

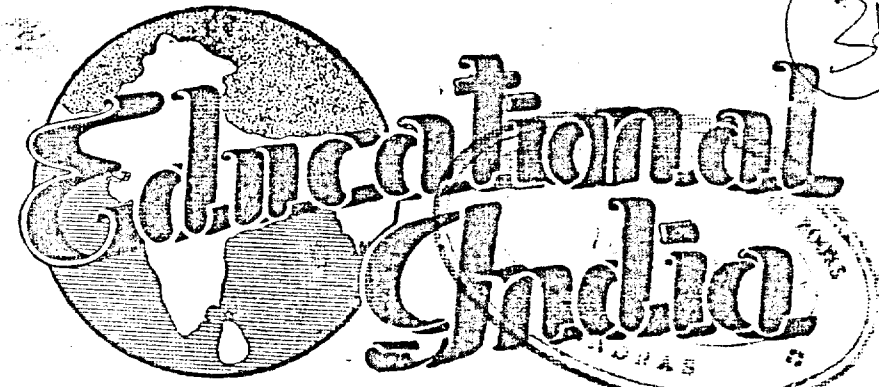
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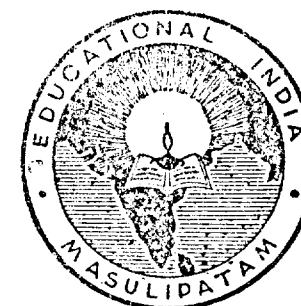
September, 1950

EDUCATIONAL INDIA

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

EDITOR :

Prof. M. VENKATARANGAIYA M. A.



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University Expansion : International Understanding and National Progress *

Prof. M. VENKATARAMAIA,
University of Bombay.

Friends,

I FEEL very much flattered and honoured to be invited to deliver the keynote address to your conference. This is an international gathering representative of more than twenty free countries in different parts of the world and it is moreover a conference of young men and women and others interested in the world of youth who have in the years to come to bear the responsibilities of citizenship and reshape the world. Discussions at a conference like this cannot afford to be merely academic; they will and are expected to have a value in giving direct practical guidance to the complicated problems with which humanity is faced today. Moreover this is a conference of persons who have full faith in the practicability of international understanding at a time where many persons are losing faith in it and when many others are alarmed at the cold war between the great powers that has been going on for the last three years and that now threatens to become a hot war. It is always refreshing to stand before an audience consisting of persons who are not cynics but who are

inspired by faith in a bright future for mankind.

The subject selected for the address presupposes that the Universities have a role to play in promoting both national progress and international understanding.



There are several who doubt whether both can be promoted simultaneously. There are several others who feel that though there is no inevitable conflict between international understanding and national progress, Universities may not in their present position and attitudes do much to bring about the desired harmony between the two. It is to these

subjects that your conference has to devote itself.

The idea that universities have a practical role to play in terms of national progress or international understanding is an entirely modern one. It is perhaps only half a century old even in the West when the idea had its birth and growth. To the universities that existed in ancient and medieval times in India and other countries of the East—and this is true also of the Universities of West—it was difficult to think of such a role. The reason was that in those periods of history there was no conception of nation or national progress and therefore no idea of any conflict between national progress on one side and inter-

* Summary of the Key-Note Address delivered to the International Student Service Twenty-third Conference held in Bombay on 12th August, 1950.

national understanding on the other.

What the Universities — professors and students coming together in them—did was to pursue research and accumulate knowledge regarding truth and ultimate reality. Disinterested search into matters connected with these was their objective. It was therefore philosophy, metaphysics, religion and ethics that attracted their attention. There was not much of research in those fields of knowledge which could be used directly in what may be called the arts of practical and daily life.

But there gradually came a change over the kind of knowledge pursued by the Universities in the West from about the beginning of the modern age and the change has gone on at an increasing pace in the course of the last four centuries. This revolution—and this is the term that is most appropriate—consisted in the attention of the universities being directed to research in the field of experimental sciences—the discovery of birth regarding the physical universe around us and the forces operating in it. Science as distinguished from philosophy and humanities became the predominant field of university activity. It is this that gave a new role to the Universities in the World.

This changed role is the outcome it may be said of the operation of three factors. (a) The new knowledge garnered by the Universities was of a kind which could be effectively used in the production of instruments and tools that could directly serve man in the achievement and fulfilment of his purposes whatever those purposes might happen to be. The knowledge gathered by the universities of old dealt in the

main with the ultimate purposes of life. (b) This pursuit of new knowledge came at a time when a new idea of the state arose in Europe, the idea that the state is power, an idea of which Machiavelli was the greatest exponent. It was this that gave birth to despotism and to monarchies like those of the Tudors in England and Bourbons in France. (c) The new knowledge also came at a time when a new class of businessmen and traders came into existence. The only ambition of this class was to take advantage of the opportunities for commercial expansion which the discovery of America and of the oceanic trade route to India created and make as large an amount of money as possible within the shortest period of time. A capitalist class like this emerged and it was they and their outlook that began to dominate Society.

It was this coincidence between the new directions in which universities began their work, the rise of ambitious monarchs bent on securing more power and of a capitalist class bent equally on securing more wealth that created new problems and opportunities in the national and the international world for all of them. Because of the directly utilitarian value of the new knowledge kings and the wealthier classes began to take more interest in the universities and their work. A sort of connection was established between the holders of knowledge on one side and the holders of power and wealth on the other. Kings and wealthy men became patrons of universities and endowed them with funds not because they were interested in truth and knowledge for their own sake but because the knowledge and truth discovered by universities was useful in increasing the power of the

state and the wealth of the capitalist class.

Power of particular kings and states can be increased through war; and more wealth can be produced and accumulated by the application of knowledge of science to the arts of agriculture and industry. Science therefore was in a position to help kings in fighting and merchants and business men in gathering fortunes.

In the 18th and 19th centuries another change overtook the continent of Europe—especially the more enterprising Western part. Society became more integrated. It gained a further momentum by the forces generated by the French Revolution. The new doctrine of liberty, equality and fraternity capture the imagination of people. Privilege was abolished and nationalism became the strongest spiritual and moral force animating the lives of peoples. States built on nationalism are much more powerful. They can achieve their ends more effectively than despotic monarchies. National states therefore attached even much more value and significance to the pursuit of scientific knowledge in which the universities were engaged. And Universities were considered to be active instruments in bringing about national progress in the political and the economic fields. They became as much an integral part of national life as the political organisation and the economic institutions.

As a consequence of this the study of humanities—of philosophy, ethics, religion etc.—was pursued with less zeal than in the past. Even when they were pursued with some zeal it was done to further what came to be called the “national interest.” Men in Universities began to sing the praises of

national culture, national tradition and the glorious achievements of the nation. The Universal values found in all culture received less emphasis than particular national values. This accounted for the new stimulus which the study of History received as time went on but it was history written with a national bias in the main.

It is this revolution in the nature of the work done by and in the Universities that has created the dilemma with which they are faced today, a dilemma from which it does not seem easy to escape. The dilemma arises out of the national strength built on the basis of scientific knowledge accumulated by Universities being used for aggressive purposes, for weakening and overpowering other nations and for exploiting the backward peoples of the world. It is the triumph of power politics in the international world which was made easy by the knowledge gathered in the Universities.

Universities therefore have now to put themselves one very great question and it is this: “Is it right for them to go on accumulating knowledge if they find that all that knowledge or most of it is being utilised to destructive instead of constructive purposes?” This question has become very urgent after the experience of the two world wars. War today brings along with it horrors and terrors much worse than those depicted in theological books as characterising Hell.

The greatest need of the day is international peace. We have to create an orderly system of progress when nations have to cooperate with one another for the mutual benefit of humanity as a whole. We have arrived at a stage when it has

become as clear as the light of day that national progress is interlinked with international peace and understanding. In this situation what is it that the universities have to do?

It is not possible to give a conclusive answer to this question, but a few points may be suggested for consideration by an international conference like this. (a) Is it desirable that scientists should go on collecting more and more knowledge which is directly useful in war and exploitation, if they find that all this knowledge is being utilised not to enrich and make fuller the life of humanity but to create more misery and suffering. One need not regret the complete destruction of humanity. It is the partial destruction, the maiming and the suffering to which survivors of a terrible war of the modern type are put to that troubles us. (b) Similarly is it desirable that those who carry on research in History and other social studies should give to those branches of knowledge a national bias? Is it not the duty of scholars in this field to place more emphasis on the contribution made by all nations and by all peoples to the accumulated values which is the capital on which the whole humanity lives to-day?

