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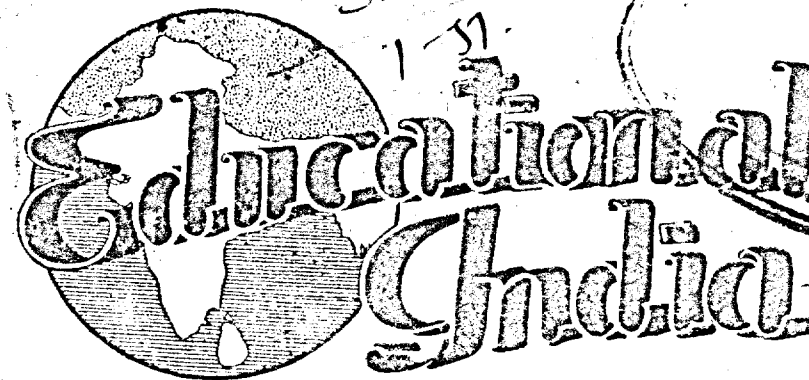
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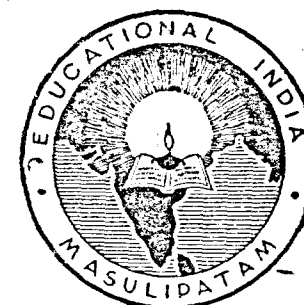
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EDUCATIONAL INDIA

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

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The Role of Educational Administrations

V. S. MATHUR,

Central Institute of Education, Delhi

"There is no more certain mark of constructive administration than a fine professional morale among the teaching staff with correspondingly continual vitality in their educational philosophy."

In the departments of education where new ideas and new techniques there is so much of unproductive may be conveyed to them. In routine work that our educational Bombay the educational adviser officers get little time to devote to and his staff are working on these their more academic responsibilities lines.

and to educational research. The same old routine that existed twenty five years ago, continues. No healthy professional guidance or help is available to the teacher though a heap of correspondence passes from office to office every day. This stagnant stage of affairs is due more to the shortage of staff rather than to any indifference or an intellectual bankruptcy on the part of the officers, many of whom would be capable of doing excellent educational work only if they did not have so many 'files' to go through and so many papers to sign. It would be useful if the staff at the headquarters were increased and some suitable officers deputed to carry on educational research and offer expert professional guidance to all those in the profession who may stand in need of it. It might serve quite a useful purpose if a separate research-and-experiment branch be opened and official handbooks for the guidance of teachers prepared and published. It should also be the duty of these officers to conduct short refresher courses for teachers



Better education will naturally need more money and this question can only be amicably settled with the aid of public generosity specially during the present financial depression. Education at least in its primary stages, should be free, and even in the higher stages a good system of scholarships and bursaries should be instituted, so that an average Indian family may not feel the education of their children a 'burden' and nobody may miss education for lack of means. Heavier taxation will have very undesirable results. Any plan to make education completely self-supporting is, if not quite an absurdity certainly an impossibility, if the standards of education are to be kept respectable. An increase in fees will kill the very spirit of new education. The net result of this is, that the Government and the public will have to share this responsibility in equal measures.

I have no faith in any large scale system of state grants to private institutions, because I believe that a progressive society should

seek no financial help from the state to run its own schools; and if it does such schools have no claim to a respectable existence. It is an every day experience that salaries and promotions in many aided schools depend greatly on Government grants. If our aim is to impart healthy education through the agency of an efficient staff and useful equipment it is better to have a smaller number of well financed and well equipped private institutions than to have a large number of unhealthy institutions of the lowest degree. A tighter state control and a more effective and a less corrupt type of management are absolutely necessary to bring the affairs of our local and private bodies to any adequate standard of efficiency.

Most of our private institutions are run by persons of money and influence but of little or no education or even culture. The staff are changed at the will of some of the more important committee members on most unacademic grounds. Posts are hastily created and new subjects introduced because some persons have to be accommodated. Receipts are taken for amounts that are never paid to the staff. Summary dismissals and suspensions are made if a teacher punishes a committee member's son or because some student fail in examinations in spite of their parentage. In short a disgusting state of chaos and corruption exists and the poor teacher finds himself in a most uncertain and uncomfortable atmosphere with the result that he passes most of his time in 'paying respects' to the various members of the committee and doing all sorts of odd jobs for them at even odd hours. The Uttar Pradesh Government have taken a very good step in ordering that in no institutions such persons

are to be employed as are in any way related to any member of the school committees. The step needs a wider following in the country. I believe that (a) at least fifty percent of the Managing Committees in every private institution should consist of educational and administrative experts; (b) that the headmaster be given all internal authority for the running of the school — the committee to interfere only in very extreme cases and at the headmaster's invitation; (c) both the teachers and the committees be made to sign a regular agreement form thus making the teachers' position more secure; (d) that no appointment or dismissal be made without the final approval of the Education Department; (e) that the teachers may have a right of appeal to the Director of public Instruction and even to the Minister of Education, and (f) that mutual transfers of staff between private schools in the same state be encouraged. This will mean that a uniform system of salaries and grades is followed in all schools.

I have already said in the beginning that a teacher is given no professional help or guidance from any quarter. No attempt is made to remove his difficulties and thus increase his efficiency. The Inspectors of Schools are best suited to give this type of guidance and help to the teachers whenever they stand in need of it. They should even give demonstration lessons during their annual visits to schools. I mean no disrespect when I suggest a 'human' change in the Inspectorial attitude so that the 'dreadful' side of them may be mitigated. Inspectors should be the main source of inspiration to the teachers. All this, however, can only happen when the persons who occupy the inspectorial

chairs possess high academic qualifications as well as an extensive professional experience. It is, however, quite impossible for a single individual to be an expert teacher of all subjects, and therefore it may be desirable to have a number of subject inspectors in addition to the present officers. What happens today is that if the inspector is a man qualified in history, the science and mathematics teachers get scot free while the poor history teachers have to bear the brunt of inspection. I am sure if my suggestion, which is not altogether new to India, is adopted and worked out properly our education may become a much brighter affair.

A new experiment which was tried in the Punjab deserve attention. The staff of the Central Training College, Lahore were asked to tour various divisions for the purpose of school inspections and thus carry fresh knowledge of healthy ideas to the schools where instruction has become more or less a dead routine.

In order to bring about an educational uniformity and integration in the country, the office of the Educational Advisers play a very

important part, if it keeps in constant touch with the doings in the States. Much experimentation and research work could also be carried on under its auspices on the model of the work done by the Imperial Councils of Agricultural Research. The establishment of the Central Institute of Education is a healthy augury.

The coming of Dr. Tara Chand to that high office is a landmark in the history of Indian Education. Not long ago, I understand, this office was supposed to be a 'dead office', meant to honour some of the more prominent retired directors of public instruction. Dr. Tara Chand comes to us with a very varied and extensive experience of Indian Education and since his advent we have been witnessing great educational activity in New Delhi. The latest schemes of educational reconstruction sponsored by the Ministry are sufficient evidence of his great scholarship, the catholicity of his ideals and the genuine love for Bharat that he possesses. If the enthusiasm set by him is kept up at the Ministry of Education, we may soon expect an 'educational revolution' in the country.

SILVER JUBILEE SESSION

OF

XXV All-India Educational Conference

"Dr. Zakir Hussain, M. A., Ph. D., Vice-Chancellor, Muslim University, Aligarh, will preside over the Silver Jubilee Session of the XXV All-India Educational Conference which will be held at Hyderabad, Deccan from 28th December to 31st December, 1950."

AMARANATHA JHA,
President.

A. P. KHATTRY,
Asst. Secretary.

EDUCATIONAL CRISIS

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

WE are face to face with a situation in which there is a scarcity of teachers in a multiplicity of schools, and indeed we hear a babel of voices in which the loudest deplored the deterioration of standards and decries the teaching class and the students who are not more ill-disciplined than in the days of the Congress struggle for freedom. At the same time, there are critics who praise the profession. The more they praise the profession, the more they disparage the quality of the teaching staff.

