences of this state of affairs to the public life of the country. Persons educated in Schools and Colleges are not in the large majority of cases fit for any kind of work except the clerical work and work connected with the lower ranks of administration. The result is a regular clamour for the increase of jobs in public services whether such jobs are really necessary or not. The clamour has to be satisfied specially because it is now raised by persons belonging to groups and sections of people who are in political power. Political paralysis grows and a new vested interest comes into existence. The upshot of all this is that a good deal of public revenues raised through taxation is spent on work which is not of a really productive character and the country becomes impoverished on the whole.

I will now address myself quite briefly to the second aspect of man's life with which education has to be

brought into relationship. It has already been pointed out that social life is possible only when individual behaviour is kept under restraint and when freedom becomes an ordered and disciplined freedom. This is at the root of all morality. In man the impulse to freedom from all restraint is always active. It is only through some effort that he can be trained to curb this impulse in the interests of the other members of society. There are many forces working in society which put this curb on him. Religion, government, tradition and economic institutions are among such forces. But these are not quite adequate and it has all along been recognised that education as imparted in schools and colleges has to supplement them if man is to lead a life of disciplined freedom which is morality. It is because of this that education is regarded as fulfilling a social and moral need. When we therefore review the nature of the educational system in our country today we have to ask ourselves whether it is able to effectively satisfy this need.

Every one is agreed in saying that we are passing through a period of moral crisis of an unparalleled character. There is a complete moral break-down in the country and it is as much pronounced among the educated as among the uneducated sections of the people. Perhaps we will be nearer the truth if we say that it is much more pronounced among the educated than even among the uneducated classes. We have been told by persons who speak with authority that there is wide spread corruption in the ranks of public servants, among legislators, even among the members of ministerial cabinets and the leaders of the most

prominent political party in the country. To abuse one's position for the sake of personal and private profit is the essence of corruption, and this is prevalent to-day on an extraordinary scale. People cling to office not out of a sense of public duty but because it gives them opportunities—and in many cases opportunities of an illegitimate character—of private gain. Jobbery and nepotism are said to be on the increase. Black marketing has practically come to stay. There is increasing lawlessness everywhere. It takes various forms. Ministers bring pressure upon members of the civil service and induce them to do things not sanctioned by law. Civil servants have not the moral courage to resist the pressure of those who are in political authority. Life has become less secure. There is less of safety of person and property. We read reports almost every day of murder, arson and loot in several parts of the country indicating thereby that there are organised groups who do not believe in the sanctity of human life and to whom pity, kindness, mercy and generosity have no meaning whatever. If this process continues for sometime longer there will be utter anarchy and confusion, and no individual can be in a position to say what is going to overtake him the next day or the next moment. We will then witness the complete collapse of moral life.

This is the one great problem with which the country is faced to-day. In every age, schools and teachers were expected to shape the moral conduct of the youth of the country and they generally fulfilled such expectations. But the situation today appears to be very much different. One is tempted to ask if the teacher is able to exercise any

moral influence at all on his pupils. Do pupils care for the advice of the teachers? Do teachers command the respect of their pupils? Let each teacher give his own answer to these questions. Are we not familiar today with the scandals about the way in which public examinations are conducted? Have not malpractices become more common? Have not some teachers, even headmasters and inspecting officers been parties to such malpractices? What about the stories of candidates appearing for examinations going about in pursuit of the examiners and stories of examiners being influenced directly or indirectly to oblige such candidates? How are promotions secured? Is it always by honest work? I do not say that schools alone are to blame in these matters. I know that parents encourage their children in all these matters. Public conscience is dead. Schools have ceased to be centres of training the youth in the good ways of life.

All this is a challenge to schools and teachers. They are now to ask themselves if they should tolerate abuses like these. It may be that they cannot do anything to check the moral corruption in public services or the outbreak of lawlessness outside the school. But they should try and find out if it is not possible for them to be their own masters inside the school and resolve to do their duty fearlessly and even heroically. They must expose the blacksheep among them, their brethren who by their conduct bring dishonour to their profession. It is only through concerted action that all this will become possible and steps have to be taken in that direction. Today teachers are helpless when

in the examination halls and outside them they become victims to all kinds of rowdysm simply because there are some among them who welcome such rowdysm or to whom it is a paying proposition. 'Should this helplessness become the order of the day?

I do not think I need proceed further with this topic except to repeat that there is this brutal fact of disorderly and lawless behaviour of man towards man on the increase, that its germs are found in schools, that few steps are taken to kill them there and that in consequence they grow stronger and stronger and ultimately contaminate the whole society. The child in school is the father of the man in later life.

Teachers are experts in the training of children. They have to train them to lead a disciplined life. But there is the fact of growing indiscipline in schools. Is it not the right and duty of the expert to discover ways and means for eradicating this evil? Teachers are an important section of the community. They have certain responsibilities to discharge. They are today very much handicapped in the discharging of those responsibilities. But it is their concern to have these handicaps removed. Let them draw a plan for this and let them take all the steps necessary to put it into effect. They will then earn the gratitude of succeeding generations of their countrymen. They will then become the real makers of their country and the builders of real citizenship.

## A Scheme for Teachers' Education

Miss ANANT NANDA, M.A., B.T.

WE all seem to agree on the proposition that the wellbeing and future prosperity of a nation depends upon the quality of its citizens who are its life blood. Citizens can only be possessed of sterling qualities of head and heart if they receive good education by properly educated teachers. Teachers cannot successfully undertake such a responsible task without receiving the right type of education in Teachers' Colleges. It is not denying the truth of the assertion that teachers are born and not made. Every one cannot be a teacher. Those who are possessed of inborn qualities can only bring out these by a right type of education. Therefore teachers' education on proper lines is essential to have the right

type of citizens. Their education therefore must be conceived, planned and executed on such lines as would lead to desired results.

To begin with, teachers' education should be undertaken in Colleges which are autonomous units within the University. As their education is to be more practical than theoretical and a greater part of their education is to be in real school situations, there appears to be hardly any place for public examination, to put the official stamp on teachers. The staff of the teachers' colleges should be regarded as competent to judge the abilities and acquired skill of student teachers. This naturally leads us to the question who should be on the staff of teachers' colleges.

Teachers' Colleges should have on its staff experts in the field of education who have made a thorough study of the different branches of education and have had a rich and fairly long experience in educating children. Only those who have had such an experience in schools should be deemed as competent and qualified to educate student teachers. This leads us to the conclusion that there can hardly be any room for those who have only specialized in theory and have had no practical experience in handling children. They may be able to paint beautiful pictures of ideal situations to be established in schools but teachers in schools have not to deal with ideal situations. They may certainly have an ideal before them but what is needed most is practical knowledge and practical wisdom while dealing with normal and abnormal children. Thus we see that Teachers' Colleges should have only those teachers on the staff who can direct, guide and enlighten student teachers by giving practical suggestions for educating children. Besides practical experience, Teachers in colleges should have the zeal and fervour to inspire others. They should themselves have a noble idea of their profession and a high sense of devotion to it before they can imbibe in student teachers. They should present their personal examples to them. For no lectures, however impressive these may be, can take the place of personal examples.

#### Student Teachers

Having surveyed the qualifications of teachers of the teachers' colleges it is essential to know who should be the student teachers and how should they be selected. In the first place they should be well up in their selected subjects besides a

good general education. They must show keen interest, great liking, nay fanatical zeal for their profession. They must have a feeling of dedication to it. There can be no place for those who join with a defeatist attitude, as a last resort. Those who are frustrated in life cannot be entrusted with the task of educating our citizens of tomorrow and building up their character. There should therefore be a proper selection of those who take up Teachers' Education. Colleges should fix an age limit so as to have only those who have a real liking for it. Students should have a healthy mind in a health body and have balanced and integrated personalities. Only such teachers can be expected to give unbiased treatment to the subject matter of education and thus develop the qualities needed in good citizens.

#### The Courses of study

Student teachers have to be educated on such lines as would enable them to perform their manifold duties creditably. Teachers in schools have not merely to impart knowledge learnt by them, elsewhere, but they are to help and guide every individual child to realize his or her individuality in the social set up. Teachers have to mould their character. For this they must know how to respect the individuality of the child. This will naturally bring them to the study of child nature. They must be educated to have a thorough insight into it. This can only be possible if they are given opportunities of studying and knowing children. Student teachers must be placed in actual school situations to study children. Child study must, therefore, be the first and foremost subject for Teachers' Education. Practical knowledge thus

gained should be improved and supplemented by a study of Child psychology. This has naturally to be studied along with the more comprehensive subject of human psychology. Teachers should have a deep practical knowledge of human behaviour and child behaviour in particular. With the knowledge of psychology they would be in a better position to modify behaviour which is regarded as one of the purposes of education. Student Teachers while in College should be required to make a systematic study of children. The different groups of student teachers engaged in this should meet frequently to discuss the common difficulties they may come across and suggest to one another ways and means of solving the problems of children. Their teachers should direct, guide them and enlighten them with their own knowledge. This would help in the exchange of views and lead to the enrichment of knowledge about child nature. Having studied children, student teachers should be required to handle abnormal cases and adjust them to school situations. They should be encouraged to make case history of problem children and then adopt actual measures to deal with them. In this way they would begin to take interest in problem children, study them and prevent retardation or delinquency. Thus it is desirable, rather essential to include a programme of mental hygiene as a subject of study for teachers. They must be given practical suggestions to promote the mental health of children in schools.