History is not a photographic record of every thing that happened. The historian has to select facts to be presented and interpret them. Is it not his duty that in discharging this task he should pay attention to the need for international understanding? (c) Is it not the duty of Universities to shape the general outlook of students in the direction of international understanding and peace to create an order of youth like the *Bikshus* or the *Sanyasins* of old to go from country to country and preach the message of oneness of humanity? Of course the dilemma is always there, the dilemma of what the conduct of a moral man is to be when he is opposed by immoral men. The Universities have to give a lead in all these matters. These questions have to be faced frankly and boldly. Ultimately the question resolves itself to one thing. Is it the humanist who is the product of universities that should give a lead to mankind and determine the direction in which it should march or is it the politician whose sole interest is power that should do this? I hope that the deliberations of your conference will take us a step further in answering these questions. Even a single step in the right direction is of the greatest use.

"MODERN EDUCATION"

A New Educational Quarterly

'Modern Education' is being published from Delhi under the joint editorship of Dr. N. Pires and Prof. V. S. Mathur of the Central Institute of Education, Delhi.

The First Issue will be out in October, 1950.

Some Problems of University Education*

The Hon'ble Justice N. H. BHAGWATI, M. A., LL. B..

Vice-Chancellor, University of Bombay.

The first problem is in regard to the wastage involved in the system of education in the University. A considerable number of students who join the University are misfits, and should never have entered the portals of the University. A number of them fail at the University examinations. A number of them, even though they pass the examinations, are not fit for any useful careers or avocations in life and swell the list of the unemployed. There are various reasons for this wastage of man-power and material. There is the dominant idea in the minds of every student and his parents or guardians that University education is the *summum bonum* of the student's existence and a University degree is the *desideratum* of a student's career. There are unfortunately not enough technical, industrial or vocational schools and institutions to attract young men to them at an early stage. There are also no technological or industrial institutions which would absorb students who are not fitted for academical careers. Another reason is the over-specialisation which we are having in our University education. There is a bifurcation, or even a trifurcation of courses as early as in the very first year of education in the University. A student has to choose his career the moment he passes the S. S. C. Examination, as he has to decide whether he should take the Arts, Science or Commerce courses, and that, too, at the early age of 14 or

15 on the average. Situated as we are, except for the fortunate few, who have taken decisions for themselves, or for whom decisions have been taken by their parents or guardians, the majority are guided by the general trend of opinion, and the result is the overcrowding of students in the Science courses. Even with all this here is a policy of drift. There is overcrowding in the medical colleges, engineering colleges and allied institutions, and those who cannot find entrance to any of the above drift to law. This is certainly not a happy situation. Even in the B. A. or B.Sc. courses, there is too much of specialisation and the courses of study are lopsided. The Science student receives no instruction in the humanities. The Arts student is ignorant of the sciences. The University Education Commission has, therefore, recommended that the principles and practice of what is styled general education be introduced so as to correct the extreme specialisation in our intermediate and degree programmes. We have resolved that this type of general education should be imparted at the intermediate stage, and that specialisation should be reserved for the degree and post-graduate courses. A third reason is our examination system. We have been criticised as mere examining bodies which care more for holding examinations and awarding degrees than imparting instruction or promoting research. Our system of examinations has been criticised as merely encouraging cramming on the part of the students, instead of assisting in the development of their

* Extracts from the Address delivered at the Convocation of the Bombay University on 16th August, 1950.

minds and their scholastic attainments. The American model has been set before us by some educationists, and the credit system obtaining in the American Universities has been recommended to us for adoption. There are, no doubt, various defects in our system of conducting examinations. They do not afford a proper test of the capacities and attainments of the student. There are many who score in the examinations but are miserable failures in after-life. There are many who have made their mark in life, even though they cut a sorry figure at examinations. The work done by the student in his college is not given any importance in the University examinations. The whole course is the subject-matter of the test at the examination, irrespective of its length or magnitude, and we often find students failing successively in different subjects or groups and wasting precious years of their life. All this has got to be remedied. We cannot adopt the American model because we have not got teaching and residential institutions and Universities which would have charge of the student from the beginning to the end of his University education. The problem has got to be tackled with due regard to our circumstances. Our Syndicate has appointed a committee on the 24th June, 1950, to go into the question of examinations as conducted at present and suggest such modifications as they may consider necessary in the system and conduct of examinations, the method, manner and time of appointment of examiners and other related questions, so as to evolve a scheme suited to Indian Universities. I hope the committee will succeed in arriving at a satisfactory solution of this problem.

The next problem is that of

external degrees. There is a class of students who, owing to their financial circumstances, have to resort to earning while learning. There is a class of students who being gainfully employed elsewhere than in the University area, or being unable to join institutions affiliated to Universities for domestic or other reasons, cannot enter the portals of the University by the normal highway, but are none the less desirous of appearing for University examinations, after private study. It is for these classes of students that it is urged that the University should institute External degrees. The London University has an external degree section where such degrees are given to those who appear for the University examinations without entering any college or affiliated institution. While recognising the demand for external degrees, it has been argued that the very function of a teaching University is negated by external degrees, as there is no imparting of the necessary instruction, no academic atmosphere, no corporate life, no contacts between the teachers and the taught which are of the essence of University education, and to award external degrees in this manner is not the legitimate function of a University and would encourage degree hunting and commercialisation apart from encouraging coaching classes and discounting real University education. This problem has been engaging the serious attention of the Bombay University Reorganisation Committee which is in session at present. The Poona University has instituted external degrees which only require the student to be registered, to produce a certificate that he is gainfully employed and to pass the examination. A suggestion has been made

that instruction should be imparted, in morning or evening colleges and spread over a longer period than that required in day colleges, to students who have to earn and learn. All these suggestions are being considered by the Bombay University Reorganisation Committee whose report will be published in a short time.

The problem of legal education is still another problem which is engaging our attention. Before the academic year 1938-39, graduation was the only stage of admission to the law courses. C. J., considered the question of the reform of legal education in 1935-36, and recommended that the LL. B. courses should commence after the passing of the Intermediate Arts or Intermediate Commerce examination. Certain changes were accordingly effected in the law courses from the academic year 1938-39. The experiment did not, however, prove satisfactory, and it was considered that a review of the whole position of legal education was urgently necessary to take account of the subsequent developments and needs. The Government, therefore, appointed a committee, called the Bombay Legal Education Committee, in December 1948, under the chairmanship of the Hon'ble the Chief Justice of Bombay, Mahamopadhyaya Dr. P. V. Kane, the then Vice-Chancellor of our University, and myself as one of the Syndics, were appointed on the committee to represent our University. The terms of reference of the committee, *inter alia*, were to reorganise the existing courses of law so that the standard of the degree in law may be improved and raised, and to determine the stage of admission to the law courses and the minimum pre-legal education necessary. The committee made its report on the 30th August, 1949,

recommending, *inter alia*, that the stage of admission to the LL. B. courses should be the passing of only the Intermediate Arts or the Intermediate Commerce examination, and that one year's pre-legal course should be taught in a law college. This report was, however, a majority report. The representatives of our University, Dr. Kane and myself, being in a minority appended our minutes of dissent, as we were both of the opinion that graduation in any Faculty should be the stage of admission to studies in law colleges and that pre-legal education of the type visualised was not an essential pre-requisite. The University Education Commission's report had stated that the volume of evidence and experience indicated that a broad general education, followed by thorough training in scientific legal study and technique, offered the best hope of success in the profession, and had recommended that a three-year degree course in pre-legal and general studies be required for admission to law courses. All Universities, except our University and the Andhra University, had adopted graduation as the stage of admission to studies in law. The report of the committee was submitted to the Government and the Government asked our University to offer their comments on the report. The Syndicate referred the question to the Faculty of Law, which reported to the Syndicate that the stage of admission to the LL. B. courses should be graduation in any Faculty, and not the Inter. Arts or Inter. Commerce examination. The report of the Faculty of Law was approved by the Syndicate and by the Academic Council with very slight variations. While considering the recommendations of the University Education Commission, our Syndicate

had substantially adopted the recommendations made by the Commission in regard to legal education, and had recommended that the stage of admission to the law courses should be graduation in any Faculty and not the intermediate examination. This recommendation of our Syndicate was accepted by our Senate at its meeting of the 16th June, 1950. The Faculty of Law of the Karnatak University had also adopted this point of view, and while considering the report of the Bombay Legal Education Committee had resolved that the stage of admission to the LL. B. course of studies should be graduation (in any Faculty), as in their opinion the student would at that stage be more mature both in mind and training and would, therefore, be in a better position to apply his mind and intellect in a responsible and purposeful manner, and that decision has been adopted by their Academic Council. The joint Board of the Vice-Chancellors of the Universities in the State of Bombay, at its meeting held on the 7th June, 1950, also considered the recommendations of the Bombay Legal Education Committee and passed a resolution recording its opinion that graduation in any Faculty should be the stage of admission to studies in law. The Central Advisory Board of Education also arrived at the same conclusion and the Standing Committee of the Inter-University Board at its meeting held at Madras on the 8th July, 1950, also reported that they were of the opinion that graduation in any Faculty should be the stage of admission to studies in law. So far as the Universities in our State are concerned, our University and also the Karnatak University have both come to the conclusion that graduation in any Faculty should be the stage of admission to