In fact it has become the fashion in any society to indulge in conventional platitudes towards teachers offering them words and mere counsel when they seek and need bread. If any teacher becomes venturesome to ask for more, he is marked by half-baked administrators or falls a victim to scheming party politicians or becomes an easy target to political stump orators. People calling themselves reformers and seeking to recruit the best material for the teaching profession, as if that is the only remedy for all educational ills, often forget that most men in the profession are better than most of their compeers in other departments excepting perhaps outstanding people who are exceptional any where, you do not require scholars and geniuses for the teaching profession when as a matter of fact, a teacher of a fair capacity can do very well if his attitude is sincere and his character strong. We but require steady sincere workers with capacity to instil into children's minds a proper attitude and behaviour

towards learning and craft. Even if geniuses come into the profession, they cannot and will not stay long in it. At any rate the school is not the place for them.

It will be plain to the simplest understanding that the esteem which the teaching profession generally commands is a true index to the progress of civilization and the low esteem of the profession is without doubt, a true reflection of the indifferent, underdeveloped or ill-developed society whatever opinions politicians may hold. Teachers commanded a high regard in ancient India. In the democratic countries of today, their position is not inferior to other wage-earners of position and importance. Of course teaching is not considered inferior to manual labour at present. While respect for the *guru* has been traditionally eastern, the degradation of the teacher became part of the British Indian policy and rule, as it deliberately set out to uproot Indian system of learning and culture. The present position is a legacy of the past. With the rise of a national government schools in large numbers are naturally coming up but the disparity between the fewness of teachers and the multiplicity of schools is becoming marked and is bound to assume alarming proportions in the near future. In their eagerness to recruit teachers the managements draft much of untrained material with the result that the new element is necessarily foreign, not responsive and certainly not responsible. Lack of responsibility leads to lack of discipline which easily spreads to the student population. The surprise is not that the

students are ill-disciplined but that things are not worse. It may be mentioned in passing that the Sergeant Report was meant to allay the teachers' discontent or avert a possible revolt at a time when students in general were of inflammable material. No sooner was it prepared than it became a dead letter because it could not at once be implemented.

The increase in the number of schools is certainly welcome but the making of teachers is not so easy and so their fewness is a sorry state of affairs. In many Board schools the Headmaster alone is an L. T. while others (the minimum is three or four) are mere untrained graduates, and it should be noted that an untrained graduate uses the school as a jumping off ground for other jobs or departments. The untrained graduate simply marks time before entering other jobs. It is educationally, ethically unsound to prefer an untrained graduate to a retired L. T. Any day the latter is preferable because he is better qualified, more experienced, more sensible to right and wrong and more responsible.

What is the remedy to the existing state of affairs? It is not limitation of spatial accommodation per pupil and the concomitant increase in the number of classroom seats. It is not the opening of more training colleges or schools, though it may go some way towards the solution of the problem. It is not giving a higher pay to an untrained graduate to tide over the exigencies of a situation, as if you are in need of a shepherd to watch a flock. This by the way is fraught with dire consequences. It is not throwing open a few posts for direct recruitment of District Educational officers. It is not re-employment of retired L. T's.

on a halting basis leaving out of account capable, active but retired Headmasters (and here what is pompously declared as a principle is secretly surrendered in practice owing to narrow technical interpretation by Presidents and D. E. O's. It is not sending out one person to America in order to reimport American books, literature, ideas, American experience (of course, not the American mind.)

There are no specific cures, and it is not my business to suggest them. But a surer remedy there is, and we may well ponder over it. Give a better start to entrants by all means but pay a higher salary to the existing staff. Give weightage to service and experience. Treat the existing people in a more considerate manner. Interpret the rules in a liberal manner. Give them facilities for passing higher examinations. Give their children educational concessions to ensure contentment among the existing staff and guarantee a certain proportion of teachers at any rate in the near future. As a matter of fact even in countries like England such concessions are offered and accepted. Do not argue that when concessions are given to teachers' children, there are other people in other professions who may want similar treatment. At any rate it is the mechanical plea of a mind enslaved by conventional modes of thinking and platitudes. It must be obvious to the simplest understanding that if you show better consideration to the existing staff, others will freely enter. Or they will fear to tread. If the first man in a group falls into a pit, others behind him avoid him. If the first daughter-in-law suffers, there will be no other daughters-in-law. If I see a teacher deservedly honoured, I am proud.

If one teacher in a hundred years becomes a D. E. O. I am not proud when that man is not an out-standing figure and when he is as good or as bad as the others if not worse. If you pull down without reason a teacher or an officer in the department, that is the surest way to pull down the profession itself. The minds of youths are contaminated when they see a respectable man being degraded. This leads to indiscipline as students are sure judges of right and wrong. Sometimes teachers themselves are being 'deteachered' because of other influences. As a class they are the least corrupt and corruptible. If there be any who may be dishonest, it is due to extraneous influences. There should also be a change in the outlook and vision of officers in the department. It is surprising that there are many

officers skilled in narrowly interpreting rules and succeeding in neutralising even the little benefit for which the rules must have been meant. They fancy that their success in administration depends on their subtlety and skill in obeying the law not in its spirit but in its letter. Rules framed against a back ground of suspicion and distrust give rise only to evasions and deceitful methods.

It is commonplace to compare the teacher to a ladder for every person who passes through a school uses the teacher as a ladder with whose help he goes from class to class and from school to college. But a truer comparison will be to liken him to a pillar. He is certainly a pillar of society as he is the main prop of citizenship in a society but it is tragic to note how this pillar is really pilloried!

An Experiment in the Teaching of History

P. R. BATRA, M.A., Bs. Ad., Mont. Dip.

HISTORY gives unity of purpose to man's struggle through the ages. The study of history gives a graphic account of the periods in all its nakedness bringing out the good and bad points of "those times". By such comparative study we come to understand the trials and tribulations man had to pass through before he reached the stage of civilization that he has. A true student of history understands and sympathises with the old and new way of life. This understanding brings about a broadening of outlook in the national spirit of one's country. He realizes that the conflicting philosophies of life of various-blocks-of-peoples are not merely the out-

come of climatic conditions; but also the resultant of the conditions that arose from natural "tidal-waves" of migration of peoples, with a diverse cultural development; and with the march of time, there was a fusion of the two or more cultures resulting into a higher type of "cultural civilization". Before Babur came to India the political unity was disruptive which was sapping the socio-economic life of the country. Culturally, India was far advanced; but a uniting political power was needed to give strength and unity to the political set up of the country. The Moghul opportunists made this possible; and Akber was successful in perfecting the cul-

tural and political unity of the country. And since, the country has stayed as an individual political-cultural unit barring "transitional-incidents."

To make history a living subject, needs the understanding and realization, that, if we wish to indent the moral and practical from the story of mankind, we must give it an honest colouring in the form of setting up of plays which may be staged when class-groups are psychologically toned up to a point of verile enthusiasm. Let the group make all the necessary arrangements for "staging the play". The teacher may guide and give suggestions when asked for. India is full of historical sights. Class-groups may be taken to those places before or after they have gone through that particular period. The trip should not be of short duration as it will not fulfil its purpose. Make the trip a camping excursion so that the "class-group" may also lead a real "camp-life". The sight of the camp not too distant from the object of study and observation. The "class-group" should be a manageable one, accompanied by one or two teachers. The government, the school, the parents, and the local body should step in and share the economic burden of the trip. Stories, anecdotes and pictures at the spot will help the imagination to get a better grasp. At the same time the "class-group" should not be allowed to neglect their other subjects as other subjects too have a bearing in the study of history.

While teaching the various periods of history the cultural unity of a country must be pointed out because this point we often miss to emphasise which results in wrong interpretations. We must not forget to point out the social and economic

life of the peoples of "those times" and give historical reasons for its changes. When speaking of the heroic deeds of a king we should point out his personal character in the broader context and show its repercussions on his subjects like that of Ashoka, Akber, Aurungzeb, Shivaji, Rana Pratap, etc. The political set-up in these various periods may be brought out; then having discussion groups to decide on the kind of Government they like to have.

Along with our past history we must keep them in touch with "current history". This we can do by making them read the newspaper in their own vernacular. The "class-groups" that is, each small group of two or three should be in charge of a country or a province about which they should read up all the news; and for class work, write up any one news. Thus, the whole class will be informed of all that is going on around them. In class, these "news groups" will read out their respective news; and the teacher will add and give such relevant news-item that will add to their knowledge. These "news-groups" will also read all they can in regard to the country by way of social habits, language, and other information of interest. They should also draw a map of that country pointing out the capital and big cities; and at the same time become familiar with the names of famous men. Sufficient time should be given to complete this project. As a hobby, they may be encouraged to keep a scrap-book of stamps, pictures, interesting articles, etc.