Teachers, besides psychology, should know the current educational problems of their own country as of other countries, how these have come about and how these are being

tackled, and how they should be tackled. An intensive study of these would help them to know how far their country has progressed in the field of education and what still remains to be done. To know how current educational problems have arisen they will have to know something of the History of Education. The History of Education should not be studied in chronological order as is done in Teachers' Colleges now but in retrogressive order. The current problems will be studied first and to know the causes of these a reference will have to be made to the immediate past e.g. if we are to study the problem of illiteracy in India we must know the causes which have to be located in the past. A study of the past will be needed. In order to solve this problem the peculiar needs of our country will have to be studied specially those that have a bearing on this. While engaged in the study of this problem an idea how this problem was solved in other countries will be of great help to us. So the study of the conditions prevailing in other countries will have to be carried out simultaneously. Educational Problem can be properly studied in the light of philosophy of education. Care should be taken to see that student teachers do not divorce theory from practice but regard the two as correlatives. The philosophy of education taught to them must help them in organizing schools on sound lines and introducing changes whenever and where ever necessary.

The subject of school organization should be regarded as mainly belonging to the field of practice. They should be well, rather thoroughly acquainted with the nature of the work in school. They should be educated to be admini-

## EDUCATION IN FREE INDIA

Sri V. SANKARA AYYAR,

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strators as well as educators. While in teachers' colleges they should not be merely taught what they ought to do but what they can do in the circumstances prevailing in different schools. They should be placed in actual school situations and thereby know the nature of work. School organization will thus be learnt in schools and not in the lecture halls of the colleges. Instead of giving thirty or forty lessons in schools they should be apprenticed in different schools for a period of not less than six months. During the period of apprenticeship they should be given full opportunities to deal with situations and problems as they arise. The help, in the nature of suggestions from their teachers should be given to them whenever, wherever needed. In this way they would get practical experience and their theoretical knowledge will be tested and retested. Thus student teachers will be thoroughly prepared before they take up their profession.

Teachers should also know how to lead children to the fountain of knowledge. This does not mean that they should be acquainted with the shortest route to it or in other words the best method of pouring in or transmitting knowledge. They should know how to create and rouse interest of children so that they may naturally be drawn to knowledge and learn to acquire it by their individual efforts under proper guidance. They should be helped

and guided to acquire knowledge and not to be fed by it. Student teachers should be given practical suggestions to undertake this task. They cannot be taught fool proof techniques or a standard procedure. They must be given direction and guidance in devising their own techniques in the light of the circumstances in which they are placed. They must above all be educated to develop that practical wisdom which is the royal road to their success throughout their career.

It follows therefore that teachers' Education has to be fairly extensive. It should cover two academic years instead of one.

Besides educating student teachers practically and theoretically they should be so inspired that they begin to regard their profession as a noble calling to which they are to dedicate their lives. This can be possible firstly by arranging talks and addresses by eminent educationists who have served the cause of education by devoting their lives; secondly by raising the social and economic status of teachers. They can only dedicate their lives when they are in a position to have an independent economic living. The joy and pleasure that the teachers must have in their work can only be possible when their worth is socially recognized. The society and those engaged in the profession should work so as to make this noble profession really noble.

### Personal Qualifications required of Teachers

A sense of vocation, an awareness of the duties and opportunities in teaching, and a predisposition for the work through—home-grown familiarity with—knowledge and ideas.

"The forward-looking teacher is a professionally dedicated articulate, community-minded—individual".

—From 'School Life'

"GOOD morning, brother," was the usual way of greeting in the old days. But this kind of greeting has changed now that the people realise that this is our own country. Now we use the terms "Namasthe & Jai Hind" instead.

Each and every parent wants his son to be educated so that he can earn his bread by becoming a clerk or an officer in some department. We all know that many graduates who come out of the colleges every year, find that they are quite unable to enter any profession and find out an independent means of livelihood. The more the pupils take literary education, the less they become fit for the home occupations and manual labour.

The world is changing and many new methods overtake the old ones. Our country wants a thorough overhauling of the educational system, which our present government is endeavouring to bring about.

"The schoolmaster must be the centre from where noble ideas and ideals radiate into villages," said the former education Minister, Mr. T. S. Avinashilingam Chettiar. How much importance, dignity, and devotion he has towards the schoolmasters' profession! The first and the foremost task of the schoolmasters is to instil in the new generation a love for one's own country. The glory and pride of our country's history would surely create self-confidence in the young and develop their personality. The teacher should observe the peculiar interests and inclinations of the pupils and see

how these can be cultivated and ultimately used for broader national purposes. So the aim should be the betterment of humanity. Mahatmaji emphasises that there should be one teacher for each class and not one teacher for each subject for the first seven years at least i. e., up to and including the III Form. The Hon'ble Viswanath Doss, Ex-minister says, "The ideal of education is to bring out the best in man and to create a love for God and for man." Educational Psychology emphasises that children differ from one another in tastes and mental capacities. So, it is the duty of the teacher to find out and adjust their teaching work if they mean any useful to the scholars. This is possible only if the pupils are under the same teacher for longer periods. Every great educationist, nowadays insists that education must be more and more child-centred and less and less subject-centred.

"By education I mean, drawing out of the best in child and man. Literacy in itself is no education", says Mahatmaji. So, a teacher who teaches a shorter period of time can hardly know the individual needs of his people. The responsibility becomes divided which very much hinders the progress of the pupils. This should not be at least for the first seven years of education.

Elementary education should stop with the fifth class. The sixth seventh and eighth classes should once for all be abolished as they do more harm than good to the pupils. Ill-equipped ill-staffed higher grade elementary schools should not be

the feeders of secondary schools. When the pupils leave the fifth class of an elementary school, they should have a fair knowledge of their mother tongue and practical knowledge in Arithmetic.

The three years' middle school course should (i) provide for the ordinary working knowledge in the regional and some other languages, (ii) cultivate a love of reading (library work), (iii) create a love of poetry and music (prayers), (iv) instil a knowledge of and a desire for taking part in the normal citizenship (leaders and members of classes and committees in the school), (v) provide for the proper caring of the body and maintenance of the habits, (physical training and citizenship training), (vi) prepare the individual for the life that he is shortly to enter upon, (vocational training, mathematics and science, newspapers and magazines), (vii) make the individual a worthy member (moral and religious instructions) and (viii) give a comparative study of the past and the present of our country and that of others (social studies).

The first plank of the educational system is the healthy body. Then comes the healthy mind i. e., the development of character and finally comes the legitimate classroom work. In my humble opinion the best and cheapest exercise for the development of the body is the Sooryanamaskar which is otherwise called Thandals. Each schoolmaster should compel his pupils to take some 25 to 100 Sooryanamaskaram exercises according to his capacity before the regular school work begins in the forenoon.

Selection from all religions, the Ithihasas, Puranas, the Upanishads, the Koran, the Bible etc., should be

taken and books published for several standards. This subject will serve to draw the attention of the pupils to the essential unity of the religions and thus make them understand the unity of all the religions. The ideal of universal brotherhood is expounded by the authors of different religions. They command us to pray for our own happiness and bliss as well as for the well-being of the entire animal kingdom.

Immediately, the department of education should come forward and appoint a special committee consisting of eminent men who know the child psychology well to rewrite the text books of all the classes for all the subjects. Books should be written in such a style and manner as to bring that refinement of our culture—past and present—and to show comparatively with other countries that culturally we are superior to other nations. Only when such text books are written for use, the schools can do their proposed regular work to the best satisfaction of all. It is the duty of the FREE GOVERNMENT to take the responsibility of publishing all the text books required for the state in a co-operative basis.

If our nation has to take a right step towards its progress each and everyone should be interested in the politics of the nation. The people must know, without exception who their leaders are and how they lead them. As many adults in our country still are illiterate, it is the duty of the Government to see that each and every adult, male or female, is made literate at least within a period of five years. So, all the teachers should compulsorily be made to do this social work at least for one hour everyday in the night between 7-30 and 9 at his convenience. The

Government should meet the full net cost of this kind of adult education. Educating the public is a source of vast expenditure. Yet this must be borne by the Government on account of its value and necessity. Here, the first half an hour should be devoted to magic lantern lectures, songs, current news, dialogues, dramas etc. The second half should be utilised for the regular teaching of the Three R's—Reading, 'Riting and 'Rithmetic.