studies in law. The Poona University has not yet considered the Bombay Legal Education Committee's report in its various constituent authorities, and the Gujarat University has not yet begun to function. But it is significant to note that the Vice-Chancellors of both these Universities, Dr. M. R. Jayakar and Shri H. V. Divatia, whose eminence in the field of law is such as to invest their opinions with the highest respect, were present at the meeting of the Joint Board and they both agreed with the Vice-Chancellor of the Karnatak University, Shri R. A. Jahagirdhar, and myself in passing the resolution above referred to. Before implementing these conclusions, however, we have thought it proper, in so far as the LL. B. degree is a stepping-stone to a professional legal career, to consult and invite the co-operation of the High Court and the Bar Council, and discussions are at present proceeding at that level. I trust that these deliberations will shortly yield a satisfactory result, in the shape of a much-needed reform in our legal education.

The problem of the medium of instruction in our University is the most important. As I have already stated, the constitution of India has adopted Hindi in the Devanagri script as the official language of the Union and has given a special directive for the development of the Hindi language by the Union so that it may serve as a medium of expression for all the elements of the composite culture of India. Nobody with any political sense would contend today that English should continue for all time as the *lingua franca* or the national language of India. The question, however, remains how far the regional languages should take the place of English as the medium

of instruction in University education. The decision that the Universities take on this question cannot but have serious repercussions on national solidarity and the unity of the country. If each University decides to adopt one or other of the regional languages current in its territorial jurisdiction, difficulties will arise in maintaining inter-University contacts through migration of students and teachers, exchange of teachers and mutual recognition of examinations. The preparation of the necessary text-books in Science, Economics and other subjects of a highly technical character in each regional language will be a costly and lengthy process. While it may be possible to train up teachers who can impart instruction through a regional language, it would be next to impossible for the teachers so trained to obtain service in a province where another regional language was the medium of instruction. Until original writers in regional languages, with the expert knowledge and ability required for the production of first rate text-books are forthcoming (which is a far cry) the Universities will have to be satisfied with translations of standard text-books in English which, again, will have to be rewritten from time to time so that they do not become obsolete when new editions of the original texts are published. The total cost of making translations, and printing them in 11 or 12 major regional languages would be enormous. It would be much easier and cheaper and more satisfactory if the national language were substituted for English in all our Universities. To begin with, one good translation would suffice, and all the Universities could co-operate in this effort. The large demand from all Universities would make the

production and publication of translations cheap, and able translators and original writers would find it worth their while to produce better text-books. It would also be easy for one University to judge the standard of teaching and examination in another University. The teachers too would have an incentive to acquire proficiency in the national language, because it would enable them to better their prospects by accepting service in other Universities. There would also be a freer circulation of the teaching personnel as opposed to "inbreeding" in the matter of University teaching appointments. The students, too, would have no difficulty in migrating from one University to another, if and when necessary. They would be better able to compete in the All-India Services, and also develop an All-India, as opposed to a provincial or a regional, outlook. Their knowledge of the national language would also improve. Of course, an exception would be necessary in the teaching of the regional languages themselves. Except where the national language is the regional language (as in the United Provinces) a regional language itself is best taught through its own medium. Teaching through the national language in place of English cannot, however, be introduced overnight. The preliminary conditions for a satisfactory substitution are the availability of suitable text-books and qualified teachers competent to teach through the national language. It was with these considerations at the back of its mind that our University sponsored a resolution before the Inter-University Board—that the national language should be adopted as the medium of instruction at the University stage and English should continue as the medium of instruction until suitable text-books

and qualified teachers become available for imparting instruction through the national language, subject to the proviso that the regional language should be adopted as the media of instruction for courses of study in the respective regional languages. I am aware that this resolution is not consistent with the recommendations of the University Education Commission. The question has, however, to be approached through the broader aspect of our national solidarity and the unity of the country. After the attainment of Independence in August, 1947, fissiparous tendencies have unfortunately manifested themselves in our country, and regionalism and provincialism, in the guise of movements for the development of regional cultures, have taken hold of the people's imagination. All these considerations, however, must be subordinated to the larger interests of national solidarity and the unity of

the country and it is therefore desirable that the conclusions which we have come to above should be endorsed by all thinking people in our country. Fortunately, in this city of ours we are not concerned with the problem of having to adopt any regional language as our medium of instruction. We have a cosmopolitan population consisting of people drawn from all provinces and states and speaking different languages. We are more favourably placed for aiming at the ideal of becoming a National University, being without regional or linguistic affiliations, and shall be able to achieve that ideal if we adopt the national language as our medium of instruction in place of English which is our present medium. I make bold to throw out the above suggestion for adoption by our sister Universities in the larger interests of our State and our country, and I trust that they will not fall on unresponsive ears.

Education for Today and Tomorrow

V. V. DIVEKAR, B. A., B. T.

Headmaster, Govt. High School, Karwar.

IN my article on 'Religious and Moral Education' that appeared some time back in the 'Human Affairs' I tried to make out, in my own humble way a case for the introduction of moral education in our educational system. This view is shared by many educationists and experts who opine that childhood or infancy is the period when efforts should be made to impress upon the minds of the school-going children the necessity of following the righteous path. You may or may not have faith in God and His divine power and goodness but no one ever

questions that our conduct in life should ever follow the righteous path. Michavellian policy will not in the long run help us to achieve our goal, though, it might serve our immediate needs and might make us feel that we have succeeded in our object.

Some time back, I read in a paper that the Institute of Public Opinion in America tried to collect the opinions of the general public on the question of Faith in God. The question put to them was 'Have you faith in God?' and the following figures were obtained.

Name of country.	Faith in God.	No Faith in God.	Who can't decide.
Brazil.	95%	4%	1%
U. S. A.	94%	3%	3%
France.	66%	20%	14%

In England the question was put in another way.

1. Can there be an individual God? 45% answered yes.

2. Is there any power that regulates the life of man? 33% answered yes.

3. Those who could not decide either way. 16%

(The Kesari, Poona, 23-7-48)

The above figures indicate which way the wind blows. People are slowly drifting towards Atheism, but no one, I am sure, will dare to say that morality or moral principles should be eschewed from the school and that moral principles should not be taught to young children. It will be noticed even to this day that in Western countries priests are also teachers in schools as it is believed that evangelical work and teaching can go hand in hand and that a pastor is able to exercise better influence upon the pupils than ordinary teachers. I am of the opinion that in case the home, school and the Church all work together in co-operation much good will come out of this.

In some countries, it is noticed that the Educational Depts. have opened bureaus of Psychology with a view to find out the aptitudes of children. The Govt. of U. P. has now established such a bureau and the results obtained by that bureau are being keenly watched by educationists all over India. The "Times of India" in its leader on 'Aptitude' on 23-6-48 wrote as follows:—

'India which is a nation of quill drivers due to lack of facilities to study aptitudes and absence of pla-

nning has clearly caused the present disequilibrium in the professions such as over-crowding of the legal world.' Temperamental incompatibility more than economic compulsion has often led to consequences disastrous to the persons concerned and wasteful of the country's man power resources. A little observation and thought in time can avert widespread tragedy and conserve for the nation much latent talent which in existing conditions is either suppressed or misdirected into futile channels.

Hence it is now high time that we tried to find out careers for our younger generation. The aptitudes of children should be properly observed and the proper direction should be given to them so that the national wealth may not be wasted. In this connection it may as well be observed that in advanced countries bifurcation of studies takes place at an early age say when the pupil has mastered general literacy education, and his aptitude and energy are then directed into useful channels, so that his energy may not be wasted. India which is now an independent country has not only to maintain her Independence but has also to see that she while being a member of the U. N. O. is able to have an independent existence of its own and that without being dependent upon other countries for every little thing required by it supplies its own requirements in all fields and can proudly sit by the side of the representatives of the advanced countries, without experiencing a feeling of remorse or shame that other nations are by far and above better than herself.