After they have got the practice of writing up news from the daily papers, they may be asked to start a weekly or daily paper of their own. That is, each class will have its own

elected editors who will divide the news-collection work among his classmates. The news sheet must go up on the notice-board every day at a fixed hour. It would be well at the beginning to have each class to bring out their own news-sheet so that its comparative write up and set-up may be studied by each group: and it will be noted that each group will try to improve its set-up.

When the Constitution of India was complete, the writer began to have discussion groups on the Constitution. They were eager to try out its experiment. In each class, elections were held; members to both Houses were 'elected'. Both Houses then elected the President who called in the leader of the Lower House to form a Ministry. Each Minister was put in charge of subject portfolios and: also Health, good-relations, recreation, etc.

At the beginning they found difficulty in getting things done without the help of the teacher. But gradually, they were found to work out things on their own. They came to realize many things; and through such stages of experience and experiment, they were at last found to work out things co-operatively with a maturer understanding. Much of this experiment will depend upon the intelligent discretion of the teacher.

Teaching of history in this way becomes interesting both to the teacher and the taught. It not only gives life and a practical twist to history, but also helps to co-relate and give life to the other subjects. If we desire to give national unity and awakening to the citizens of tomorrow, then we must teach history or any other subject with a new practical vision. Remember, history is both a science and an art.

The Importance of Home Work

SUSHILA VARMA, M. A.,

Central Institute of Education, New Delhi.

THE importance of home-work specially of written home-work, as a part of regular school-work needs no over-emphasis. In the words of Bray, "Home lessons render material assistance in the direction of private effort, without which self reliance is an impossibility". No school can run successfully if this factor of written home-work is entirely eliminated. But this important aspect is very haphazardly handled in our schools. The result is that the products of school education i. e. the students remain much below the standard.

Home work can be of value only when there is equal co-operation and proper attention from teachers, students and parents alike. Home work is necessary for students to utilise leisure time in a fruitful manner. Those who are against this system might say that if a student has been kept at work for five or six hours in the school, it will be too much strain on him if he is needed to work at home also. Of course a student must have some leisure time for games and recreation also, otherwise no real gain would come if he is

solely devoted to studies. But at least one or two hours after rest and recreation can be easily spared for home-work. Rest and recreation will only revive his lost energy and refresh his mind. He will be more active and enthusiastic to do his work. The necessity is of sufficient encouragement from the teacher.

A student cannot make much headway if he depends only on school-work. The case may be that sometimes he is inattentive in class and does not pay full heed to what a teacher tells. In this way he loses. Often it is not possible for a teacher to give each and every boy a chance to answer his questions. So a student has no other alternative to have individual attention from the teacher but through his written home-work. In schools too much time cannot be devoted for written work—so written work at home gives ample opportunity for self expression and practice in subjects like Arithmetic.

Moreover a child cannot write peacefully and comfortably in a school period when there is so much hurrying about. He cannot give vent to his thoughts and ideas freely. He is often handicapped by the crowded surroundings. But at home the atmosphere is more congenial and free.

Oral answers sometimes are not enough to give expression to the whole idea. So written work comes to the help. In addition to this the most important gain in written home-work is that a student takes extra pains in going through a lesson a number of times carefully and answers questions in the best possible way. Thus unconsciously he learns the lesson through the process of repetition. The long and short

of the discussion is that a student has a better chance of showing his originality and capability and his work frankly tells a teacher how much he has gained in the class. A student learns to write and to answer questions carefully and intelligently and gains self reliance with practice. Thus daily written home-work is the most essential need in education for healthy exercise of the hand and the mind.

To make home-task useful in the real sense there is need for a regular timetable. The problems of the amount and the kind of home work are to be carefully handled. There must be good co-operation among the teachers of different subjects. There is a common complaint from the students about the huge amount of home-work in each subject. The result is that they cannot fully concentrate on any subject; thus there is a deterioration in the quality of work.

Best results could be had if a student is given home-work for an hour or two and only one or two subjects are dealt with. This will make the work of both student and teacher lighter and more fruitful. As days in a week are less and subjects are many, only escape is that important subjects that require a lot of individual work are selected. This can be adjusted among teachers through the help of the headmaster.

It is sad to note that parental co-operation is almost absent in the education of their children. They of course provide monetary needs of their children but leave everything else to the teachers. They do not realize that they have a great responsibility to work after the child's daily activities when he returned from school. A child has two places to go to when he is receiving his

education—home and school. Students are as if links between school and home. Parents can know the progress of their children if they are interested and co-operate with school-teachers. Both the 'authorities' at home and school should have a first-hand knowledge about the progress and work done by the child and there should be a sort of communication between these two heads. Parents should see if the child does his home work and takes no illegitimate help. Usually students take the assistance from the parents or somebody else in the house. This defeats the very purpose of home task. The need is for developing self-expression in a student. Real creative work is what is required. This can happen when a child is left to practise himself systematically. 'We learn by doing.' The duty of parents is this that the children do it. They should accordingly report the matter to school teachers.

The next important thing for a teacher in connection with home-work is the correction of home-work. It has become a problem for teachers to correct written work as it demands too much of their time and energy in school as well as

at home. The wise thing for solving this difficulty is to give a lesser amount of work which can be carefully gone through in the time allotted for correction. Moreover a teacher must not do correction work in the absence of students. It produces no result if the mistakes are simply pointed out and corrected in the copies. If a teacher explains the mistakes in the presence of the student it will do him a lot of permanent good. Because students do not care to see what mistakes are pointed in copies.

Moreover a teacher will be less troubled if he takes some typical mistakes and deals with them in the class instead of trying to correct them in all the exercise books.

In conclusion, I would like to say that there is a great dearth of true education in our schools. A good and sincere teacher is the essential need for raising the standard. So all the facilities should be provided to him. If a teacher is required to act honestly he should be given sufficient time to correct individual copies. The class should not consist of a large number of students otherwise it is not humanly possible for a teacher to give individual attention which is the soul of all good and fruitful education.

The Visakhapatnam-Srikakulam Districts Teachers' Guild.

"The Honble Sri K. Madhava Menon, Minister for Education, Government of Madras has kindly consented to open the Twelfth Annual Conference of the Visakhapatnam-Srikakulam Districts to be held on the 16th and 17th December, 1950 at Polaki, Srikakulam Dt. on the 16th and 17th December, 1950."

YELLAMANCHILI,
20 October, 1950.

A. L. NARAYANA RAO,
Secretary.

Mode of Living in Plains and Mountains

Prof. S. R. CHAUDHURI, M.A., M.Sc., F.R.G.S. (Lond.)

Darrang College, Tejpur (Assam)

ENVIRONMENT shapes human civilisation to a large extent. Man has not the freedom to alter nature in any way he likes. Mountains are uneven and of rugged nature and hence there is difficulty for settlement. Mountainous regions render means of communication almost impossible. That is, in other words, they obstruct transport and communication. There, the rivers are not navigable. The inhabitants have scarcely any connection with the outside world and the land is not levelled, so agriculture is at its infancy. The main occupations are lumbering and cattle raising. Here, commerce, industry, banking and towns cannot flourish on account of insufficient supply of raw materials, uneasy communications and other formidable barriers. Occupations being scanty and meagre, the inhabitants are naturally poor and consequently their standard of living is very low. They take raw fruits, burnt flesh, etc. People are illiterate as schools cannot be started because of the less density of population. Artistic sense and refined taste thoroughly lack in their dress in comparison to that of the people of the plains who are in close touch with civilization and culture. Their religion is full of superstitions. They perpetuate the traditional mode of living.

Crops are cultivated with great difficulty at places in the hill side by what is known as terrace farming. Mountains, for this reason, repel settlement, while plains invite population. Civilization is primitive in the mountains, and as such the inhabitants are backward and bar-

barous. However, the nature of the soil has made them brave and lovers of independence.

Let us now pass on to the plains where we find civilization at its highest peak. Civilization first dawned on the plains which are the most thickly peopled parts of the world, where towns and cities have been formed, specially, on the banks of rivers. Plains afford good and easy facilities of transport so much so the different parts are linked up by roads, rivers and railways. The people of the plains are most advanced in culture and civilisation and are really the moulders and makers of the country's destiny.