We are Indians and so we will have to maintain the Indian mode, ideal, and outlook of life and try to meet and master the modern world. So each pupil must be made to help others and receive help from others. All human problems can be solved only by friendship, social feeling and co-operation. So, all the good habits must be cultivated from the childhood. The joy that comes out of devotion to duty, service to human beings, enthusiasm for a good cause, is the fruit of real culture. So real culture cleans one's mind of all its bad habits, selfishness, greed and fear, and clothes it with humanism and gives birth to real joy. So, practice in gardening, carpentry, fretwork, carving, drawing, painting cooking, vocal and instrumental music, basket and matmaking, rattanwork, tailoring, knitting, and spinning, clay and cement modelling etc., are some of the activities that can make the pupils happy and strong.

In this connection it may not be out of place if I mention a few of own personal experiences for the past 35 years of life. I learnt cooking from my boyhood and so I take pleasure to help others in cooking even in big functions when occasion arises. I have improved myself in carpentry, smithy, and

masonry when I had opportunity to get myself trained when I was at Rajapalayam. I have now got my own tools with me to make my own furniture, cement blocks etc. Besides these I have increased my vocabulary in the languages like English, Tamil, Telugu, Sanskrit, Malayalam, and Hindi. I spend my leisure hours in studying the religions, astrological astronomical and medicinal books. I have a working knowledge of Typewriting, Book-keeping, and similar commercial subjects. Now I am practising tailoring too. Thus I never waste my time. The knowledge of such subjects will surely develop the powers of observation, concentration, and resourcefulness. So, the teachers should try their best to elevate the future citizens under their care through stories and practical demonstrations and not to waste their precious time; for time once gone will never come back.

The present day teacher, especially, the Secondary Grade Trained teacher, suffers very much for want of money to support his family. So, he had to sell his all, even his self, as his salary is not at all sufficient even to buy the required RICE for his family. Every one of us knows very well the abnormal rise of every article of necessity. He then wanders to get loans. Who is going to help this class of people in this world these days? So they now feel that their profession is an intolerable drudgery since others with little or less education earn threefold or fourfold.

A raw S. S. L. C. holder has chances to become an officer in some department or other and thus he has good prospects before him. Instances are not wanting for such cases. A secondary grade trained teacher who has undergone two years'

training after S. S. L. C. examination, has to get only a salary of Rs. 45-3-60-2-90 (in Government schools only). The framers of the present scale of salary to the secondary grade trained teachers might have thought that the family burden of this class will become reduced as they get experience. But the fact is contrary. But they were wise enough to fix the scale of salary of B. A. L. T's at least, as 85-5-125-10-175 (in Government schools only) thinking contrary to the above rule. Why should they show this kind of difference in principle between the two grades of teachers of one and the same school?

Without the earnest work of this secondary grade assistants, no school can thrive. No useful work he could turn out if he had such family worries. The department should remember that they are moulding the future citizens of our country. Bearing these facts in mind, a revision of scale of pay to

the secondary grade trained teachers on the lines the department has sanctioned to the B. A. L. T's; i. e., double the rate of increment of the former after some period should be given effect to, immediately. As regards the pay there should be a difference between the agencies government, local board, or private under which the teachers work.

I therefore request the authorities concerned to help this poor class of secondary grade-trained teachers by raising their status and dignity so that they could work enthusiastically for the benefit of the future CITIZENS OF INDIA. May the Almighty bestow the authorities the kind heart and sympathy to view the pitiable condition of the secondary grade trained teachers to revise their scale of pay on the same principles as has been applied to the B. A. L. T's without differentiating the agencies under which they work!

### GOOD EXAMPLE

Mahatmaji having true insight in human psychology, has struck at the root cause and has found a remedy which no expert educationist of any country can possibly take any exception to. His precious words on page 414 of "My Experiments with Truth" are these:—

"It is possible for a teacher situated miles away to affect the spirit of the pupils by his way of living. It would be idle for me, if I were a liar, to teach boys to tell the truth.

"A cowardly teacher would never succeed in making his boys valiant, and a stranger to self-restraint could never teach his pupils the value of self-restraint.

"I saw, therefore, that I must be an eternal object lesson to the boys and girls living with me. They thus became my teachers, and I learnt I must be good and live straight, if only for their sake.

"I may say that the increasing discipline and restraint I imposed on myself at Tolstoy Farm was mostly due to those words of mine."

## Role of Education in Free India \*

### Creation of a New Social Order

Dr. Rm. ALAGAPPA CHETTIAR

TIME was when education was a mere instrument for a career.

Our country which has a history and tradition dating back to thousands of years, unfortunately has lost during the last few hundred years and more, the atmosphere in which real culture, learning and progress could develop. We managed to carry on with the crutches of old customs and habits, and this possibly resulted in low standards. To-day, there is a dynamic urge for change; change not in the thin veneer of the surface, but a change affecting every cross-section of the community and every sector of human life. With the advent of adult suffrage and popular will deciding questions of vital interest to the nation education has begun to assume new potentialities, mainly of developing the stature of the average citizen and enabling him to contribute his utmost to the governance of the country. Education must give the people intellectual courage, moral strength and civic consciousness to bear the responsibilities of this new freedom and power.

#### The 35% Mentality

There is a noticeable deterioration in standards—standards of behaviour, achievement, of production. The charitably minded explain these as the effects of the first flush of freedom, freedom won not by bloodshed but by toil and tears, by the personal suffering of the few for

the deliverance and happiness of the many. Gandhiji and a band of noble workers fought, but not for themselves alone. One unfortunate consequence has been that the means adopted during the period of the national struggle, like contempt for authority, non co-operation with the powers that be, and individualistic action regardless of laws and regulations, have taken root, and we seem to be unable to shake off these habits though the need and occasion for them are now past. In industry, in commerce, in administration, in social service and in education, we notice a certain amount of indifference which is suicidal to the nation's progress. We seem to have lost our passionate love for quality and the art of living for which our country has been famous, but we seem to be now well at ease with the next best in every walk of life. That yearning for endless improvement and striving towards perfection in all walks of life, and more specially in matters of the mind, seem to have taken leave of us. In our schools and colleges, as in public life, a feeling of complacency has set in, which makes people satisfied with a 35% efficiency. The demand for moderation, not in conduct or living, but in marking of examination papers, seems to be a highly prized objective. The psychology of the 35% which our students seem to be under, seems to be evidence of the standards in all branches of public activity. Something should be done, and that quickly to gear society to greater efforts for a higher ascent.

\* Extracts from the Presidential Address at the 40th Educational Conference at Devakottai on 11th, 12th and 13th May.

### Programme of Action

We have had plans alone during the last quarter of a century. In recent years, we had the Sargent Plan, the Post-war Reconstruction, Schemes of the different States, not to speak of plans and schemes by unofficial bodies for educational reconstruction. The Government of India have appointed Committees on technical education and basic education. The Radhakrishnan University Commission Report is now under consideration. We hear of a Secondary Education Commission to be appointed. Planning no doubt is absolutely essential. But in our country we seem to stop with planning. What we need today is a programme of acting, a programme which would with relentless vigour execute the approved plan.

### Financial Difficulties

One of the major causes for failure to adopt a programme of action is the very vastness of the problem. In a country with countless millions of population and with the bulk of them illiterate, the problem is really staggering. It has been estimated that for our own State of Madras we would need 100,000 more teachers, if we are to teach all children of school-going age, that is from 6 to 14. It is not merely a problem of teachers, it brings in its train other problems, such as school-buildings, furniture, equipment, books, food, medical care etc. The total revenue of our State is about Rs. 50 crores, and it is estimated that the cost of primary education for all children of the ages 6-14 would be very nearly equal to this. It is this stupendous figure and the consequent fear that paralyses action. However, popular Governments cannot and should not put

forward the same excuse, as of old, of lack of funds even for such problems of the highest priority, as education. If Governments shape their policies in a manner that handicaps them seriously in the matter of revenue, then they alone are to blame, if finance is not available for solving serious problems. If they are only going to present to us a problem picture, giving us the reasons as to why solution is not possible, we are entitled to cross swords with them for our not having been consulted all along the way in the matter of their policies.

### Basic Education

I am not competent enough to enter into the rather difficult problem of basic education. "Basic education is generally interpreted as education through craft. This is true to a certain extent, but not wholly true", says Gandhiji. The craft in Basic Education is to be taught not mechanically but scientifically. The emphasis is not so much on craft perfection as child perfection. If it is remembered that the craft is a means to a greater end, then the objection will lose force. The child will acquire skill in the scientific pursuit of the craft, and that skill could be turned to give it the joy of achievement. Mahatmaji has categorically observed that real education is, and should be self-supporting. Whatever might be the objection raised against one aspect or the other, it cannot be gainsaid that the scheme put forward by Gandhiji offers a much better solution to this seemingly insoluble problem than others.