For the achievement of this object we have to turn our attention to the development of our scientific training. More attention

has to be devoted to the study of science. More facilities should be provided in schools and colleges to divert the attention of our future generations to the use and necessity of learning Science. It is indeed gratifying to note that the Govt. of India is alive to this need and a net-work of industrial laboratories are being spread all over India. This is indeed a happy sign of the times and augurs well for the future. There are also other fields for our India of Tomorrow specially the careers in the Army, Navy, and Air Force. The achievement of Independence by India also entails a heavy responsibility upon our shoulders and it is but right and proper that more and more young men should come forward to shoulder the responsibilities and thus discharge their duties to their Motherland. Govt. have been in their own way trying to put forward the different schemes of education like compulsory education, adult education, Visual education, Basic education and the like but we should be able to discharge our own duties and then only we can hope to fulfil our high expectations. In order to create some interest in the younger generation regarding creative education crafts have been introduced in the present day education; but as the scheme is only in an experimental stage the result has to be watched with great interest.

I do not intend to discuss the different kinds of education now being introduced in our educational institutions but suffice it to say that all round progress with the different kinds of education is quite necessary. India being mainly an agricultural country 'how to grow more food?' should be our immediate concern, and new methods of growing more food and making 2

blades grow where I used to grow before is also prime necessity today. Ours has been a deficit-country and our population is increasing by leaps and bounds. It is, therefore, our duty to provide for more mouths and see that we become self-sufficient by the use of more scientific methods and better fertilisers. It is not my desire to enter into the recent controversy whether up-to-date Western methods of agriculture should be preferred to our primitive ones. Mr. B. G. Kher, Premier of Bombay in his Independence Day Message states, "This Freedom is, however, of little value if we continue to be dependent upon others for our very subsistence. The battle for self-sufficiency must still be fought and won. We cannot go on spending huge amounts year after year (on foreign imports of food). The remedy is to grow as much more food as possible. Produce or perish should be our slogan today in agriculture as in Industry."

We are apt always to refer to our glorious past and neglect the present and though we are heading towards materialism let us not be neglectful of our duties to our bretheren and our moral responsibilities. Mr. Pothan Joseph once said that what counts today is dollars. That is the test of strength and not any attempt to cocoon oneself in the silken pose. It is not good to harp on our hoary past. In International Conferences 'too many references and much bravado of the past is spoken of by our Indian representatives but the Pakistan representatives are careful to say that Pakistan is an infant state deserving kindly attention. "I suppose that such should be also our attitude in International Conferences and our immediate concern should be to assert our rights and

Raising the Status of the Teacher

K. NARAYANA, M. A., L. T., S. T. C. M. Ed.

Secretary, Ramnad Dt. Headmasters' Association.

The Nobility of the Teaching Profession.

Teachers are in the words of Sir Maurice Gwyer "the linch-pin of every educational scheme." Upon them depends the success or failure of any educational plan however mightily conceived. Famous educators plan new systems of pedagogy, but it is the Unknown Teacher who delivers and guides the young. He keeps the watch along the borders of darkness, and makes the attack

[Continued from preceding page]

also to make our position among the nations of the West as firm and stable as possible. The 'Forum' (Bombay) while reviewing Mr. S. R. Dongerkery's book "Universities and their Problems" says, Education should be less utilitarian and more of cultural value and that the great task of the University lies in harmonising the regional cultures and evolving them into one national culture of which every citizen can be proud."

Let our future education, therefore, make India self-sufficient, self-supporting and worthy of its past glory, in short a Great Nation of the World. Dr. G. S. Krishnayya in his article on the 'Creators of New India' says "They (our students) must be taught to forget petty differences of colour, caste and creed. A new nation must be evolved. And this can be done if only our teachers will study what their compatriots did in Italy, Germany, America. Education for national unity and communal harmony and intelligent citizenship must be given top priority."

on the trenches of ignorance and folly. He quickens the indolent, encourages the eager and steadies the unstable. He shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. No one is more worthy of to be enrolled in a democratic Aristocracy, "King of himself and servant of mankind."

The poor Status of Teachers and its Causes

(a) But what is his status to-day? The status of the teacher is incredibly poor. Society discards him. Why? A well known teacher once said: "Society starves us in the body, and we starve society's children in the soul." Teachers are illpaid, nay underpaid. He is always in debt unable to make both ends meet. The inevitable off shoot of his appalling misery is inefficiency in teaching and slipshod and unconscious work. There is frustration, a basic loss of self-esteem which follows devitalisation of one's work in life. This is a materialistic and secular age and the respect paid to men bears a very noticeable relationship to the salary they draw. Not only are teachers in India today paid less than members of other learned professions but in many cases they are paid less than various categories of manual workers whose discontent is vociferous. A secular state cannot call upon *sadhus* to devote themselves to teaching as *karmayoga*, nor can it expect parents to equip their children with higher education at considerable cost without prospect of a higher salary afterwards. "The

labourer is worthy of his hire," and in Indian schools he does not get it. This is really where the shoe pinches, and until it is eased education will hobble.

(b) Another reason for the poor status of the Teacher is this. The tragedy of the teaching profession in our country is that it is no longer, as in the past, looked upon as a vocation. Those who cannot find a better job take up teaching as a means of livelihood. Misfits enter into the noble profession only to bring discredit to the profession, as such. Whoever applies for entry into the profession, is invariably selected. Closely allied to the problem of selection, is the problem of teacher-training. The training that is being given now is far from satisfactory.

(c) Yet another reason in my view is that the personality of the teachers is not up to the mark. To command respect from the public, the teacher must win social esteem by their learning, character and service. They must have a sense of vocation. They must have an innate love of the profession as such and work in a spirit of service and sacrifice with indomitable will, indefatigable energy and a inimitable enthusiasm.

Suggestions for improving his Status.

(a) The Status of the teacher cannot be divorced from his financial position. He has got to satisfy certain creature comforts. A devitalised and disgruntled teacher is a standing menace to educational progress. Improvement in the financial status of the Teacher is therefore very important if there is to be an improvement in our present social set up. It is refreshing to note that

since the advent of Independence, attention has been turned to this glaring injustice to one of our most important services. Here and there certain provinces have done something. There must be an all-out effort on an All India basis. The case for a liberal revision in general of salary grades of teachers is undeniable and urgent. In no country in modern times have teachers received less consideration at the hands of the state than in ours. And it is the primary duty of the state in the new set-up to evolve rapidly proper service conditions in its educational system. The government should assume responsibility for organising all primary, secondary and collegiate teaching in distinct cadres, accepting the recommendations as the basis. This will mean an increase in the nation's education budget. But Education is the very pivot of national well being, and, even Napoleon Bonaparte, a Militarist, had stated that public instruction should constitute, the first charge on the revenue of the Government. It is imperative that we attract to our educational institutions at least a fair proportion of first class brains who are prepared to devote themselves sincerely to education and scholarship, provided they get reasonably decent conditions of living.

(b) More important than improvement in the teachers' financial status is the necessity to improve the teaching personnel by devising a better system of selection of teachers so as to secure the right type of Teachers for the right type of Education. An extensive campaign to raise the professional standards of teachers has been mapped out by the National Education Association (NEA) of the United States. A recent NEA meeting entrusted to a Commission on

Teacher Education and professional Standards a programme for the campaign which has a two-fold attack; (1) higher standards for admission to teacher training institutions; (2) better standards for admission to the teaching profession. If such campaign is found necessary in such a highly civilised country as the U. S. A. it is all the more so in such a country as India where everything has to be commenced anew.

1. Principles of Selection

Very often we find people entering the profession by sheer force of circumstances and that too at the age of thirty-five or even forty. After getting themselves trained, they find their colleagues aged about twenty-five, drawing the same salary as they get or experienced teachers of their age getting more than they get. Naturally they are disgruntled. An aged disgruntled teacher is a positive nuisance to educational progress. Hence it is most necessary that an age limit for entry into the profession should be definitely fixed and no exemption of any kind under whatever circumstances should be granted. I would suggest that the age be fixed at *Twenty-five* for graduates and *Eighteen* for Matriculates.

Candidates of high academic distinctions and attainments should be chosen. Only those who have secured at least a second class, that is between 50% and 59%, should be preferred, irrespective of caste, creed or community.

Candidates chosen should be of a robust constitution with a clear voice and an amiable personality. Both mentally and physically they should be strong, so that their teaching may be vitalised and made meaningful and real. Physically

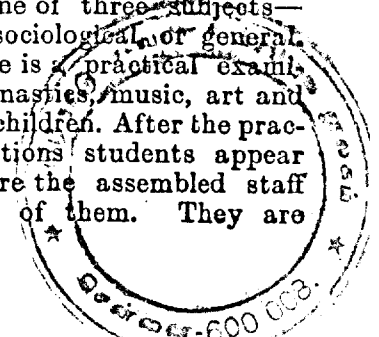
handicapped such as the half blind and the deaf should not be chosen.