To facilitate communication, there are steamers sailing over the navigable rivers of the world, ships through the waters of the oceans, network of railways on the land-masses and lastly there are aeroplanes flying through the air. The soil is fertile, various food stuffs and plenty of raw materials are available for carrying on industrial manufactures. Commerce, Industry, Banking flourish as a result since towns occupy the central position in the standard of civilization. Thus, we find a variety of occupations here; there are bankers, merchants, educators, lawyers, etc. Generally speaking, the island countries like Japan and the United Kingdom are greater and highly advanced in civilisation and commercial pre-eminence due to their natural advantageous geographical position. In the plains the standard of the people is very high and costly. The art of living, refined taste and artistic sense of them are revealed

127317

The Squad System at Work

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

Lecturer, Dr. A. C. Training College, Karaikudi.

IN a democratic community we must all take a share in preparing our young people for the responsibilities of active citizenship. All education is social education simply because we are members one of another and are at all points dependent for our development as whole persons and mature citizens on the support of our neighbours. If our education is to help the growing generation towards success in that most difficult of the arts, the art of living, it needs the knowledge of the scientist, the creative genius of the artist, and the vision the saint.

The main elements of scouting, dramatics, the assembly, and the organization of classroom committees with corresponding central councils for the entire school are all highly useful methods of ensuring social training. The introduction of citizenship training as a part of the school curriculum enriches the

(Continued from preceding page)

in their dresses and dwelling houses.

The spirit of universal fraternity, international friendliness, cosmopolitan love, and the inspiration of humanitarian services and the call for world peace are uniting the peoples living in different parts of the world. The interchange of thoughts, ideas, manners, customs, culture, religious views, language, etc. of different nations with one another, inhabiting different parts on the surface of the globe, make the synthesis of an all-round development of the plains in all activities, directions, branches and spheres.

present system of education. The scheme can build up a healthy type of responsible citizen, and prove to be a great service to the country.

The Psychological basis of the Squad System

The Squad system is the essence of Citizenship Training. The squad system provides the pupil with wholesome and natural outlets for his vitality and for his psychological needs -- the need for security (a positive feeling of at-home-ness in his environment), the need for self-expression, and the need for social integration. The organization of classroom committees, squads, with corresponding central councils for the entire school is a useful method of ensuring the best social training; it meets in an admirable way the personality needs of the child -- the need for affection, the need for belonging, the need for independence and the need for social approval.

Its value

(a) *Promotes discipline* :—According to the prophylaxis theory of discipline an ounce of prevention is worth a pound of cure. Pupil participation in class and school Government is the most powerful incentive to behave well. The squad system provides the most strategic agency for dealing effectively with delinquency, prevention and control.

(b) *Develops social sense* :—Co-operative enterprises like the class health service, class discipline and order, class debates and lectures and magazines promote team work and social sense; pupils express them-

selves effectively with others and toward others. Thus there is training in social adjustment.

(c) *Education for liberty, leadership, citizenship*—in fine for democracy :—In our pupils there may be Nehrus, Patels, Rajajis, Azads, Prasads and Sarojinis in the making. Pupils with a sense of responsibility develop qualities of leadership and followership so essential in the make up of a good and useful citizen.

The Squad System in the Muslim High School, Abiramam.

There are two kinds of squads—class squads and school squads. Every class is divided into five squads named after colours -- red, blue, green, black and yellow. Duties are grouped under five broad heads -- discipline, attendance, health and first-aid, games and museum, and literary activities such as class debates, lectures and school magazines. There is a change of duties every month, thus each squad gets each of the five groups of duties twice in the course of a year. The annual programme of duties is drawn up in June. Each squad elects its own leader. The five squad leaders, the class teacher, and the elected class pupil leader form the class council. The squad leaders and the class pupil leaders maintain records connected with their duties.

School Squads :—There are five school squads. The Red Squad Leaders of every class, the leader elected by them, and the Teacher-Superintendent form the Red School Squad. The Blue Squad Leaders of every class, the leader elected by them and the Teacher-Superintendent form the Blue School Squad. Similarly, the Yellow, Black and Green School Squads are formed. The school squads undertake duties grouped

under the five heads listed above by turn every month. The school squad leaders maintain the school squad records.

The class squads confine their activities to the classrooms as such and the school squads confine their activities to outside the class room but within the school compound.

Work turned out by the Squads in 1948-49 and 1949-50.

Discipline :— Since June 1948 nearly 125 disciplinary cases have been dealt with by the class and school squads. The punishments awarded were scrupulously carried out and the wrong doers willingly submitted to them. A sense of orderliness and obedience has been the off-shoot of the working of the squads. Hard cases were sometimes referred to the school council, and in 1949-50 there were three cases.

Attendance :— The squads in charge of attendance keep a chart which would give the teachers an idea of those on leave, of those absent and of those who went out of the classes without the permission of the teachers. The charts would also indicate the late-comers. As a result of these charts which are to be sent to the office every second working day of the month by the respective Squad Leaders, the average attendance of the school has largely improved. There has been a considerable increase in the percentage of attendance put in by the pupils. For example the average attendance of the school in 1948-49 was 87 per cent. The school squad leader in charge of attendance prepares every week the weekly attendance chart and this is put at the entrance of the school to give the pupils a clear idea of their attendance at school during the previous week.

Health and first-aid:—This section is well-equipped. There is a first aid box and there is a first-aid bureau. Both are under the charge of the Teacher-Superintendent in charge of Health and First Aid. He is a trained hand. He is ably assisted by the school squad leaders and the class squad leaders. Since June 1948, 52 first-aid cases have been dealt with.

Games and Museum:—Intramural tournaments are conducted by the Squads under the direct supervision of the Physical Education Teacher. The play-for-all programme is chalked out by squad leaders and approved by the teacher. The programme is also carried out by the pupil leaders.

There is a permanent museum in the School. Attractive collections of coins, stamps, pictures, grains, mud, feathers, flowers, and leaves are made by the squads.

Literary activities:—The work turned out by the class squads and the school squads in charge of literary activities deserves special praise. The school squad is in charge of the literary association, (junior and senior) the reading room, the news board, the school magazine and the weekly news talk. Fifty meetings have been held since June 1948 under pupil presidents. The minutes are maintained by the secretaries, chosen by the school squad every month. News talks are given every Sunday morning by pupils of Form IV, V and VI. The newsboard is written out by pupils chosen every

month, by turn, and the reading room is looked after by pupils chosen every month, by the school squads in charge of literary activities. Thus in the course of a year ten pupils are trained in editing news bulletins and ten pupils are trained in the art of maintaining the reading room. Two manuscript magazines have been published, one in 1948-49 and one in 1949-50. Two art magazines one in 1948-49 and one in 1949-50 have been published under the editorship of the Drawing Instructor. The best productions of pupils are reproduced in these magazines.

Net results of the Squad System

The best exhibits prepared by the squads were sent to the Chitral Festival Educational Exhibition, Mathurai held in May 1949. Eight chosen exhibits were exhibited at the Vidyanagar, Taynampet, and at Guindy (1949-50). Thanks to the introduction of the squad system there has been an atmosphere of activity and enthusiasm. The school is made a cheerful social centre and pupils are made active, strong, independent and confident. Training in leadership and followership is given. There is a definite improvement in the tone of the school. The squad system, if worked out on right lines, is bound to produce an efficient citizenry, a healthy type of responsible citizens of sterling character, physically strong, mentally alert and active, and capable of performing satisfactorily the social and moral obligations incumbent upon every citizen.

NOTICE

All communications concerning Editorial be addressed to:—

The Editor,

'EDUCATIONAL INDIA,'

Fort Road,
MASULIPATAM.



EDUCATIONAL INDIA

MASULIPATAM, Nov., 1950

School Broadcasts

BROADCASTING has deservedly become a most powerful and popular medium for the spread of education in all countries of the world today and our country is no exception to this. It enables pupils in schools to come into contact with the best teachers available and is naturally a source of inspiration to them. It also places before them information and knowledge on a variety of subjects and topics not ordinarily included in the school curricula but which are really of supreme importance in giving them an idea of the world in which they live. It helps many schools which do not have adequate financial and other resources of their own to place at the disposal of their pupils much that is of value to them. It is because of these and other services that broadcasting is able to render that all authorities

in charge of radio stations devote a good deal of attention to this aspect of their work.

LIKE all educational experiments this also has gone through various stages and it is being improved from day to day as a result of experience gained and suggestions put forward by teachers as well as by pupils. School broadcasting therefore has now reached a higher level of perfection than what it was half a dozen years ago. This progress manifests itself in numerous directions.