### Secondary Education

In the field of secondary education there are at present above 750 secondary schools maintained by

private agencies, as against 350 by Government and local bodies. In respect of University Education these numbers are—Privately managed—82; Statemanaged—30, including professional colleges. This is an indication of how the public are eager to co-operate with Government in the matter of providing facilities for higher education. But the rules of the grant-in aid, the meagre provision for building grants, and stringent regulation in the matter of working out the grants, seem to damp the enthusiasm of private agencies. It will go a great way in ensuring good conditions of service if Government should undertake to bear the whole of the recurring net cost as well as 50% of the non-recurring capital expenditure. Such a scheme would enable managements to divert their attention to various other amenities necessary for the proper atmosphere of education and the happiness and well being of the students. One finds that in calculating grants the enthusiasm which authorities display in disallowing genuine items of expenditure is equalled only by the zeal of the Income-tax Department in their proverbial "disallowance and adding back."

### Indiscipline

One of the many distressing features of present-day education is the growing evidence of indiscipline, and lack of reverence on the part of students. Nothing is more dangerous to education and to life than indiscipline. The period of turmoil, of confusion and conflict, of the spirits iconoclasm challenge to established traditions, has brought in its wake dangerous consequences. In the hands of our great leaders, the instruments they wielded like satya-

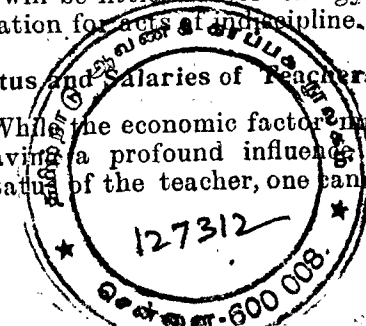
graha, non-co-operation, disobedience were all great and good. By the very use of these instruments they lived a fuller life for themselves and for the benefit of the community at large. Unfortunately, the knife in the hand of the surgeon has now been snatched by the assassin and we know with what consequential results. Political parties do not hesitate, to make use of the impressionable and emotional youths for their own ends, and thereby these elements try to disintegrate society.

### Examinations

Of the many factors that go to promote harmony, is the feeling of satisfaction that the joy of work produces. Are we, in our schools and colleges, providing the opportunity for the pupils to experience the joy of work and achievement? The cribs and 'made easies' that disfigure our educational institutions today are so many that our students are left with their unbounded energies to be manifested in ways not in accordance with our sense of order. When indiscipline is the result, who is to blame? Examinations by themselves have necessarily to stay until other substitutes are approved by society. But the one thing that can really be avoided is the unhealthy and the overbearing importance that is attached to success in examinations. It is hence necessary for us to shift the emphasis rightly on to the development of the personality. Then the pupils will find themselves fully occupied and there will be little time or energy or inclination for acts of indiscipline.

### Status and Salaries of Teachers

While the economic factor must be having a profound influence on the status of the teacher, one cannot



ignore that in our country old values still persist and our people continue to respect and esteem those who truly serve them. The good teacher is still respected whatever be his financial status. But there is today very little understanding of the nature of the teachers' work. Teachers have therefore to do a bit of publicity in order to secure a legitimate appreciation of their work.

So long under foreign rule, teachers pursued a subordinate role, educational policies having been laid down by the civil service. But today in Free India, educational leadership seems to have passed from the civil servant to the legislature. But leadership in education belongs rightly to the teachers. It is their business to advise the authorities on all matters connected with education.

#### Object of Teaching

The main object of teaching is not to explain the meanings, but to knock at the door of the mind. This is a gentle, delicate and sacred process. Those who knock must possess the requisite temper, and the proper experience and be always

mindful of the means they employ in this noble process. "The tastiest dainty may not be relished when thrown at one's head. To employ an epic to teach language is like using a sword to shave with — sad for the sword, bad for the chin. A poem should be taught from the emotional standpoint; inveigling it into service as grammar-cum-dictionary is not calculated to propitiate the divine Saraswati." There can be no substitute to quality or standard. It must be the objective of society not to bargain for any thing but the best; and the best cannot be ordered to grow by an order of Government. Discipline of mind and body, reverence to the teacher and learning are conditions precedent to progress and development in the field of education.

"Make haste slowly" is an aphorism too true in the field of education. I trust that with clear objectives we shall not stray from the path nor spoil the journey by needless excitement or unhealthy impatience. May Providence guide you right in your deliberations and may you be the instruments of the forgoing of a new order of things, in our Free India.

"Not until the great spiritual impulse now sweeping over the earth that we call the Divine Wisdom gives birth to a new ideal and conception of beauty will the Art of the future be seen among us, the Art which shall be the expression of beauty for our age.

'If you would preserve what is left of Indian Art, if you would create the Indian Art of the future, you must revive the religious spirit which is the mother of Art.....Then, and then only will Indian ideas of Beauty draw again the hearts of mankind and give through the most spiritual of religions the highest expression of Art.'

— DR. BESANT

#### NOTICE

All communications concerning Editorial be addressed to :—

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Fort Road,  
MASULIPATAM.



**EDUCATIONAL INDIA**

MASULIPATAM, May & June, 1950

#### Private Tutions

THE question of teachers in secondary schools undertaking private tuition has been rightly engaging the attention of the department of public instruction for a long time. So long as the salaries of teachers in secondary schools continue to be what they are and no adequate aid can be rendered by the managements to improve their financial condition it is only natural that these teachers should seek to supplement their meagre income by taking private tuitions. The boys flocking to the High schools in these days are too many of them below the average and the instruction imparted in schools which is designed to suit the attainments of the average student is such that they cannot fully benefit by it. In the day-to-day work of the classroom nothing could be done to afford the necessary aid to pull up the

backward student to the required level of efficiency. Any attempt to do so will make the instruction insipid and dull to the average student and in a much greater measure to the few who are decidedly above the average. So the case of the backward student who lags behind on account of inferior equipment requires special attention. If the teachers who are in charge of such students in the class are for any reason prohibited by rendering aid by private supplemental coaching the backward students are compelled to seek the aid of private coaches who may know little or nothing of the requirements of the pupils and whose teaching, therefore, may not be best calculated to serve the purposes of enabling their wards to draw level with the average pupil. The only person who can render this aid to the fullest extent necessary by studying at close quarters the defects of the backward students and by adjusting their mode of instruction to their requirements is the class teacher. The teacher also is not to blame for attempting to supplement his salary which in these days of soaring prices of commodities and ever-rising cost of living can hardly be considered as a living wage. It is, therefore, not desirable from the point of the pupils themselves or their teachers to place an embargo on the undertaking of private tuition by teachers in service.

**B**UT the arrangement by which the teacher is permitted to

give supplemental coaching to the backward pupils is attended with serious disadvantages. The average teacher from a desire to increase his chances of this kind is easily tempted to scamp his work in the class-room and to oblige the pupils to seek his assistance privately at home. When opportunities of thus supplementing his income are open to the teacher he is prone to undertake too many of these tuitions under the stress of economic necessity and to that extent he renders himself inefficient to carry on the work of the class-room at a top-level of efficiency. The High school teacher is ordinarily a hard-worked servant of the teaching profession and when the demands on his time and energy made by the organisation of his household are taken into account there is not much time that he can conveniently spare for private tuition outside the hours of class work. But on account of the economic stress he is tempted to undertake more work than he can do justice to and his private tuition as much as his class-room work will come to be done most perfunctorily and his efficiency as a member of the teaching profession will be considerably impaired. There is also the danger of the teacher devoting far too much of his time to private tuition and therefore finding himself unable to pay any attention to the extra-curricular activities of the school which play quite an important part in the moulding of the

pupils physically, intellectually and morally. This is a sad state of affairs and should not be tolerated as the work of the school in all its branches—curricular and extra-curricular—has the first claim on his attention. What happens in many schools is that a good number devote their time to private tuition and feather their own nests, while the onerous task of organising the extra-curricular activities falls on the shoulders of the few who on account of their seniority or considerations of prestige do not lay themselves out for being engaged for private tuition.

**THERE** are also one or two other evils which are imminent. The teacher undertaking private tuition is generally anxious to justify his supplemental income and win the confidence and approbation of those who dole it out to him by resorting to questionable practices for the production of "results." If the teacher happens to set the question papers for the terminal examinations he is under a strong temptation to give the advantage of his knowledge of the question papers to the pupil under his especial charge for private tuition. In the valuation of the answer papers of such pupils he is likely to be too liberal with a view to earning the plaudits of his private employer, the parent or guardian of the backward pupil, and this leads to the impairment of the value of examinations as a test or measure of the attainments of

the pupils. There is not much meaning in the contention that the members of the "noblest of professions" will not stoop to such practices. Such things are of fairly common occurrence and the teacher who can rise above these temptations is but rarely to be met with.