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

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

An entrance test, if necessary, may be held. In this connection it is very interesting to note what is done at Land Niedersachsen in Germany. First candidates write an essay on one of three subjects—educational, sociological, or general. Secondly there is a practical examination in gymnastics, music, art and activity with children. After the practical examinations students appear in threes before the assembled staff or before two of them. They are

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given a theme for discussion and are told to discuss it among themselves. Finally at a combined sitting of the staff the candidates are sorted out on the results of the marking as suitable for immediate acceptance, unsuitable and rejected.

All these principles of selection for teacher training,—nay effective precautions—will certainly ensure that intending teachers before being admitted to Training schools or colleges are *prima facie* likely to make good. Such a system of selection will also ensure better status for the teachers.

2. Teacher-Training

Teachers should be given better training. Efficient teachers will undoubtedly command greater respect at the hands of the public.

In teacher training institution a radical modification of the courses in educational psychology so as to include Mental Hygiene is vitally necessary to tackle problems of juvenile delinquency and maladjustments. The teacher-candidates should be well grounded in the principles of psychiatry and mental hygiene and also be well trained in applying these principles to school situations, just to enable them to tackle with success the personality problems of pupils.

They should also be trained in Basic Education, Audiovisual Education, Social Education and Citizenship Education. Such a new turn to the present courses will certainly require a two-year training period. Let us not be baffled by this very idea. In England there is a move to abolish the emergency training colleges, and make the duration of the period of training three years.

It may not be an exaggeration to say that the key to his status lies in his own personality. In fine a Teacher with a fine personality can easily win the esteem of his pupils, brother-teachers and the society. In ancient India the teacher was revered. He was a guru. He was held in high esteem because of his winning personality, depth of scholarship, sense of fairness and justice, devotion to duty, spirit of service and sacrifice, and above all love for his pupils. Teachers of to-day must try to emulate the Gurus of ancient India and then Society will certainly regard them as their leaders.

Organisation, important as it is, counts for little except as it is vitalised by the living personality of the teacher. Library, furniture, building, laboratory, the whole garment of educational paraphernalia pale into insignificance before the most important factor which is indeed the central citadel of educational fortress. In the last resort, it is the power of the personality of the teacher that determines the success of the educational enterprise and ensures the willingness of the child to learn.

The ingredients of a good personality according to Professor Clapp are address, personal appearance, optimism, reserve or dignity, enthusiasm, sincerity, sympathy, vitality, scholarship and fairness. The qualities of personality important in discipline are dignity or reserve, enthusiasm, fairness, scholarship, sincerity, sympathy and vitality. To this list may be added 'love,' one of the greatest disciplinary resources at the disposal of the teacher. 'Discipline' says Pestalozzi, 'must be based on and controlled by, love.' The mightiest personal power that any teacher can hope to have is love for

his pupils. The teacher who can love his pupils to obedience, love them to industry, love them to loving him, has mastered the whole secret of personality and teaching technique. Love is the mysterious solvent of all sorts of difficulties that arise in school or class.

Conclusion

To sum up Pedagogy and penury now go together. We must remove the word 'penury' and insert 'Prosperity' in its place. The recommendation of the Central Pay Commission should be accepted as the

basis and steps must be taken immediately to implement them. Secondly greatest care is to be exercised not only in the selection of teachers for training, but in their actual training to improve the teaching personnel. Thirdly the Teacher has to strive hard to improve his personality by his own efforts. Perhaps in the last resort it is his character, resourcefulness, scholarship, vitality, industry, sense of fairness and justice, spirit of service and sacrifice, devotion to duty, loyalty to the profession and self-confidence that will largely determine his status in Society.

Institute of Integrated Education

It is matter of general agreement that after the attainment of Independence, the Indian people have to strive hard and in a spirit of devotion to build up a genuine democracy and to bring about their long over-due social uplift, economic welfare and cultural advancement. That is indeed an immense task in the accomplishment of which numerous individuals and organizations functioning in various walks of our social life will have to participate. It may however be pointed out that a large number of evils, existing actually or potentially in our social life today have their roots in the minds of men. It is thus possible to argue that a large number of problems, facing us today are in a sense essentially or basically moral problems. We do not have a better society because, among other reasons, we are not better men and women. It is primarily this aspect of our problem which demands the help of 'education' as an indispensable means. To cure the minds of men and to promote their deve-

lopment along healthy and proper lines, to rid them of the ballasts of ignorance superstition, prejudice, dogmatism, bigotry and blind faith, to inspire through the dissemination of knowledge confidence in the mind of the average Indian that he can be the architect and creator of a healthy, harmonious and prosperous social order, can be the function of such education. It can aim at producing in ever-increasing numbers men and women, possessed of scientific outlook, equipped with a basic knowledge of contemporary life and its problems and imbued with a cosmopolitan spirit, respectful of human values. Calculated to help a proper integration and development of personalities, it can promote enlightenment and good of all, thus being conducive to peace and harmony in society.

Such education, based as it would be upon a proper coordination and integration of positive scientific knowledge in various branches, cannot, by its very nature, be either duplication or substitution of the

work carried on by various educational institutions and the Universities. It will rather mean a coordination and integration of that work so as to bring its broad and positive outcome within the reach of average citizen. The task may also amount to breaking new grounds, thus serving in a sense as a corrective to the activities carried on in the present educational machinery. The work can be undertaken through starting an All-India Institute. The Institute of Integrated Education, Bombay, is a modest attempt in this direction.

The Institute has tried to draw up courses of studies in Integrated Education, bringing together the conclusion of the various sciences, natural, biological and social and seeking to promote an outlook based on the same. Looking upon education as the means to the promotion of good life, it cannot obviously confine its activities to merely theoretical instruction. The significance of such instruction need not be under-estimated; but by itself it may not be enough. The application of theories to the manifold problems of life will also have to be attended to; and suitable courses may also have to be drawn up for imparting practical training, useful for the purpose of day-to-day life. The consideration to be borne in mind will however be that such training must be given in the context of a general theoretical grounding, calculated to promote 'substantial' rationality and scientific outlook, or else it may merely promote a 'functional' rational outlook. The object of the 'practical' training will be to equip men and women, possessed of the will to co-operate with and help their fellowmen, with the necessary practical ability to do so.

The Institute also proposes to

undertake research work, but not in the highly specialised sense in which it is carried on in the Universities and other institutions. The Institute can profit by the work of the latter and need not duplicate that type of activity. It may on the other hand select problems, have groups of students with specialized training in various branches, investigate the problems, collect data or information, correlate and coordinate the material so collected and prepare comprehensive statements through such coordination. These statements will, of course, not be specialised academic documents or theses; but they can be indispensable for a proper and comprehensive understanding of the problems concerned. Secondly, general surveys of a comprehensive nature regarding various aspects of life in particular, localities with a view to bringing out their essential problems, both general and specific, and the remedies suitable for tackling the same, can also be conducted by the Institute. Such surveys can improve the understanding of the local population about problems facing them and create reasonable confidence in them about solving the same through cooperative efforts.

The Institute can also extend its activities through the cooperation of some of the men and women, who are educated in it, and who may be keen to spread the knowledge gained and help the process of bringing it to bear upon the actual life and problems of the people. Summer Schools, Camps, Regional (District or Tehsil) Colleges can be organized or started with such cooperation and can be made the local centres of Integrated Education in the regions concerned. The Institute may thus be able to function as a Centre of a New Educational Movement.

NOTICE

All communications concerning Editorial be addressed to :—

The Editor,
'EDUCATIONAL INDIA,'
Fort Road,
MASULIPATAM.



EDUCATIONAL INDIA
MASULIPATAM, Sept., 1950

Establishing A New Order

IT was a most thought provoking address that Mr. S. Govindarajulu Naidu, the Principal of the Madras Law College delivered at the convocation of the University of Madras. The keynote to it was the appeal that he made to the graduates that they should strive hard to establish a new social, economic and moral order in the country where there will be complete harmony between the highest ideals of religion, of morality and of social justice. He particularly warned the youngmen and women against thinking that the education they received in the University was not of the sort in which they could take a legitimate pride simply because it did not provide them with employment or give them adequate opportunities of leading a comfortable life. Such a warning is necessary as there is a general tendency now

a days to decry university education, to point out only the defects in it and to ignore the invaluable services which it is rendering in bringing into existence a new outlook on life and on all problems of a vital character affecting the nation. There is a danger of leadership slipping away from the hands of the educated classes into those of demagogues and this can only be averted if as Mr. Naidu said the graduates and those who have had opportunities of acquiring higher knowledge assume the rightful place that is due to them in society.