WE had recently an opportunity to go through the nature of broadcasts programmed for schools in the Telugu area of the state of Madras and found that a great deal of thought and organising ability have been brought to bear on making the programmes as interesting and instructive as possible. There are separate broadcasts for elementary, middle and high schools. The topics selected appeal to all sorts of tastes and aptitudes; and they are chosen with a view to give an idea of developments in all parts of the world. Stories from English literature are given as much prominence as those from Telugu and Sanskrit literature. Descriptive accounts of mountains, rivers and other physical features in different regions find a place in them alongside of striking historical episodes and lessons in science and arts. Any pupil who makes it a point to listen to those broadcasts on all

the five days of the week will become equipped with a sound knowledge bearing on almost all subjects with which one of his age is expected to be equipped.

THERE is however one serious drawback in these programmes—a drawback for which the broadcasting authorities are not responsible. It appears that in all the Telugu area of the state of Madras there are only about sixty radio sets in schools. This is a most regrettable feature. The population of the Telugu area is twenty millions. There are thousands of elementary schools and a few hundreds of secondary schools in it. The purpose behind the arranging of these broadcasts is to provide instruction to the largest number of pupils. It is only when this purpose is served that adequate return can be had for all the thought and money that are being spent on the programmes. But when there are only about sixty sets the situation should be considered to be most deplorable and this is one more proof of the lack of imagination on the part of educational authorities and the absence of coordination between the Education and Broadcasting departments of government.

NO great effort is required to see that in a matter like this the two departments of government should work in complete cooperation. The education department knows the value of school broadcasting and this is the reason why it permits the

setting apart of time in every school for listening to these programmes. It should therefore be the duty of the department to see that every school is provided with a radio set. But nothing has so far been done in this direction. The result is that the thousands of rupees spent every month on these programmes are being practically wasted.

THERE is a danger in our country that an observation like this might produce an undesirable reaction, a reaction in this case of the school programmes being stopped or suspended. Departmental redtapism behaves like this in ninety-nine per cent of the cases. We will be very sorry if a similar reaction is produced in this case. What is needed is for the education department to become more keenly alive to the value of these programmes and provide every school with a radio set. This item ought to obtain priority in all schemes of educational improvement and it is hoped that steps will be taken in this direction at a very early date.

Sir Maurice Gwyer on Indian Education

ONE of the most distinguished Englishmen who occupied a highly responsible position in India in recent years is Sir Maurice Gwyer. Both as the chief justice of the Federal Court and as the Vice-chancellor of the University of Delhi he rendered service of inestimable value. It

was only a few months ago that he left India for good. Soon after his return to England he gave his impressions of education in India in two articles he contributed to the Times Educational supplement. The observations which he has made gain a great deal in weight and significance because of the intimate contacts he had with education and educationists in India for more than a dozen years.

IN his view, finance is the crux of the Indian educational problem and he feels that lack of money must for many years exclude the possibility of any really national system of education in India. This observation is true to a considerable extent. It is this that has been responsible for education lagging behind even though in almost every state well-planned schemes have been before governments and the general public for a number of years. At one time it was thought that it was the narrow-mindedness of the British that was responsible for the educational backwardness of the country and that everything would be set right the moment that independence was won. But nothing like this has happened. Some of the old tax-resources have disappeared in consequence of the policy of prohibition. Expenditure on certain items of an unforeseen character has increased. The result is that ministers have not been able to secure the funds required for educational expan-

sion. Sir Maurice Gwyer has done well in making this observation.

BUT the real question is the moral that has to be drawn from it. It should not be taken as an excuse for inaction by educational authorities. On the other hand they should try to explore ways and means for securing the finances needed for the purpose and devise other methods for accomplishing their objectives. Very little however has been done in this direction and there is nothing to show that ministers are thinking on these lines. The lack of vigour and energy which has become a characteristic of government to-day is seen as much in the administration of the department of education as in other departments.

THE other point stressed by Sir Maurice Gwyer is the need for giving priority to University education over secondary and elementary education. This is a suggestion which may not find universal acceptance as there are many in the country who think that universal elementary education should be given the first place. All the same his suggestion requires to be seriously considered. At the same time it is necessary to pay equal attention to the drawbacks in the system of university education as it is carried on today in our country. Sir Maurice Gwyer has referred prominently to the low standards, to absence of faci-

lities for research and to want of coordination. All these defects are present and it is necessary to remove them. One remedy suggested by him is the institution of a University Grants Committee having jurisdiction over all universities. Reactionary Governments like those in Madras are opposed to such committees mainly because they do not want to part with the power of patronage and political manipulation which they now have. The Government of India should therefore assume some responsibility in this matter and do its best to maintain high standards of efficiency. From this point of view the bill which the central Government is trying to introduce into the Parliament for improving the standard of university education is welcome.

Waste of Public Funds

IN these days of financial stringency government should see that public funds are not wasted on schemes which do not show prospects of yielding an adequate return. In adhering to this principle a point that has to be noted is that no educational institution should be started unless there is a guarantee that it comes up to a required minimum standard. Unfortunately however this is not being observed and the result is that public funds are being wasted.

A FEW enthusiasts who are anxious to have their names advertised start an educational institution after collecting some donations. They bring pressure of all kinds on University authorities or other educational authorities, get recognition at their hands and start courses for degree and diploma examinations without having the minimum accommodation or the minimum staff, laboratory and library equipment for the purpose. They do not have hostels and they are not in a position to provide the other minimum conveniences needed. In this way they run for several years making frantic appeals to the government for additional donations. Government is influenced by the pressure brought to bear on it by interested parties and they grant some help or other without caring to find out whether even with such help the institution is able to come up to the minimum standard. And it is this that results in waste of public funds.

WHY Government should go to the rescue of such institutions is not known. Education should not fall below a minimum standard. There may be a variation when once the minimum standard is attained but when there is no prospect whatever of the minimum standard being attained for a number of years there is no reason why such an institution should be started in a hurry and the public defrauded to think that the right kind of education is being imparted in

it. Government has got a moral duty in matters like these and that duty consists in its boldly refusing grants to institutions which do not come up to the required level. If to run an institution a capital expenditure of fifty lakhs is required and if it has funds only up to ten or fifteen lakhs and starts work no government is justified in making to it a grant of five or six lakhs. Even with such a grant the institution will not be in a position to come up to the minimum standard. Is it not better under circumstances like these for a government to strengthen institutions that have already reached the minimum level? But this is just what the Government of Madras has not been doing. There is need to look into this aspect of the matter.

The Madras Presidency College

SOMETIME ago the Government of Madras constituted a committee of experts to report on the possibility of developing the Madras Presidency College as an institution for higher teaching and research and to suggest ways and means of achieving that end. The report submitted by the committee has now been made public although its recommendations have been under the consideration of Government for some time.

THE committee has recommended that the college

should be made a centre of research in addition to its continuing as an institution for teaching students preparing for the pass and honours degree examinations. For bringing about this change it has recommended the appointment of professors on Rs. 500—50—1000 and assistant professors on Rs. 250—25—500. It has also recommended that only such students as can benefit by the superior type of opportunities now contemplated should be admitted to these courses (B. A. and B. Sc.) and not in such large numbers as to form a burden to the staff engaged in higher teaching and research. The other recommendation of some importance is the constitution of a special Governing body to manage the affairs of the college.

IT is now recognised that all teachers on the staff of institutions of higher learning must be experts not merely in teaching the subjects of their special study to students but also in carrying on research. There is therefore nothing very peculiar in the first recommendation made by the committee. But it is a matter for doubt whether it will be able to get teachers capable of this sort of work on a salary of Rs. 500—50—1000 at a time when higher salaries have been recommended by the University Commission and when people with similar qualifications get higher salaries in other departments. There is however a more important question to be

considered and it is whether a separate college like this should at all be maintained by Government. Research is best undertaken by Universities and Colleges which are a part of universities. It would be worth while for government to consider whether it would not be better to make over the college to the University of Madras to be administrated by it. It has already certain departments of research like Economics and it will be unnecessary duplication to have similar departments in the College. The University is certainly a better body for managing the affairs of a research institution than a separate governing committee. As for admitting the right type of students there cannot be any difference of opinion. The more important question here is whether this necessitates a great reduction in the number of students or whether it will not be better to increase the strength of the teaching staff. All these are however matters of detail. The crucial question is whether the University should not take over the management of the College. This will be a step in the right direction and this will solve all problems of reorganisation.

Education of the Deaf and the Blind

Mr. D. S. Reddy's Recommendation

The sending of four Indian teachers to Britain for training in blind and deaf schools is to be recommended by Mr. D. S. Reddi, Director of Public Instruction in Madras, when he arrives home by air on November 20.