**THAT** teachers in secondary schools should be permitted to undertake private tuition both in their own interests and in the interests of the backward pupils cannot be denied. But it is at the same time necessary that such private tuition should be undertaken only under the severest of restrictions. Strict limits should be set to the number of private tuitions a teacher may undertake and the amount of time he may devote to it. The possibility of the teachers falling a victim to the temptation to resort to questionable practices for justifying their being engaged for private tuition by the parents and guardians of the backward pupils should be reduced to a minimum. For this purpose it is essential that private tuition should be undertaken by the teacher only with the knowledge and previous consent of the school authorities. The Headmaster must be duly informed in each case and he must take responsibility of fixing up these tuitions with due consideration to the needs of the pupils and the capacity of the teacher. Indeed such arrangements are in vogue in some schools and have been found to yield good results

and have not led to any undesirable consequences.

**THE** whole question has been considered by the Government carefully in consultation with the various teachers' associations and the Provincial Advisory Board of Secondary Education and they have decided to permit tuition under such restrictions as will minimise the evils of the present practice. The general conditions to be enforced by the managements of all secondary schools before according permission to teachers under their employ to undertake private tuition have been laid down by the Government of Madras in a recent circular. No teacher should be ordinarily permitted to undertake more than three private tuitions in any one month and the private tuition given by any teacher shall not in any case exceed 12 hours a week of which at least four hours shall be during the weekly holidays. The names of pupils and the hours of engagement shall be intimated to the headmasters leaving the valuation of the answer papers of such pupils to the decision of the staff council. In any case the undertaking of the private tuition should not encroach on games and extra-curricular activities. In all cases the previous consent of the management shall be obtained. Any neglect of duty or misbehaviour of a teacher and violation of any of these conditions will entail the cancellation of the permission given.

IT is hoped that the new rule will serve to reduce the evils of the present practice to a minimum and at the same time make it possible for the hard-worked and ill-paid teachers to eke out his income.

### Cultural Synthesis between the East and the West

SIR C. P. Ramaswami Iyer, whom Lord Montague described as the cleverest man whom he had ever met, speaking recently at Poona in the spring Lecture Series on cultural synthesis between the East and the West, expressed it as his opinion that the solution for the political malaise that faced the world today and which was sought to be remedied by the numerous efforts of the United Nations lay in increasing cultural contacts between the East and the West. There was, in fact, no necessary opposition or mutual inhospitality between the East and the West in point of culture. Each had its own peculiar way of looking at life and living and the one was as important as the other. The conquest of nature and the acquiring of mastery over matter which the West emphasised was as necessary for the progress, welfare and happiness of man as the conquest of self or Atman which artificial creation of an autogonism between the East and the West culturally has been the result of the historical accident of the western countries establishing political domination

over the Eastern countries. Throughout the history of the world there had been our interchange of ideas between the East and the West. Indians had travelled abroad in older times and left the impress of their thought and civilisation on the countries they had visited. Missionaries from this ancient land had helped to establish a far-flung cultural empire. While they had left the impress of their culture on other countries they had also assimilated some of the elements of the culture and philosophy of other countries. There had thus been a free interchange of ideas as between one country and another as between the East and the West. But the political domination of India by an exclusive nation like the English had led to the development of a spirit of antagonism. The ruling race despised the culture and civilisation of the people over whom they ruled and fully persuaded themselves that they had nothing to learn from them. The jingoistic tendency was strengthened by the frequent quotation—or rather misquotation of Kipling that

“East is East and West is West  
And ne’er the twain shall meet.”

There was the inevitable reaction on the part of the best minds that had been fostered upon our indigenous culture and civilisation of the ruling race. Thus people began to speak as if there

was an essential antagonism or incompatibility between the materialism of the West and the spirituality of the East. On both sides the slogan was shouted with redoubled vigour.

“East is East and West is West  
And ne’er the twain shall meet.”

The strong political animosity had wear out before it could be realised as in truth it is, that

“East plus West is much the best.”

THE tendency is common in the East to turn our backs on life and to devote ourselves too exclusively to the attainment of spiritual ends. But life means intensely and means well and the right attitude towards the life of the world is not the negation of life but the fulfilment of life by making the material world the medium for the realisation of spiritual values. God, as Dr. Radhakrishnan has said in one of his lectures, is not a Sultan who revels in our fasts and vigils. And to get the best out of life and to achieve the fullest enjoyment of life we must concern ourselves with the material universe instead of turning our back upon it and try to attain conquest over the forces of nature.

THIS conception which comes down to us from the Vedas and Upanishads seems to receive a new emphasis from the Western way of looking at life. The researches and experiments of Science have all been motivated

by this and aim at conquest over the forces of Nature. We in the East are also realising in greater measure than before the importance of scientific research and much of the energy and talent of the nation is being harnessed for its achievement in recent times. Sir Shanti Swaroop Bhatnagar, Director of Council of Scientific and Industrial Research, Delhi, in a recent interview gave an account of the rapid strides with which scientific research was progressing today in India. He said that signs of progress are seen everywhere. Private effort seconded by government support can go a long way towards the removal of hindrance which are largely the result of unsettled political and economic conditions. National Laboratories have been set up and, thanks to their efforts, we are making great strides in the field of scientific research. At the National Physical Laboratory under the direction of Dr. K. S. Krishnan energetic steps were being taken to develop the manufacture of precision scientific instruments. This laboratory would soon be able to meet the demands of the University institutions in respect of intricate scientific apparatus. Good work was also being done in the National Chemical Laboratory. At the Bio-chemical Laboratory a substitute for blood-plasma had been prescribed which was being tested and had given some initial results. In the Fuel Research Institute at Dhanabad, washing of coal and coal-blending were being

successfully carried out and the industrialists have expressed their appreciation of the good work that has been done and have come forward with an offer to instal large plants for the purpose. The Central Glass and Ceramic Institute will be opened at Calcutta in July next. But a Technological Block has already set to work and has succeeded in producing a new form of "fome-glass" which is excellent for insulating and building materials. The Roorkee Building Research Institute has succeeded in producing cheap building materials which have been highly appreciated. A Road Research Institute has already been built on the Muthra Road near Delhi. The Drug Research Laboratory at Lucknow will have the advantage and privilege though only for a short period of having Sir Edward Malanby as its first Director. A Silk Research Institute will soon be established at Bombay as the Silk Manufacturers' Association has made a contribution of 20 lakhs for the purpose. The food Technological Institute at Mysore under the able guidance of Dr. Subramanyam is bidding fair to develop into one of the best laboratories in the world. Thus India is increasingly turning its attention to scientific research and the pace at which progress is made encourages us to hope that India will ere long occupy a pre-eminent place on the scientific map of the world. This will also result in closer cultural association between the East

and the West and that may be expected to help in the remedying of the maladies that are to-day afflicting the body politic of the world.

### Languages in Secondary Schools

THE latest Government order regarding the place of the languages in the curriculum of secondary schools has given rise to misunderstanding and unduly vehement criticism. The new order lays down that the first language shall be either the regional language or any other Indian language or a classical language, that the second language shall be Hindi and the third language shall be English. The provision regarding the first language has caused some apprehension that the regional language will lose its importance. It has also been suggested in some quarters that the provision has been made to facilitate an intensive study of Hindi by taking it as the first language and thereby enabling them to manage with two languages only instead of three. The apprehension mentioned above is without foundation and the regional language is in no danger of being belittled so long as it continues to be the medium of instruction for the non-language subjects. The intention of the Government cannot be to give a fillip this way to the study of Hindi or to enable Hindi-loving students to manage with two languages only. Obviously the new order is

designed to suit the convenience of the minority that may be keenly interested in the study of Sanskrit and the mother-tongue is something other than the regional language. The purpose of the new order has not been clearly enunciated or indicated in the wording of it.

HINDI and English are taken proper care of in the new set up. Now that Hindi has been adopted as the national language it goes without saying that a large measure of attention should be given to it in the secondary schools. It may be that in course of time, as the Prime Minister Pandit Nehru declared in a message to the Indian Students' Union, London, Hindi will become the medium of instruction in our Universities. If that is to happen the preparation that is made for the change-over by devoting proper attention to the study of Hindi at the secondary school stage will be only proper and adequate. It would be just tinkering at the problem if less time is given to Hindi in the High Schools. The interests of English are safeguarded by giving it the place of a compulsory third language. There are some who, carried away by the vehemence of political animosity are for pitching English out of educational window. But this is sheer prejudice and nothing else. We have pointed out in a previous issue how to banish English from our curriculum or to give it a less important place would

be suicidal. By turning our backs on English we will be stultifying ourselves and cutting ourselves off from the main current of the worlds' intellectual life. It is, therefore, in the fitness of things that English should be given an important place as a compulsory third language and should have so many hours set apart for it in the weeks' schedule of work.