IN making such an appeal to the educated youth of the country Mr. Naidu undertook a brilliant survey of the role of religion, morality and law in national life. What he wanted from young men was not a blind adherence to religion in the traditional sense but religion which is being progressively modified by its adjustment to the higher principles of morality. The observations which he made in this connection with the contributions of the great religious reformers of India and of Mahatma Gandhi the greatest of them all are of much significance. It is their contributions that have made religion alive in the country. Contrasting the work of Mahatma Gandhi with that of other reformers he observed, "His contribution to Hinduism and man's religion is perhaps the greatest of his great contributions. In accordance with the

ways of prophets, he did not waste his energy in attempting the impossible. He would have made little head way if he had said that caste in Hinduism was opposed to the principle of morality. That happened to Guru Nanak, Basava and Ram Mohan Roy. The immediate effect of the activity of each of these was that instead of eliminating caste they each added one more to the existing castes. Gandhiji struck at the root while appearing to ignore the tree. He attacked untouchability; if untouchability goes, caste goes."

THERE is however a practical question that arises out of all this. It is the part that universities actually play in shaping the character and conduct of students so that they may be in a position to establish the new order a picture of which was drawn by Mr. Naidu. Unfortunately the universities are not doing very much in this direction. As Mr. Naidu has pointed out the subject matter of study does not sink into the minds of students so as to enable them to apply their theoretical knowledge to practical purposes. Moreover students are not given adequate opportunities of getting to appreciate culture as distinguished from mere knowledge. This is a serious drawback and what is needed is attention being paid to culture also. It is hoped that the valuable suggestions made by Mr. Naidu in this connection will be taken into consideration by the authorities es-

pecially of South Indian Universities over which he is in a position to exercise a large amount of influence.

Students on Strike

THERE have been strikes of rather a serious character among students in Rajkot last month and Gwalior this month (August). Some of the demands made by them were ultimately conceded by the authorities. It is therefore most unfortunate and regrettable that students should be provoked to resort to strikes even when the demands put forward by them are reasonable and deserve careful consideration.

THIS does not mean that students should go on strike to enforce their demands. It creates a bad atmosphere and is out of harmony with the kind of relationship that should always prevail in educational institutions. They should under no circumstances become the scenes of class struggle as is the case with factories and industrial establishments. The bitterness which they leave behind is something which it will take a long time to repair.

IT is true that in several of these cases students are merely victims of outside agitation which has very little to do with education. As was observed by the Radhakrishnan Commission there are some political cliques and even anarchical elements in

the country which continue to exploit college students for their purpose. Students are used by them as pawns and the disorder they create even end in bloodshed as was the case in Gwalior.

BUT in many other cases the indiscipline is due to the shortcomings of the authorities engaged in managing educational institutions. They are not interested in strengthening the finances of their institutions and providing the students with all the facilities and amenities they are in need. Class rooms are dark and ill-ventilated. There is overcrowding. As there are no well-equipped libraries, reading rooms and recreation centres attached to them, students have little work to do outside the class room and they grow mischievous. There are no hostels in most cases and the living conditions of students are of the most undesirable character. Instruction in the class room and in the laboratories is inadequate and sometimes even inefficient

because the number of teachers employed is small and it becomes impossible for them to do their work efficiently. This also makes any personal contact between the teachers and the taught difficult and even impossible.

IN the case of the strike in Gwalior one of the demands of the students was the construction of additional bath rooms, latrines, urinals etc. in the existing hostel. Another was the construction of a cycle shed. There is nothing extravagant or unreasonable in demands like these. They are in the minimum essentials but educational authorities are so indifferent to the responsibilities they have to bear that even these are not provided for. If strikes are to be avoided there must be a revolutionary change as much in the attitude of the managements and the officers in control of educational institutions as in the character of students. This is a lesson which all managements should learn.

The Andhra Teachers' Federation

The Secretary, Andhra Teachers' Federation writes :—

"A deputation consisting of Messrs. K. Paliah, A. L. Narayana Rao and Panditha Sathyanarayana Raju waited on deputation on the 7th and the 8th of August, on behalf of the Andhra Teachers' Federation on the Hon'ble the Chief Minister, the Hon'ble the Education Minister and the Director of Public Instruction, Madras and submitted memoranda requesting Govt., to grant recognition to the Federation to represent the six coastal districts of the Andhra Desa and such other districts in the Rayalaseema as may choose to affiliate themselves to it. The Ministers and the Director gave a very patient hearing to the deputationists."

THROUGH different STATES

DELHI

The 25th All-India Educational Conference

The 25th All India Educational Conference will be held at Secunderabad, Deccan, during Dasara holidays in October, 1950 and in order that its work may not be delayed, the Constitution provides that suggestions should be invited from Constituent Associations, Individual Members, Members of the Federation Council, the Reception Committee as well as from educationists in general on the following.

- a) Topics of Discussions for General Session and Sectional Conferences.
- b) Subjects on which papers should be invited for General Session and Sectional Conferences together with names and addresses of educationists who specialise in these subjects.
- c) Resolutions for consideration at General Sessions, Sectional Conferences and Annual Council Meeting.
- d) Changes in the Constitution of the Federation, if considered necessary.

All constituent associations, individual members, members of the Federation council, the Reception Committee and educationists in general would kindly send suggestions regarding each of these matters for the General Session and for each of the Sectional Conferences separately to the Secretary, P. B. 52 Kanpur (U. P.)

MADRAS

ALLOCATION OF PERIODS FOR LANGUAGE STUDY

The Government are examining the various suggestions made for the re-allocation of the number of hours provided for the study of languages in secondary schools.

Suggestions have been made not only by individuals, but also by legislators in the course of the recent debate on this subject in the Madras Assembly.

One of the suggestions, it is learnt, is that the six periods allotted for study of English be reduced to five and the hour so saved be made available for the study of Hindi. Another suggestion is that the hour so saved be allotted for the study of Part II of the Regional Language or the languages provided as alternatives thereto as the case may be. Some others urge that the seven periods allotted for the regional language be distributed in the ratio of 5 to 2 instead of 4 to 3 between Part I and II.

Mr. K. Madhava Menon told Pressmen that, while these suggestions would be gone into and suitable adjustments made, there would be no change in the main structure of the scheme for the study of languages.

DIRECTOR OF PUBLIC INSTRUCTION

Mr. D. S. Reddi, Director of Public Instruction, Madras, will leave on a short tour of the United Kingdom during the second week of September 1950, on an invitation from the British Council. He is undertaking the tour on behalf of the Madras Government. The tour which is expected to last six weeks, will cover visits to the various educational institutions.

ANDHRA UNIVERSITY CONVOCATION

Mr. Harekrushna Mahtab, Minister for Industry and Supply, Government of India, has accepted His Excellency the Chancellor's invitation to deliver the address at the Convocation of the Andhra University to be held on December 9, 1950, at Waltair.

NATIONAL UNION OF STUDENTS

A meeting of the Presidents and Secretaries of the various College Unions

convened in the City by the Regional Preparatory Committee was held at Madras, when the proposal of forming a National Union of Students was unanimously accepted.

A provisional Executive Committee consisting of Messrs. A. J. Franklin, N. S. Rajamannar, H. M. Ismail, J. C. Bunyan and V. Raman was elected with Mr. A. J. Franklin as Secretary to make arrangements for forming the Union in the City.

The N. U. S. will be a nonpolitical organisation of students seeking to reunite the entire student community on the basis of all matters of common interest and ruthlessly eschewing all sectional interests which have been responsible for the discord and disunity of the past. Ample provision has been made in the constitution to ensure that the N. U. S. is not "captured" and made use of as a vehicle of political propaganda for any party on matters of policy, and in the event of a controversy no resolution is valid unless it secures the support of 75 per cent of the college unions in the country.

BOMBAY

IMPROVING S. S. C. EXAMINATION SYSTEM

The advice of the Vice-Chancellors of the six Universities in the State, the Secondary School Examination Board and the Board for Secondary Education was being sought by the Education Department of the Bombay Government with a view to improving the existing system of the S. S. C. Examination.

The Department has addressed a circular to the Vice-Chancellors and the two Boards asking for suggestions for reforming the present S. S. C. Examination. There have been several complaints against the Board, particularly in regard to the small percentage of passes at the last examination. Many have reiterated the view expressed by the Universities Commission that the present system of examination is unsound.

In view of this criticism the Government of Bombay have been carefully considering steps to be taken to eradicate defects in the system. Before taking a decision, however, Government propose to seek the counsel of educational experts in the State.