Mr. Reddi told PTI that the British National Institute for the Blind and Manchester University, where there is a course for the training of teachers for the deaf, had both promised to help in the training of Indian teachers.

Guest of the British Council for the last six weeks, Mr. Reddi

has been studying adult education in Oxford, Cambridge, Manchester and Edinburgh. He said the real purpose behind adult education in Britain seemed to be to make people think. Lectures were given on the widest range of subjects. A lecturer who might be a labour supporter or a conservative, told his class just what he thought it ought to know.

It did not appear to matter whether the students agreed with the teacher so long as they were being stimulated to think for themselves.

THROUGH different STATES

DELHI

TRAINING IN SOCIAL SCIENCE

The Advisory Board of Social Welfare, appointed by the Education Ministry decided to prescribe a uniform course of training in all social science institutes throughout India.

Dr. Tara Chand, Education Secretary, presided.

The decision of the Board was intended to standardise instruction in social science. The length of the course would be at least two years, including practical work and only graduates would be eligible for the course. Institutions are allowed to maintain post-graduate courses for training of teachers and specialists in different fields of social work.

The Board appointed a sub-committee of five to submit a report on the standard of the course to be fixed for the training. It considered a note on the preparation of a scheme of social work by students, which has been prepared by the Ministry of Education at the instance of Prime Minister. An expert committee was appointed to prepare a detailed scheme on the subject.

The Board discussed the Government of India's proposal to hold an international conference of workers for physically handicapped children on the occasion of the fourth session of the Indian Conference of Social Work to be held in Jamshedpur in December this year. It also considered the Government of India's invitation to United Nations to hold in India in the autumn of 1951 a Seminar of Youth Welfare.

Those attending the meeting included representatives of the Ministries of Health, Labour, Rehabilitation, Industry and Supply and Home Affairs and Dr. J. M. Kumarappa, Director of Tata Institute of Social Science, Bombay.

STUDY IN AMERICAN COLLEGES

Fellowship and scholarship opportunities for Indian citizens in American colleges and universities will be given for the academic year 1951-52.

These awards, the announcement says, are available to well-qualified young men and women, who wish to spend a year studying in an education institution in the United States. The awards are also open to married persons.

SCIENTIFIC TERMINOLOGY: BOARD OF EXPERTS

The Government of India has decided to set up a Board of Scientists and Philologists to consider the question of evolving a uniform scientific terminology, and to prepare text-books on science subjects in Hindi and in the principal literary languages of India. The current year's Budget has already made a provision of Rs 90,000 for the purpose.

The terms of reference of the Board will include:

1. To implement the resolution of the Central Advisory Board of Education in regard to the revision of international scientific and technical terms in Hindi, and in the principal literary languages of India.

2. To lay down the principle according to which the international terms may be adapted to the genius of Indian languages.

3. To make arrangements for the collection of terms current in Indian languages, and for coining suitable terms on the basis of Indian languages for branches of knowledge, where the use of foreign terms may not be suitable, and

4. To determine and carry out the policy regarding preparation of standard books on scientific subjects.

DEGREES OF RAJAPUTANA

The Government of India in consultation with the Union Public Service Commission have decided that the provisional recognition already accorded to the B. E. (Mechanical) and B. E. (Electrical) degrees of the Rajputana University should be made unconditional for purposes of recruitment to posts and services under the Central Government.

MADRASS

DEARNESS ALLOWANCE
FOR TEACHERS

"Matters concerning the scales of pay of teaching staff in aided colleges and their conditions of service are regulated by the Universities. The Government observe that several colleges in the Madras University area have adopted the scales of pay recommended by the University Inspection Commission for their teaching staff," stated Mr. K. Madhava Menon, Education Minister, in reply to an interpellation in the Legislative Council.

The Minister added that the Government were confident that colleges under the jurisdiction of the Andhra University would have taken similar action under the directions of that University.

In respect of aided educational institutions, schools and colleges which did not pay dearness allowance to their staff at Government rates, the Minister said, the Director of Public Instruction was empowered to carry out an investigation of the financial position of the institutions and, if after such investigation, he was satisfied that the managements could afford to pay at Government rates, he was authorised to direct the managements to pay dearness allowance to their staff at Government rates. If even after such a direction the managements did not comply with the orders, he could withhold grants payable to them. These orders were sufficient to ensure payment of dearness

allowance to the teaching staff in aided colleges.

SECRETARIAL COURSE IN
HIGH SCHOOLS

Secretarial Course had so far been introduced in 45 High Schools in the State representing nearly 5 per cent of the total number of High Schools and there would be a progressive increase in number, it is hoped.

GOVT. GRANTS TO
UNIVERSITIES

Replying to an interpellation in the Legislative Council, Mr. K. Madhava Menon, Education Minister, stated that the three University Acts of this State specifically provided for the payment of contributions from time to time for the general purposes of these Universities.

The grants which were now provided for with reference to the statutory provisions were, the Minister said, Rs. 5,09,700 for Madras University Rs. 3,49,400 for the Andhra University and Rs. 6,49,000 for the Annamalai University. The financial position of the University and its requirements were taken into account when the amounts were fixed.

The Government, the Minister added, had no proposal under consideration to have the financial position of the Universities examined for altering the basis of grants, nor did they propose to revive the University Grants committee with duties such as those entrusted to similar bodies elsewhere. The Government were also not aware of any proposal to make University education wholly a Central subject.

BENGAL

REORGANISATION OF
SECONDARY EDUCATION

The present Ministry of West Bengal appointed a School Education Committee at the end of April 1948 to consider and report on the Reorganisation of Primary and Secondary Educa-

tion in West Bengal. The Hon'ble Sri Rai Herendranath Choudhury, Education Minister, was the President of the Committee and there were 23 other members. It had 32 sittings during one year of its working and its recommendations were practically unanimous. It was expected that the recommendation of a committee, of which the Education Minister himself was the Chairman, would be implemented by the Government as early as possible. But it is felt that some of the major recommendations of the committee have not been given effect to by the Government.

BOMBAY

KARNATAK 'VARSIY BUDGET

The budget estimates of Karnatak University for the current year reveal a deficit of Rs. 6,78,000.

The total estimated income of a little over ten lakhs of rupees included an opening balance of Rs. 1,42,000 non-recurring and Rs. 3,50,000 recurring from the Bombay Government, and Rs. 1,27,000 by way of examination, tuition and other fees.

The expenditure provides Rs. 5,00,000 for the University Library and Convocation Hall buildings, Rs. 2,25,000 for books and furnishing of the library, Rs. 2,00,000 for grants to affiliated colleges for post-graduate teaching arrangements and Rs. 1,27,000 for post graduate teaching staff.

BIHAR

SUBJECTS OF STUDY IN
COLLEGES: TEXT BOOKS

The two-day conference of the Vice-Chancellors of the Universities of Hindi-speaking areas decided to set up a Central Board to co-ordinate the work of preparing standard Hindi text-books and literature to be apportioned to the various universities and for securing grants from the Government of India for the purpose.

Mr. Sarangdhara Sinha, Vice-Chancellor of the Patna University who presided over the Conference, was authorised to suggest to the Government of India to include representatives of regional languages on the body empowered by it for the compilation of Hindi technicals term.

No southern university except the Osmania University was represented at the Conference. The other universities which participated were Allahabad, Benaras, Punjab, Lucknow, Nagpur, Saugor, Aligarh, Rajasthan and Patna.

COMMITTEES AT UNIVERSITY
CENTRES

The committees set up by the Central Board will function at different university centres and will be entrusted with the work of preparing standard Hindi literature on various subjects such as Allahabad—military science; Benares—logic and politics; Lucknow—anthropology and philosophy (including ethics and psychology); Nagpur—economics and commerce; Osmania—sociology; Patna—literary criticism and comparative philosophy; Rajasthan—education; and Saugor—history.

The work to be done at present will be confined to the preparation of text books for the pass and honours courses of B. A. and B. Com. examinations.

A Works and Authors Selection Board is also to be set up, consisting of Hindi knowing experts from the different universities, to select books to be translated, nominate scholars to be entrusted with the work of translation and co-ordinate the preparation of textbooks.

ASSAM

SCHOOLS DAMAGED—UNESCO
AID FOR REPAIRS

The UNESCO has allotted about 20,000 dollars for restoration of damage and loss to educational, cultural and scientific institutions in Assam, caused by the recent earthquakes.