### Personal Notes

MAULANA ABUL KALAM AZAD Education Minister, is likely to tour the Muslim countries of the Middle East this summer with a view to promoting cultural relations between these countries and India. Among the countries on his itinerary are Afghanistan, Iran, Iraq and Egypt.

Mr. M. JOSEPH RAJA; Lecturer, Loyola College Madras has been elected a Fellow of the Royal Asiatic Society, to Great Britain and Ireland.

Dr. RAJENDRA PRASAD, President of the Indian Republic, has consented to declare open in September this year the new Sidharts College which is being started in Aurangabad from the next academic year by the People's Education Society of which Dr. B. R. Ambedkar, Law Minister Government of India, is the Chairman.

Mr. B. SEN GUPTA, Managing Editor, United Press of India has been nominated, by His Excellency the Chancellor, as a Fellow of the Calcutta University.

Mr. Sen Gupta is a member of the Standing Committee of the All-India Newspaper Editors' Conference and was President of the Indian Journalists' Association for four consecutive terms.

## THROUGH different STATES

### DELHI

#### HISTORY OF FREEDOM MOVEMENT DOCUMENT AND INFORMATION INVITED

The Ministry of Education, Government of India, has undertaken the task of compiling an authoritative history of the freedom movement in India. The object is not merely to have a correct record of the significant phases in India's national history but also to place before the world the various phases and techniques of this struggle which was unique in its character.

As a first step, a Committee under the Chairmanship of Dr. Tara Chand, Educational Adviser to the Government of India, has been appointed to supervise the collection from all possible sources for the necessary material for the preparation of such a history. The committee propose to make a survey covering the latter half of the 19th century and ending on August 15, 1947, when India attained Independence. For this purpose it will be necessary for the committee to examine all records, official and non-official, available in India. Enquiries will also be made from foreign countries for the supply of necessary material.

Government believe that considerable material in the shape of records, letters, memoirs of the political leaders, living and dead, newspapers both contemporary and defunct, leaflets, pictures, illustrations, blocks, etc., is in possession of private persons and public bodies, etc., which may throw some light on the history of the freedom movement. Government therefore invite the cooperation of the public in general and public bodies in particular in the task which they have undertaken. Any information which may be useful in the preparation of this history would be welcomed. It is requested that all

information should be sent by name to Mr. P. N. Kirpal, Deputy Secretary, Ministry of Education, New Delhi.

#### INDO-U.S. AGREEMENT FOR EXCHANGE OF PUBLICATIONS

The Government of India and the Government of the United States of America have entered into an agreement for the reciprocal exchange of official publications. Two copies of each official publication will be transmitted to the Government concerned through the Smithsonian Institution, Washington and the Central Secretariat Library, New Delhi. The United States Publications will be received by the Indian Embassy at Washington on behalf of the Republic of India while the American Embassy at New Delhi will receive Government of India publications on behalf of the Government of the United States of America.

The agreement has been brought into force from March 27, 1950.

#### SYLLABUS FOR BASIC SCHOOLS

At the request of the State Governments, the Ministry of Education, Government of India, has prepared a detailed syllabus for junior and senior Basic schools.

This syllabus, which has just been published as a pamphlet by the Bureau of Education of the Central Ministry of Education, is based on available information and experience in Basic education.

Stating this in a preface to the pamphlet Prof. Humayun Kabir, Joint Educational Adviser to the Government of India, says: "The Ministry realises that much of the work in this field is still experimental and experiments on the necessary nation-wide

scale have not yet been carried out for any length of time."

He adds that "the handbook should therefore, be used only for general guidance and need not be followed in every detail like a text-book or manual. It will, however, have served its purpose if it helps the teacher in using the various crafts to carry out the ideal of Basic education."

The pamphlet contains chapters devoted to the history of Basic education and its characteristics. Basic curriculum and its objectives and a chapter giving the detailed syllabus for Basic crafts including spinning and weaving, gardening and agriculture, paper work, leather work, clay work and pottery, fisheries, homecrafts, mother tongue, social studies, mathematics, general science, art and games of physical activities.

Copies of the pamphlet are available from the Manager of Publications, Delhi.

#### NATIONAL COMMISSION'S BOARD

The Executive Board of the Indian National Commission for cooperation with Unesco which met in New Delhi on May 6th in considering the draft programme of Unesco for the year 1951 with a view to guide the Indian delegation to the meeting of the General Conference at Florence expressed its views on various items of the programme and decided which of these should be specially emphasised by the Indian delegation. These are—the Social Education programme with special reference to the work of the Universities as regards research on social education problems; exchange of scientific information, personnel and material; strengthening of the Unesco Field Science Cooperation Office in Delhi and the study of social tensions.

### MADRAS

#### NAVAL TRAINING AT VIZAG

The Union Government are considering the stationing of one training-ship for giving training to sailors in the

Visakhapatnam Port as they are now doing at Bombay, it is learnt here.

#### MADRAS CHILDREN'S BILL

Accepting the suggestion of the Provincial Advisory Board of Education, the Madras Government have appointed a Committee of ten members to consider the provisions of the Madras children's Bill, 1950.

The Bill seeks to replace the existing Act of 1920 and bring into practice a radically new concept of the treatment, care and training of delinquent, neglected or destitute children. The Bill was published in February last.

The members of the Committee are: Mr. K. Madhava Menon, Minister for Education and Law (Chairman). Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University, the Director of public Instruction, Srimathi O. C. Srinivasan, Central Inspector of Schools (Secretary), Mr. C. Annaswami Mudaliar, Headmaster of Certified School, Madras, Mr. D. V. Kulkarni, Chief Inspector of Certified Schools, Bombay, Father Adisayam, Vice-Principal, Loyola College, Miss V. Appaswami, Headmistress, Vidyodaya High School, Thyagarayanagar, Dr. (Miss) Banerjee, Tata Institute of Social Sciences, Bombay, Mr. R. Suryanarayana Rao M. L. C., and Mr. R. R. Dalavai, Secretary, Magistrates' Association of South India.

#### DIPLOMA IN CIVIL ENGINEERING

The Government of Madras have passed orders that the diploma in Civil Engineering of the school of Engineering Bangalore, granted in or after 1947-48 under the revised scheme of two years' duration be deemed as equivalent to the new Overseer Diploma of the College of Engineering, Guindy.

#### ADMISSIONS TO SECONDARY SCHOOLS

The Government have approved the proposal of the Director of Public Instruction to extend the concession regarding admission of pupils above the pre-

scribed number in classes in Secondary schools for one more year namely, 1950-51.

Under the concession the headmaster of a school is permitted to admit in the school-year 1950-51 upto 45 pupils in a section subject to the condition that each pupil should be allowed a floor space of not less than 10 square feet. Admissions over and above this limit should not be made without the approval of the District Educational Officer.

## BENGAL

### CALCUTTA UNIVERSITY VICE-CHANCELLOR

Mr. Justice Samboo Nath Banarjee of the Calcutta High Court has been appointed Vice-Chancellor of the Calcutta University by the Government of West Bengal for a period of two years.

Mr. Justice Banarjee has assumed charge of his new office with effect from May 11.

It may be realised that Mr. C. C. Biswas relinquished the post of Vice-Chancellor, on his appointment as a Minister of State, Government of India.

### FUTURE OF CALCUTTA UNIVERSITY

Mr. Justice S. N. Banarjee, Vice-Chancellor, told the Senate of Calcutta University that he would do his best to bring back the good name of the University. Mr. Banarjee was replying to felicitations offered him on his appointment as Vice-Chancellor.

He said that people in other states were now disappointed with "affairs of the Calcutta University." He said he would not enter into any controversy on this occasion, but would study the position and after he had acquainted himself with it he would deal with it. He asked for the co-operation of the members in this task.

## BOMBAY

### BOMBAY MATRIC RESULTS

The Bombay Police kept a close watch on the city's entire water

front and ordered closure of towers normally open to public, to prevent attempt at suicide by students who failed in the Matriculation Examination.

The Matriculation results announced showed that about 61 per cent of the total of over 55,000 students failed in the examination.

Last year, the announcement of the result brought a wave of suicides by unsuccessful candidates. In one case a 15-year-old Parsi boy jumped to his death from the top of the 200-feet high tower of the Bombay University.

## BARODA

### NEED FOR A SANSKRIT UNIVERSITY

The Sanskrit Vidvat Sabha, Baroda, at its two-day annual conference which concluded urged that in order to preserve and promote Sanskrit culture, a Sanskrit University should be set up in each State of the Indian Union.

Sri Goswami Govindarajaji Maharaj of Surat presided. The entire proceedings of the conference were held in Sanskrit.

## HYDERABAD

### OSMANIA UNIVERSITY

The Osmania University Constitution has been streamlined to conform to the model followed in other parts of India.

Its charter will be substituted by a University Act which is now under scrutiny. The Constitution provides for a Senate, a University Council, an Academic Council, a Committee of Selection and a Finance Committee.