FOUR ALTERNATIVES

Government have, it is stated suggested four alternative proposals for the consideration of the experts. First the maintenance of a record of the day to-day work of a student throughout the year; second, class tests; third, the objective and attainment test system widely adopted in America and, lastly, the system recently introduced in England of giving an option to a candidate to appear in one or more subjects.

While making these suggestions, Government have not expressed preference for any of the proposals. It is however, pointed out that since human nature is amenable to influence the first two proposals may not be free from malpractices and abuses. Teachers who will be given wide discretionary powers are likely to be subjected to undue pressure.

GRANTS FOR VILLAGE SCHOOL BUILDINGS

With a view to accelerating the progress of construction of primary school buildings, the Government of Bombay relaxed, in April last, the conditions prescribed for the construction of one-class village schools and authorised the District Building Committee, Ratnagiri, to pay grants to the villagers on the certificate of the District Local Board Engineer that the structure is safe, that it has sufficient light and ventilation, that it would last for at least 25 years and its valuation is not less than Rs 1,000.

The Government has now directed that in the case of a village, with a school having more than one class room the District Building Committee, East Khandesh, should be

allowed to contribute Rs. 500 per class room. The Government will extend these concessions to the Building Committees of other Districts also, if they come forward to take advantage of the scheme.

PHYSICAL EDUCATION IN PRIMARY SCHOOLS

The syllabus in Physical Education for Standards I to VII of primary schools has been revised by the Board of Physical Education. It is contemplated by the Board to prepare a book giving for each standard plans of lessons of the activities included in the revised syllabus. It has been decided to divide the syllabus for each standard into 20 lessons.

A syllabus in Physical Education on the basis of lessons plans for secondary schools has been prepared by the Old Students' Association, Training Institute for Physical Education, Kandivli. The same has been recognised by the Government of Bombay. It is intended to prepare a similar book for primary schools. For guidance, this book may be obtained, if necessary, from the Secretary of the Association.

GRANTS-IN-AID FOR CULTURAL BODIES

Grants-in-aid to research and cultural institutions and societies will in future be made according to the rules prescribed by the Government of Bombay for the purpose. The rules apply to the institutions and societies engaged in the advancement of knowledge or culture and which are otherwise not eligible for grant-in-aid from the Government. In the past, though such institutions were being given grants-in-aid, there were no rules governing the grants. Every case was considered on its own merits.

Any institution desirous of applying for a grant-in-aid from the Government should apply to the Director of Public Instruction for recognition.

BENGAL

THE 26TH ALL BENGAL TEACHERS' CONFERENCE AT BISHNUPUR

The 26th sitting of the All-Bengal Teachers' Conference was held at Bishnupur on the 16th and 17th July, 1950. Dr. Shyamaprasad Mukherjee inaugurated the Conference and Principal Devaprasad Ghosh presided. 570 delegates representing a very large number of schools of the different districts of West Bengal attended the Conference.

BOARD OF SECONDARY EDUCATION

Arrangements for setting up and working of the Board of Secondary Education in West Bengal from the beginning of 1951 are going on apace. The necessary by-laws are being made ready and election from several constituencies will take place before the end of the present year. It is learnt that Mr. A. K. Chanda, former Additional Secretary of Education, West Bengal, is appointed as President of the Board and will join his duties before the Pujahs.

MADHYA BHARAT

STUDENTS' AGITATION A GREAT SUCCESS

The Madhya Bharat Government have accepted the recommendations of the Four-Man Committee with the Director of Education, Mr. B. N. Jha, as the Chairman, constituted to investigate into the students' demands.

Announcing this decision, a communique issued by the Madhya Bharat Government says:—

"The Four-Man Committee with Mr. B. N. Jha, Director of Education, Madhya Bharat, as Chairman, has now reviewed the outstanding points and following decisions have been taken on the recommendations of this committee."

(a) Opening of one section in 1st year Intermediate commerce, Victoria College, Gwalior.

(b) Opening of one section in III year science for mathematics and biology combined, Victoria College, Gwalior.

SYLLABUS FOR BASIC SCHOOLS

Manager of Publications; New Delhi, Price Rs. 2.

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 Professor 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 nationwide 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 textbook 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, mother tongue, social studies, mathematics, general science, art and games and physical activities.

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

(c) Construction of additional bath rooms, latrines, urinals etc. in the existing hostel. Renting of two buildings as additional hostels both for Victoria College and Central Technical Institute, Gwalior.

(d) M. A. classes in all subjects shall be held in the morning at Victoria College, Gwalior.

(f) Construction of a cycle-shed for about 600 cycles at Victoria College.

(h) Facilities of transport for girl-students at Victoria College, Gwalior.

(i) Provision has been made for making up deficiencies of furniture, science equipment etc. in girls' schools.

(j) Opening of B.Sc. classes in biology, Holkar College, Indore;

(k) Opening of B. A. Classes in politics, Holkar College; and

(l) Opening of M. A. classes in mathematics, Holkar College, Indore.

The total expenditure required to meet these amounts to a little more than two lacs".

Pakistan

WEST-PUNJAB

URDU TO REPLACE ENGLISH

The Punjab (Pakistan) Government have issued a warning to all officials working in the offices of "Secretariat level" to be prepared for the eventual switch-over from English to Urdu which may be ordered "at short notice".

An official announcement stated that the objective of substituting Urdu for English as official language in all Government offices, courts and Government departments was being pursued "quietly, but vigorously".

The Governor has sanctioned the creation of a Board of Translators to translate into Urdu such English terms as are in current use in various departments of Government, law courts as also English phraseology, which is in common use in official correspondence.

"Education and the Role of Students"

Justice Chagla's call to the Students of India

Symposium at Bombay Convocation Hall

Bombay's Chief Justice Mr. M. C. Chagla, urged the students of India to join enthusiastically the patriotic fight against poverty and social injustice which, he said, had been degrading the country and threatening its security.

Mr. Justice Chagla was presiding over a symposium on "Education and the Role of National Union of Students" at the Convocation Hall, Bombay under the auspices of the Regional Preparatory Committee of the National Union of Students. Those who participated in the symposium were Doctors Radha Kumud Mukherjee and Behram Mehta, Mr. Homi, Mr. J. H. Talyarkhan, Mr. Asoka Mehta, the Socialist leader, and Dr. S. Volentiz, General Secretary of the International Students' Service.

Mr. Chagla considered it greatly desirable and important that there should be complete unity among the various students' organisations in the country. It was wrong that the students should confine themselves to their college life and not realise that they were students of a university as well. The National Union of Students, he said, was attempting a big and noble task—that of having one student organisation for the whole country, free from politics and devoted entirely to the cause of the students. The only political outlook that the students should have he declared, must be the desire to serve the country.

Lack of Unity

The Chief Justice pointed out that India which had all that was necessary to make it a great country, had, in the past, one great impediment in its progress—the lack of unity among its people. It was therefore essential that great emphasis should be laid on unity among students because it was they

who should lay the basis and foundation for unity in the country.

Mr. Chagla said that to maintain India as a secular and democratic State, the youth of the country should have the proper training and acquire the proper mental outlook.

Students, who believed in working for democracy and secularism, would greatly contribute to the progress of the country. They should understand that unity was an essential factor for the purpose of secularism and a healthy critical spirit for the purpose of democracy. The student should consider no work as too low or too servile to put his hand to.

He said that the organisation should guide students to do whatever they could for the national cause.

India today, declared Mr. Chagla, was in the same position as the European countries during World War II. The war against poverty and social injustice in India had to be waged with the same fervour and passion as the war against Germany was waged by the other European countries. Inflation and corruption were eating the very vitals of the country.

Internal danger was more insidious and poisonous than external dangers and in the war against these dangers there should be national recruitment, if necessary.

No man young or old should stand away when the country was fighting the enemy within. He pointed out that a band of enthusiastic and patriotic students could join the fight against

poverty and social injustice, which degraded the country and made one feel that the security of the country was being threatened.

Mr. Chagla stated that more than ever, the touchstone to be applied to any organisation or activity was—"Is it in the national cause?" He was sure that the National Union of Students could favourably answer this query and could develop the character, the equipment and the activities of the students in such a way as to ensure national progress.

Prof. Radha Kumud Mukherjee

Professor Radha Kumud Mukherjee stressed that students should organise the villages with the full realisation that unless the villages were uplifted, India, which was essentially a rural civilisation could not progress. He wanted that the students should have a share in the administration of the universities. The Organisation should work for causes national and all-Indian in character and should try to cultivate among students a national and international outlook, so that they could carry the message of India's ancient and glorious civilisation to the world.