Dr. Alexander Wolsky, Principal Scientific Officer of UNESCO for South-East Asia, who has been deputed to the

affected areas of Assam to report on the extent of damage done to such institutions, told pressmen that 539 such institutions including several schools, had been damaged. According to Official estimates, the loss was about Rs. 14 lakhs.

HYDERABAD

INSTRUCTION MEDIUM

Mr. B. Ramakrishna Rao, Minister for Education and Revenue, Hyderabad State, told the *Press Trust of India*, that secondary education in the State was gradually being imparted in the regional languages, namely, Telugu, Marathi and Kanarese, and the first Matriculation Examination in these regional languages would be held in April, 1952.

Mr. Rao, who represented Hyderabad at the recent Education Ministers' Conference of South Indian States at Madras, to discuss the question of medium of instruction in Universities, is now on a tour to important places in South India.

As regards University education in Hyderabad, Mr. Rao said that instruction was given in both Hindustani and English, the later being more used in medical, agricultural and engineering colleges.

Dealing with the situation in Telangana areas, Mr. Rao said that it was fast returning to normal.

RAJASTHAN

RAJAPUTANA UNIVERSITY ACT

Fundamental changes in the constitution of the Rajputana University, to bring the existing statutes "in line with the changed situation and new requirements of integrated Rajasthan" have been made by the promulgation of a new Act for the University.

The changes which come into force immediately, were explained at a Press Conference by Mr. Prem Narayan Mathur, Education Minister.

Prominent features of the new Act include a drastic curtailment in the

strength of the various university bodies with a view "to making them more representative of and responsive to" real academic interests, special provision for associating with the university a new type of educational institution known as the "approved institution" which carries on independent experiments in the educational field, and the adoption of new methods in the selection of personnel to various university bodies.

MYSORE

INDIAN SCIENCE CONGRESS

The Governing Council of the Indian Institute of Science, Bangalore, at a meeting held under the chairmanship of Sir Vittal Chandavarkar extended an invitation for holding the 38th session of the Indian Science Congress at Bangalore commencing from January 2, 1951.

The meeting also considered the arrangements to be made in connection with the holding of the session.

FINE ARTS COLLEGE FOR MYSORE

The Government of Mysore are considering a proposal to open a Fine Arts College and the same has been referred to Mr. C. R. Reddy, Pro-Chancellor Mysore University, for expert opinion.

The late Mysore Yuvaraja's Memorial Fund would be utilised for this purpose it is learnt.

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PUBLIC OPINION

Demoralising Influence of Indiscipline

His Excellency Mr. Mody's Broadcast

Mr. H. P. Mody, Governor of U.P., gave what he described as "a sermon" to all in a talk from the Lucknow station of A.I.R. on 28 Sept. He spoke on the "indiscipline" among students, politicians and political workers, labour and people in general.

The Governor was in his characteristic breezy form with sufficient punch. "The contagion of indiscipline spreads very quickly and it needs to be fought with all the will and energy of the people," he advised.

He said: "I am afraid I am going to inflict a sermon on you tonight. I have been asked by All India Radio to give a talk on 'Indiscipline.' It is the first of a series of broadcasts intended to discuss some of the demoralizing influences in our national life. The subject looks simple, but actually covers a wide range of public and private conduct. Indiscipline is a sort of mental indigestion and connotes something more than mere defiance of authority. It arises from a lack of the social sense in the many relationships within and outside the family.

"I suppose I must first direct my attention to students, since they are so much in the news these days. The growing indiscipline amongst them has become a serious problem, from the point of view of students themselves. It is a thousand pities that the most formative years of life, which should be devoted to the pursuit of knowledge and the enlargement of the mind, should so often be diverted to noisy agitation and unwholesome activities. Were such a state of things to continue much longer, nothing but disaster can ensue. If students are allowed to think it is a legitimate pastime for them to go on strike for any

and every reason, to create a row if the results of examinations are not to their liking, to seek to lay down whom they shall have as principals and teachers, and even to demand removal of the Ministry in power, what sort of citizens and what kind of a social order are we going to have?

"It is a problem about which much has been said and for which many remedies have been prescribed; but I think it will be conceded that as a first condition it is necessary to change the student's environment and provide him with sufficient opportunities for healthy recreation and cultural pursuits. Young people are generally endowed with an exuberance of energy, which needs to be canalized into useful channels. It should also be made possible for the student community to build up a system of self-government for itself, in so far as life outside the college or the university is concerned. These questions demand intelligent and sympathetic treatment, and with our mass production methods, it is not going to be easy to find a solution. Unless classes are reduced to manageable proportions, hostel accommodation is reasonably satisfactory and facilities for sports and games are adequate, how will it be possible for professors, proctors and prefects to bring about a change in student psychology?

"As practical men we cannot wait, however, until such conditions are created before insisting on the maintenance of discipline. There has been far too much of weakness in dealing with the evil, and what is worse, authorities have often beaten a retreat when threatened with disorder, from decisions they have taken. Nothing can be more fatal to the upholding of discipline than this, and it is better far to refuse battle than to engage in it and have to give in.

DIFFERENT PHASE

"It must not be forgotten that in a sense we are reaping as we sowed. At various stages in the fight for freedom the youth of the country were urged to abandon the cloistered seclusion of their studies for the rough and tumble of political agitation. Whatever justification that may have had, the present is a totally different phase of national life, and it is a time when students need to harness all their energies to the acquisition of knowledge and the broadening of their outlook.

"This is a task in which parents, teachers, public workers and the press must co-operate, if anything worthwhile is to be achieved. The influence of the home is far more important than that of the university, and a healthy public opinion is also a corrective. The situation cannot be allowed to drift; it constitutes a threat to political democracy and it makes a dreary waste of many lives otherwise full of promise.

PATEL'S PLEA FOR RURAL 'VARSITIES

Sardar Vallabhai Patel, India's Deputy Prime Minister, commended to educationists the starting of rural universities for training young men and women in constructive and nation building activities so that as future citizens they might shape India's destinies on sound lines.

Sardar Patel was addressing members of the People's Education Society, of which the Law Minister, Dr. B. R. Ambedkar is the founder, and students of Siddhartha College.

Referring to the College, Sardar Patel said, "I am extremely interested in new educational institutions that grow about in the country." He added that the system of education in the country required a change.

Sardar Patel said that he was told at Indore the other day that schools there were working three shifts. He had known of shifts only in mills in Bombay. The fact that colleges worked three shifts showed that there was great demand for admission to schools and

colleges. But the question was what students should do after their education. At Indore students gave the answer, "Give us some job." If all the students turned out by colleges working three shifts went in quest of jobs, there would be few jobs to give. Sardar Patel said "It is for educationists to consider whither we are going and what will happen to the future of the boys."

"EDUCATION MUST BE CONSTRUCTIVE"

Sardar Patel commended to educationists the model college town built at Vallabh Vidyanagar, near Anand, in Gujarat, with the blessings of Mahatma Gandhi. That institution was an experiment in training the youths of Gujarat to use their brains and energies in constructive and useful ways. If such steps were not taken, "India is going to have very great problems", Sardar Patel warned.

Sardar Patel said that at Anand which was once a jungle and was infested with dacoits, there was to-day an institution where more than 2,000 students were undergoing engineering and agricultural courses and a modern village was springing up.

"It was an adventure which, in three years, has come to earn the admiration of many educationists. When the students leave the institution, they do not go out in search of jobs" Sardar Patel added.

As in educational institutions, he said so in engineering colleges, there was today a great demand for admission and it was impossible for the Government to accommodate them. He did not know what the People's Education Society which started this Siddhartha College had in view.

"My mind works on the line of having a rural university instead of modern universities where the morals of students are spoiled," Sardar Patel said. To-day many of them wanted to go abroad for higher studies. This tendency must be checked because when they returned, only some of them "are fit to work", he said. The Deputy Prime Minister emphasised the importance of rural universities.

Correspondence

Sixth Madras State Headmasters' Citizenship Training Camp at Kakinada.

The camp was conducted from the 7th. to 10th, November, 1950, 39 Headmasters representing all the eight districts of the Godavary Division, attending. Very fine arrangements were made for the lodging and boarding of the campers at M. S. N. C. High School, Jaganaikpur.