A special meeting of the new Senate will be convened towards the end of June to consider the budget, the administration report, the recommendations of the University Commission and to hold elections to the University Council and the Finance Committee.

# PUBLIC OPINION

## Mr. C. D. S. Chettyon Service Condition of Teachers

In the course of his speech at the University Education Section of the recent Devakottai Conference, Mr. C. D. S. Chetty, Principal of the Thyagaraja College, Madurai, pleaded for the continuance of the present structure of university education and for keeping intermediate and degree classes together. He also felt that regional language would serve the best needs of higher education. He said that the teaching staff in the colleges at present was about the weakest link in our university and stressed the need for improving their service conditions. He suggested that grants-in-aid should be revised to help the colleges also.

## Pandit Nehru on Care of Child Delinquents

The Prime Minister, Pandit Nehru said that children were the wealth of a nation and that it was the duty of society to take good care of them.

Pandit Nehru, who was speaking at the annual function of the Children Aid Society, deprecated the tendency among the people to look to the Government for everything. The citizens had also a responsibility to fulfil which, he added, they often forget.

Referring to the system of convicting small children for petty or other offences, Pandit Nehru said that he could not understand how anybody could tolerate "shutting up small children in jail and destroying their lives." It should be the endeavour of every society to uplift children who either through neglect or unfortunate home life were led astray. Children for petty offences should never be taken to law courts where the atmosphere was too legalistic and matter of fact. Children needed kindness, love and a sympathetic treatment. "Whatever crime children commit" Pandit Nehru said "they should not be punished for

it, considerably dealt with and reformed. I do not know how any law can punish a five-year-old boy. It is simply horrible even to contemplate it. Even if a child were to commit every offence cognisable under the Indian Penal Code, he should not be punished for it. Nobody would like to send his five-year-old son to jail for committing a mistake or an offence. Yet, that was the fate several neglected children met at the hands of the law courts for petty offences."

### CITIZENS' DUTY

Declaring that such tasks as the care of neglected children could not be tackled on a small scale, Pandit Nehru said that the whole question must be looked at from a broader angle. Small institutions with limited finances could hardly do justice to a vast problem. The institutions should have a firmer foundation and full public support. It was the moral duty of citizens in every city to see that no children suffered for want of proper care, and roamed the streets wasting their lives. Their endeavour should be to make these children good citizens.

## Mr. C. Balakrishna Sastry on the Implementation of Adult Education

At a meeting of the General Body of the Andhra Teachers Federation held on May 9th Mr. C. Balakrishna Sastri, President of the Federation observed that in view of the coming elections the Government both Central and Provincial should undertake, despite the plea of paucity of funds, the implementation of the adult education scheme on a vast scale so that people might return men of worth and character to the Councils and Assemblies. As the Government had already committed themselves to the implementation of Basic Education which included the good features of Gandhiji's Wardha Scheme it might be expected that all possible financial support would be accorded to it.

## Elementary Education in America

More than 97 percent of the population of the United States over the age of 13 can read and write. Illiteracy has been virtually eliminated through compulsory education and a system of free public schools supported by general taxation.

No part of United States, however isolated, is without a free public school of some kind, where boys and girls share the same educational opportunities. All must attend until a certain age—fixed by the States usually at 16. Nearly three-fourths of American youth remain in school until the age of 17.

The farmer's son may aspire to be a physician, and with years of study he may one day attain his goal. The labourer's daughter would be a scientist, and she, too, can realize her ambition. Though the path to success will not be easy, the opportunity is there.

The State educational systems in the United States are as varied as American life itself. The public schools range in size from the rapidly disappearing one-room rural school-house to 9,000-pupil institutions in the metropolitan centres, and the courses of study differ from State to State.

Free public school education in the United States has ever been the particular concern of the individual States and the local communities. The National Government, traditionally, has exercised no control over the education of youth—over the subjects taught or the manner in which they are taught.

The American public schools have striven to provide youth—both boys and girls—with a rounded education, with strong character, high ideals, and social consciousness. They want future citizens to live full, rich lives, and they have tried to develop the capabilities of the individual child.

The aim of American education has been to prepare youth for responsible citizenship, as well as to develop good scholars.

### THE ELEMENTARY SCHOOL

*In the United States there are approximately 160,000 elementary schools and 23,000,000 pupils...about 90 percent are in free public schools supported by State or local government.*

**AMERICAN CHILDREN** like school. Many are sent to nursery or play-schools for a few hours a day at the age of 3 or 4. There they learn to play in groups and to share their toys. At the age of 5 many children enter public school kindergartens where most of their time is spent in play. A year later they are ready for "real schooling," in the first grade of elementary public school—or in private schools, most of which are church-supported.

The modern city public school is a brick building, two or three stories high, with large airy, sunny rooms and movable desks. The classrooms are gaily decorated with the art work of the pupils. Flowers and pets tended by the children are much in evidence. Where the climate permits, some classwork is done out-of-doors and stress is laid on the value of sunshine, fresh air and moderate exercise. Boys and girls work and play together.

The school child learns by doing. He is encouraged to think for himself and to develop projects of his own imagination. This is called progressive education, and to a greater or lesser degree has permeated the school systems of all 48 States.

Education is not confined to the class-room. The children in cities make frequent trips with their teachers to museums, art galleries, libraries, and factories. They go on excursions to the country, to study plant and bird life. They raise their own pets and vegetables. The older boys and girls are given responsibilities, such as guiding the small children safely through traffic in the vicinity of the schools.

In the rural areas, the scope of educational opportunities is not as varied, but is constantly increasing. The one-room country schools are disappearing at the rate of about 5,000 a year, and being replaced by fewer and larger schools. The consolidated country school, centrally located, combines the resources of a half-dozen or more one-room schools and provides larger teaching staffs and more extensive recreational facilities. Free busses carry many farm children to and from school.

Despite the widespread development of progressive forms of education neither the city nor the country school neglects the fundamentals. Actually, more time is spent today on teaching reading, writing, and arithmetic than was common a generation ago. The children are taught to read faster, and with greater understanding. It is not unusual for a boy or girl to read 25 or more story books in the first grade of elementary school.

The children are given instruction, even in the lower grades in such subjects as current events, elementary science, and nature study. They participate in dramatic plays and musical productions.

### Typical Ele. School Curriculum

| Subjects           | Grade |     |     |     |     |     |     |     |
|--------------------|-------|-----|-----|-----|-----|-----|-----|-----|
|                    | 1     | 2   | 3   | 4   | 5   | 6   | 7   | 8   |
| Arith, Algebra     | ...   | +   | +   | +   | +   | +   | +   | +   |
| English            | ...   | +   | +   | +   | +   | +   | +   | +   |
| Reading            | ...   | +   | +   | +   | +   | +   | ... | ... |
| Writing            | ...   | +   | +   | +   | +   | +   | ... | ... |
| Spelling           | ...   | ... | +   | +   | +   | +   | +   | ... |
| Science            | ...   | ... | ... | ... | +   | +   | +   | +   |
| Geography          | ...   | ... | ... | ... | ... | +   | +   | +   |
| History            | ...   | ... | ... | ... | ... | +   | +   | +   |
| Foreign language   | ...   | ... | ... | ... | ... | ... | ... | +   |
| Art handicrafts    | ...   | +   | +   | +   | +   | +   | +   | +   |
| Music              | ...   | +   | +   | +   | +   | +   | +   | +   |
| Dramatics          | ...   | +   | +   | +   | +   | +   | +   | +   |
| Hygiene            | ...   | +   | +   | +   | +   | +   | +   | +   |
| Nature study       | ...   | +   | +   | +   | +   | ... | ... | ... |
| Gardening          | ...   | +   | +   | +   | +   | +   | ... | ... |
| Physical education | ...   | ... | ... | ... | ... | ... | +   | +   |
| Manual training    | ...   | ... | ... | ... | ... | ... | +   | +   |
| Domestic Science   | ...   | ... | ... | ... | ... | ... | +   | +   |

In many schools special facilities are provided to the gifted child. One who shows unusual ability in music, for example, is encouraged to develop this talent. Provisions are also made for handicapped children, either through special classes or special schools.

From the very first day in school, the pupil is taught to respect the rights of others to accept responsibility, and to work cooperatively with other members of the group.

Children learn that American democracy is a way of life. They keep informed about current national and world problems by reading newspapers and special weekly publications prepared for them. They listen to lectures and to radio news programmes. They learn the elements of self-government and are taught fair play and sportsmanship.

Little Susan is not afraid to stand up in class and express her views. Thus she learns freedom of speech and the value of discussion. Teachers maintain discipline through psychological understanding, rather than by old fashioned physical punishment.