Dr. Behram Mehta

Dr. Behram Mehta regretted that the youth of the country had not been given sufficient opportunity and encouragement to build the nation. He said that the desire for active political life among students was a clear expression of their frustration in life and their discontent.

Students should, however, develop the outlook that whichever 'ism' served the people was the right 'ism'. He said that students should make a resources survey of the wealth of the country, should develop physical fitness to work for the nation and should strive to build up a community life.

Mr. Homi

Mr. Homi urged that students should, in their leisure hours, train teachers necessary for imparting primary

education as they were now very small in number. He suggested that the organisation should serve as liaison between the youth in the villages and those in the towns.

Mr. Asoka Mehta

Mr. Asoka Mehta pointed out that most of the learning in the country was imparted through the medium of a foreign language and today there was the danger that English-knowing people would have a monopoly on modern knowledge. The working classes even though they had the desire to learn, were not able to handle the tool of modern knowledge because of their ignorance of the foreign language. Mr. Mehta pleaded for the nationalisation of modern knowledge and urged that students should strive to acclimatise modern knowledge in the country's language.

He wanted the students to shoulder the responsibility of developing a community life by interchange of leadership and partnership in physical labour and intellectual activity with the workers and peasants.

Greater efforts should be made to earn as they learnt and students should strive to bring community consciousness in place of caste consciousness.

Dr. Volentiz

Dr. Volentiz stated that the main task of the organisation was to promote student opinions and student interests. Work in relation to higher education policies, socio-economic problems among students, contacts between different national groups and international solidarity could be undertaken by the national committees.

In the international field the various Unions of students should have common interests and common responsibilities. The National Union of Students he said, should have to work for recognition of students' rights in all fields of activity and also for a realisation of students' responsibilities. Its supreme educational function was to educate its membership in the tenets of citizenship.

FOREIGN CURRENTS

School Kids in U. S. A. "Creative" Playground

A new kind of elementary school playground that gives children the chance to do what they like most of all—make up their own games has been opened in the United States. The playground contains tunnels and "secret passages" in which the children can hide, a miniature ship, a "dungeon", and a stimulated airplane that holds six "flyers."

There is a ledge two feet off the ground around which a child can walk by clinging to a wall, a structure built with three different levels from which he can jump into a sand-pile, and a pole to slide down. An open-roof playhouse for girls and an outdoor amphitheater, which will be used as a classroom in warm weather, also are provided.

The idea of this "creative" playground was developed by the father of one of the pupils at the elementary school in Silver Spring, in the state of Maryland. He believed that the standard playground with swings, slides, seesaws and other equipment does not accomodate enough children at a time. Moreover, it does not give them an adequate opportunity to "make believe" at their play.

The fathers of the students built the playground themselves. They worked week ends and at night under lights furnished by the local fire department. Part of the money for the project materials was raised by a fair held by the local Parent-Teachers' Association.

U. S., Turkey signs Fulbright Educational Exchange Agreement

In the fifteenth international agreement signed by the United

States under the Fulbright Act, the United States and Turkey have agreed to an educational exchange program.

The agreement provides for an annual program of the equivalent of \$ 250,000 in Turkish liras for two years, with the possibility of later extension.

As in the case of other Fulbright Act agreements, program funds will come from the sale of U. S. surplus property to the signatory country, and will finance graduate students, research, and instructor exchanges.

Previous agreements have been signed between the United States and China, Burma, the Phillippines, Greece, New Zealand, the United Kingdom, Belgium and Luxembourg, France, Italy, the Netherlands, Norway, Iran, Egypt, and Australia.

Cooperative Library Centre Planned by 11 U. S. Universities

A library centre for the cooperative use of 11 universities is planned in the United States. Construction of a building to house the new library, to be known as the Midwest Inter-Library Centre, will be started soon on the campus of the University of Chicago.

Purpose of the new center, as explained by its directors, is to increase research facilities of the cooperating schools. Instead of each of the schools devoting valuable space to storage of important, specialized documets, the center will store them and issue them on request. When a member school wants a document, it will contact the center, which will forward the document by air mail.

In addition, the center will be able to buy documents for scholars that could not be included in the budgets of individual schools. For example, the new center will have a complete microfilm file of important newspapers from all parts of the world.

The center has been granted \$ 500,000 by the Carnogie Corporation and \$ 500,000 by the Rockefeller Foundation. Half the grant will be used to build the center, the other half to buy study materials. It is estimated that the centre, at the start, will contain 1,000,000 documents and books.

A similar plan is being considered by schools in the eastern and far western sections of the United States. It is hoped eventually to develop a nation-wide network of such library centers.

Education Pioneer in U. S. still active after 50 Years' Work

Dr. Alvin S. Johnson, 75, who along with John Dewey and others

has pioneered in adult education in America, is still a driving force in a field which has occupied his efforts for the last half-century. Leading American educators met recently to honor Dr. Johnson for his years of achievement.

Born on a farm in Nebraska, Johnson at 13 entered into an agreement with his father to run the farm on a share system. Five years later he entered Nebraska University and devoted his talents to a teaching career which has taken him to Nebraska, Texas, Columbia, Stanford, and Correll universities.

Shortly after World War I, Johnson and his friend Dewey associated themselves with American historian Charles A. Beard and others in founding the New School for social Research. A protest against academic formalism, the new school offered evening courses for persons of all races and creeds. Little emphasis was placed on academic credits, the main prerequisite being a desire to learn.

SOCIAL STUDIES

BY

Prof. M. VENKATARANGIAYA, M. A.

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Book-Reviews

TEACHING SMALL CHILDREN:

By Shachi Mathur—Published by T. C. E. Journals Ltd., Lucknow, Pages 18—Price Re. 1.

The importance of giving the right education to children through educationally sound methods in the most impressionable years cannot be exaggerated. Children are by nature very active, they are full of curiosity and they are interested to play and these primal instincts have to be fully availed of to develop their physical and mental faculties on right lines. The author of this pamphlet from her own personal experience writes about the methods which she has tried herself and which will yield good results in the teaching of young children. Those who are in charge of kindergartens will find this pamphlet offers them valuable guidance.

CHOICE OF A CAREER:—By F. S. Chothia—Published by the Times of Indian Press, Bombay—20 Pages—Price 12 annas.

The choice of a career does not receive in our country the amount of attention to which it is entitled. In the old days the problem did not present much difficulty as there were few occupations to choose from. But in the modern world we are confronted with a bewildering variety of occupations—~~their~~ number amounting to not less than 20,000 in the U. S. A. Not only are there so many occupations but they are also so different one from another. Men are also differently constituted and in the selection of a career care must be taken to see that every

man, chooses a career for which he has some natural aptitude, as, otherwise he is sure to prove a misfit, a square man in a round hole. We must be able to assess our intelligence, our physical condition, our interests and our special abilities. Modern psychology has made a valuable contribution to enable us to size ourselves up. The choice of a career, therefore, need no longer be a matter of chance or accident but may be based on a right understanding of ourselves and of the occupations open to us. The pamphlet before us offers some interesting and instructive suggestions on this subject.

TEACHING—Vol. XXII. No. 4—Published by the Oxford University Press—36 pages—Price 12 As.

This issue of the high-class educational journal *Teaching* is devoted to the subject of Adult Education which has assumed such great importance in the context of our new-won freedom and the establishing of a democratic republic in our country. The articles reproduced here are articles originally prepared in connection with the UNESCO Seminar on Adult Education held in Mysore in November 1949. They deal with such important topics as the Methods of teaching the three R's to Adults, Rural Adult Education, the training of teachers for Adult Education, the role of Indian Universities in the Adult Education Movement, the problem of lapse into illiteracy and community organisation through scouting. The volume will prove very instructive and helpful to those who are interested in Adult Education or are actually connected with it in some way or other.

—V. M.

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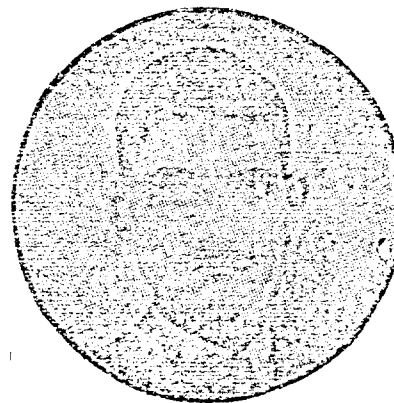
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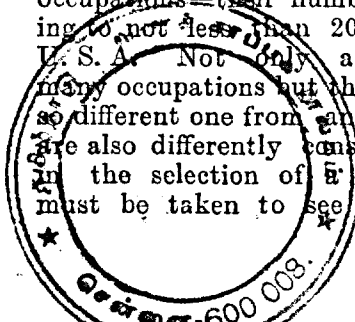
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