The Training camp was inaugurated on the 7th inst., by Sri D. Ramayya Naidu, our sympathetic Divisional Inspector of Schools. Sri T. V. Nilakantam, Citizenship Special Officer, Madars, was in charge of the camp, and under his able and effective guidance the trainees had the benefit of valuable instruction classes, Citizenship and Social activities, practical demonstration lessons, visits to Sri Malleswara Textile Mills and the Andhra Polytechnic, Kakinada, rambles for Nature Study and for collection of statistics and useful material of educative value, and enlightening film-shows bearing on topics of general educational interest.

The Visitors' Day was celebrated on the 10th inst., Sri Lakkaraju Subbarao Garu, B. A. B. L., presiding. In a thought provoking address, he laid special emphasis on the importance of such training camps and refresher courses. There were speeches by the Divisional Inspector of Schools, the Citizenship Special Officer and one of the trainees, all pointing out the useful part played by the Citizenship Training and

Social Studies Activities in the revised scheme of Secondary Education.

The action of the Department in arranging such camps was very much appreciated by the Public and the Trainees.

P. NARASIMHA RAO,
Headmaster & Convener.

Citizenship Training Camp at Masulipatam

A Citizenship Training Camp was inaugurated at Masulipatam on the morning of 13th October 50 in the premises of the Government High school under the auspices of the Krishna District Teachers' Guild. Due to the unavoidable absence of the Divisional Inspector of Schools, Godavari Division, the Camp was inaugurated by Sri A. Veera Raju, District Educational Officer, Krishna. The programme commenced with the unfurling of the National Flag by Sri K. Venkataratnam, President, District Board.

The President. of the Guild, Sri M. Veerabhadrarao, in his introductory speech said that the training course was the first of its kind to be organised under non-official auspices in the Coastal Districts and that the Guild took up the work with a view to affording facilities for a large number of teachers in the District to acquire the necessary training in this important subject.

The President, District Board, Krishna spoke at length about the Flag, its origin and significance. He referred to the nobility of the Teaching profession and the sacred task of training the future citizens of Independent India. Incidentally mentioning the grievances of teachers, he said that he was prepared to do his

best for improving their lot and exhorted them to do their duty without fear or favour and thus prove themselves worthy of the noble profession to which they belonged.

Inaugurating the camp, the District Educational Officer referred to the problems facing teachers. He explained how the citizenship training was important and complimented the Guild for undertaking to organise the course. He expressed the hope that the trainees put into practice all that they learnt at the camp.

The Session came to an end with a vote of thanks given by the Secretary of the Guild Sri K. Subba Rao.

During the period of the Camp lectures and talks by Headmasters and other educationists were arranged.

On 22-10-1950 the last day, after the unfurling of the National Flag by Sri Oruganti Venkata Subbayya, a veteran Congressman of Nellore and Ex-M. L. A., who had come on a short visit to Masulipatam, there was a public meeting in the evening presided over by Sri K. S. Prakasarao, Headmaster of Jai Hind School Masulipatam. In the presence of the President, District Board, Krishna and the District Board Educational Officer who attended the meeting, demonstrations were given by the trainees of what they had learnt at the camp, such as holding of parliamentary session, singing of folk songs, Craft work, first-aid signalling and variety entertainments and the same were much appreciated.

The President of the Meeting in his speech complimented the trainees on their nice performance and the good work they had been able to turn out in the camp and said that, given proper facilities, the teachers could do much in their schools. The

President, District Board, Krishna who was then requested to address the gathering exhorted the teachers to develop a spirit of service and said that the future of the country depended to a large extent on the way in which they trained their pupils.

With a hearty vote of thanks proposed by Mr. M. Veerabhadra Rao, president of the Guild, the Meeting came to a close.

K. SUBBA RAO,
Secretary.

The Kurnool Dt. Teachers' Guild

The foundation stone for the Kurnool District Teacher's Guild House was laid by Janab M. Mahaboob Ali Khan, Chairman, Municipal Council, Kurnool on 20-10-50, the Vijayadasami day, at the site adjoining the Municipal High School Student's Home gifted by the Municipal Council. Sri J. Sankarajah, Advocate presided. Sri H. Krishnamoorthy, Guild Secretary reviewed briefly the Guild's activities and expressed his pleasure at the gradual fulfilment of the Guild's long-cherished desire. He said that the laying of the Foundation Stone of the Guild House marked a red-letter day in the history of the Guild, and paid a tribute to the officebearers that preceded him and in particular to Sri K. N. Pasupathi, who was responsible for placing the Guild in a financially sound position. He acknowledged with gratitude the help rendered by Sri P. V. Chalapathi Mudaliar, District Collector, for sanctioning the assignment of the site, and Sri P. S. Vasudevan, Municipal Commissioner, for taking a keen interest in the matter of securing the site and the Municipal Council for its benevolent gift.

Book-Reviews

THE TEACHING OF ENGLISH ABROAD, Part III, The three senior years—A Teachers' Library Series, by F. G. French: Oxford University Press—Price Rs. 3-6-0.

With the change in the position of English in the curriculum from that of the first language and medium of instruction for the non-English subjects to that of a mere second or third language, the teacher of English in India is faced with a far more difficult task than before.

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Continued from preceding page

The Secretary appealed to the Municipal Councillors and the public to help in erecting the Guild House and creating a model library Hall educationally useful for the whole District of Kurnool. Laying the foundation stone, Mr. M. Mahaboob Ali Khan, commended the noble work undertaken by the Teachers' Guild and appealed to all to give a helping hand.

Sri K. N. Pasupathi, Headmaster Municipal High School, and member, Guild Council, proposed a vote of thanks.

H. KRISHNAMURTHY,
Secretary

most efficient and up to date methods of teaching the language based upon the experience of experts in the field like Mr. French.

'The Teaching of English Abroad' consists of three parts each published as a separate volume. Part I Aims & Methods, Part II The Junior course, Part III The Three Senior Years.

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The second book deals in detail with the difficulties of teachers responsible for the three years of English.

The third book does the same for those with classes of senior pupils in the last three years of a six years course.

The last two books are related in particular to The Oxford English Courses for Africa and Malaya and contain frequent references to the Teachers' Editions of the Readers and the Teachers' Notes; but even in themselves they contain very interesting and instructive information with regard to the practical classroom problems of English teaching and their solution.

The book deserves the attention of every teacher of English and should find a place in the Teachers' Library of every secondary school in our country.

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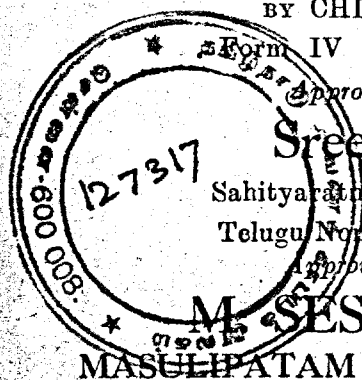
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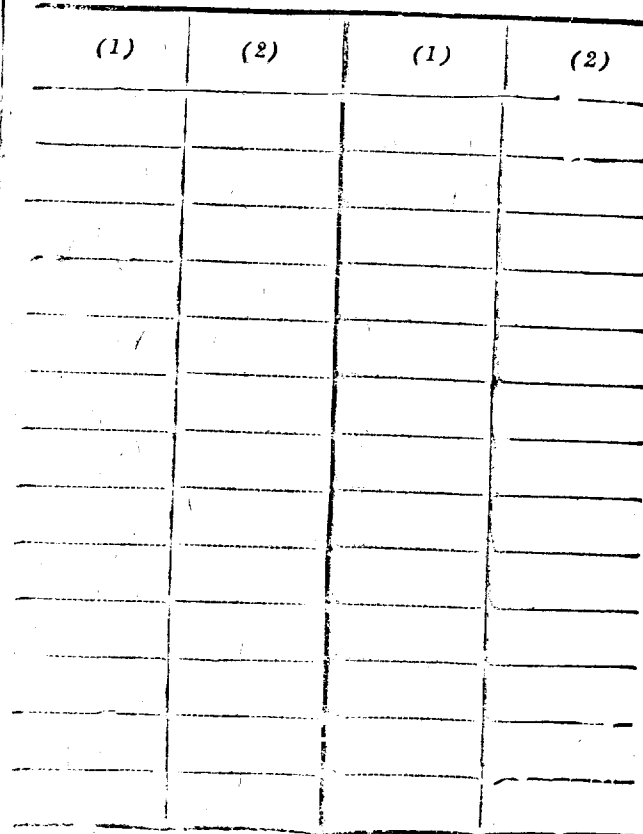
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