### Gleanings from the Urdu Press

The *Sidq* of Lucknow, quoting from the history of Urdu literature published by Chairanji Lal in 1833, says that the Urdu language has drawn words from Sanskrit, Prakrit, Persian, Arabic, English, Punjabi, Turkish, Bengali, Gujarati etc. Altogether words from twenty-three languages are found in it Words of everyday use are drawn mostly from the Hindi language. It is therefore quite wrong (the paper remarks) to say that Urdu is an exotic language. It was born and bred in India, and it can claim Indian ancestry. It should not be treated as an alien language, but should have the same status as other Indian languages.

## SARVODAYA SAMMELAN

Resolutions passed at the 6th All-India Educational Conference  
6th to 8th April, 1950

## RESOLUTION 1

This Conference notes that where the programme of Pre-basic education for children up to the age of seven has been carried out, it has proved itself not only a most valuable preparation for the work of the Basic schools but also an excellent starting point for Adult education and the whole constructive programme. The conference, therefore, urges that the State Governments and private agencies should take up Pre-basic Education as an integral part of the educational programme and should open special sections for the training of Pre-basic teachers in all the Basic Training Schools and especially in all the schools which provide for the training of women teachers.

## RESOLUTION 2

This Conference reiterates the resolution on Adult Education passed at the fourth All-India Basic Education Conference at Bikram and emphasises the desirability of Adult Education being planned on the Nai Talim pattern.

The work of the Adult Education (Samagra Grama Seva) should be closely co-ordinated with the work of the Basic and Pre-basic schools and these schools wherever they exist, should be developed in this direction and an additional member of the staff provided for this purpose.

## RESOLUTION 3

This Conference emphatically endorses the principle that eight years Basic Education course for children from 6 to 14 should be regarded as one whole and that it cannot be regarded as consisting of comparatively independent junior and senior sections. In accepting Basic Education as their future educational pattern, the Government have accepted this integral eight years course, and the conference, there-

fore, urges them to consider their whole educational policy and the programme of the older traditional schools in the light of their acceptance of Basic Education.

The Conference notes with regret that policies inconsistent with the healthy development of Basic Education have been adopted in some provinces. The continued provision for teaching English in the 5th or 6th year of schooling in the traditional schools, while no provision is made for it before the Post-Basic stage in Nai Talim, is one such inconsistency and draws children away from Basic Schools, just at the time when their Basic Education is beginning to show fruit. Such inconsistencies should be eliminated and every modification of the traditional school should be such as to bring them closer to the Basic standards which should be regarded as the Norm.

## RESOLUTION 4

The Conference notes with interest and pleasure that the recommendations of the University Commission on the relationship of the post-basic education to the whole span of the educational programme are in harmony with the policy followed by the Hindustani Talimi Sangh. The recommendation reads as follows.

"The Duration of Rural Education—The duration of the rural post-basic or secondary school period should be related to the entire span of education. One suitable distribution of this entire span would be:

- 8 years of Basic Education,
- 3 or 4 years for post-basic or secondary education,
- 3 years for college,
- 2 years post-graduate University work for the masters' degree,

## RESOLUTION 5

This Conference notes with satisfaction the progress made in the established Post-basic schools towards complete self-sufficiency and the development of the variety of productive activities adopted to the actual needs of the present day in India.

## RESOLUTION 6

The Conference notes the tremendous and growing demand for teachers to implement Basic Education throughout the country and the plans for the rapid expansion of training facilities. It urges that every possible effort should be made by all training agencies both Government and non-government to improve the quality of the training imparted and to see that every student in training acquires a thorough grasp of the constructive programme which Nai Talim is designed to serve. This cannot be done for the great majority of our students unless these two years of training and the courses provided in the training schools should in no case be shorter than this.

## RESOLUTION 7

The Conference has heard with satisfaction the results of the work undertaken by the Hindustani Talimi Sangh in organising Nai Talim in the camps of Faridabad and Rajpura. The lakhs of displaced children now in India, offer a great challenge and opportunity both to sarvodaya workers and to the State Governments to provide a sound Basic Education through which they can be trained as self-reliant and self-supporting citizens. We urge the Governments to start Nai Talim centres in their refugee camps utilising the services of all the Basic Training personnel they can spare. In some states such trained teachers are at present unemployed or employed in non-basic schools and these may be employed immediately in meeting this need, or their services be placed at the disposal of private agencies, who are prepared to undertake the work.

## RESOLUTION 8

The Conference notes with regret that in the present economic crisis there is a tendency for work in Basic Education to be postponed or even retrenched. In view of the fact that Basic Education is the accepted type for the future, this conference urges that whatever reductions are absolutely necessary should be made by closing the old type of schools. The development of Basic Education should not be dependent on the availability of special sources of income; it should be the first charge on the ordinary state education budget.

## RESOLUTION 9

In view of the need for successful experiments in Nai Talim in any part of India being made known to all other workers in the field, this conference recommends that full information about all special features of their work should be supplied by the authorities concerned to the Hindustani Talimi Sangh, for circulation to all agencies of Basic Education throughout India.

## Andhra Teachers' Federation

## 11th Annual Meeting

The Eleventh Annual Conference of The Andhra Teachers' Federation was held in the Board High School, Amalapuram on the 8th and 9th May 1950, under the Presidency of Prof. M. Venkatarangaiah, M. A. Professor of Politics, Bombay University. Two hundred delegates from the districts, of Visakhapatnam, East Godavari, West Godavari, Krishna and Nellore, attended the conference.

At 8 A.M. on 8th May there was a flag salutation by the delegates and the National Flag was unfurled by Sri P. Satyanarayanaraju, President, S. K. C. C. Bank. The open session of the conference com-

menced at 8-15 A. M. with Prof. M. Venkatarangiah in the chair. Sri K. Paliah, B. A., L. T., Headmaster, B.H. School, Amalapuram, and chairman of the Reception Committee welcomed the delegates. Messages from the Chief Minister of Madras, Dr. C. R. Reddy, Anantasayanam Ayyangar, T. Veerabhadru, R. Suryanarayanarao, the Divisional Inspector of Schools, Godavari Division, and from several other educationists, wishing the conference every success were read out by the Secretary, Sri. V. L. Narasimham. The Conference was opened by Sri K. Prakasam, B. L., of Amalapuram. Professor M. Venkatarangiah then delivered his Presidential address in the course of which he stated that educational reform should be in consonance with the social, economic, and moral conditions of the day, and that adult literacy should receive first attention

by the State Government. He referred to the deteriorating moral and academic standards in education and exhorted the teachers to meet the challenge and discharge their responsibilities with courage and wisdom.

The Education Exhibition was opened by Sri C. Balakrishna Sastri, M. A., L. T., President of the Andhra Teachers' Federation. The Board High School, Kothapet, contributed much to the success of the exhibition.

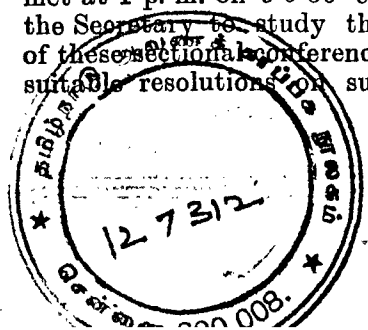
The subjects Committee met at 1-30 p. m. and again at 6 p. m. to consider the resolutions to be moved at the Conference.

Sectional conferences relating to the following subjects were conducted at which discussions were held on the present syllabuses in the various subjects and the means of overcoming the difficulties encountered in teaching them.

| Subject                             | Date   | Chairman                           |
|-------------------------------------|--------|------------------------------------|
| 1. Social Studies                   | 8-5-50 | Prof. M. Venkatarangiah            |
| 2. Telugu                           | "      | Sri Pandita Satyanaryanaraju       |
| 3. Physical Education               | "      | Sri P. Narasimharao, B. A., L. T.  |
| 4. Records, Tests and Examinations  | "      | Prof. M. Venkatarangiah            |
| 5. Hobbies and Practical Activities | "      | "                                  |
| 6. Mathematics                      | 9-5-50 | Sri A. Satyanarayana, B. A. L. T.  |
| 7. Science                          | "      | Sri A. L. Narayanarao, B. A. L. T. |

The executive Committee which met at 1 p. m. on 9-5-50 empowered the Secretary to study the reports of these sectional conferences, frame suitable resolutions on such topics

as might be considered necessary in consultation with the President of the Federation and submit them to the proper authorities.



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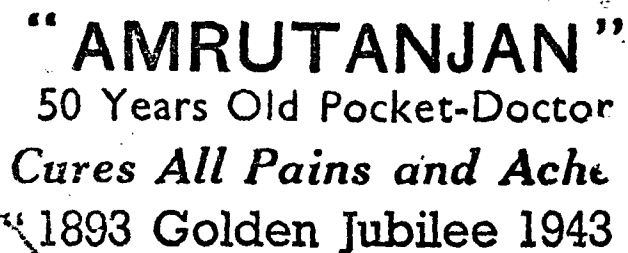
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