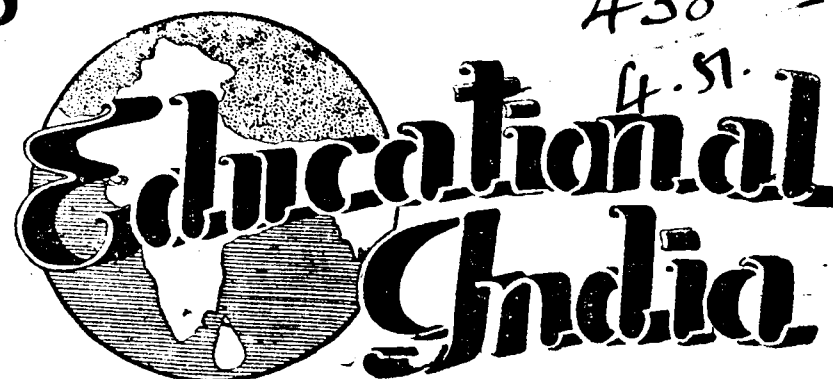


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A Monthly Forum of Educational Theory and Practice

Vol. XVII

No. 5

November, 1951

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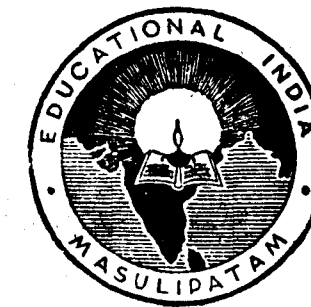
Vol. XVIII : No. 5

November, 1951

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Problems before Educational Administrators in India

Prof. C. N. PATWARDHAN,

B. A. Hons. (Bom); T. D. (Cantab); M. Ed. (Dunelm); M. R. S. T. (London)

*Professor of Educational Administration, Tilak College of Education, Poona University
and Indian Institute of Education, Bombay University*

FOR generations past Indians, both westernized Indians like Raja Ram Mohan Roy much known to the English speaking public inside and outside India, and the conservative elements in Indian society have been trying to achieve a fundamental unity of ideals in Indian education. The struggles of these two groups, though apparently at variance with each other were in principle single-purposed—to adapt the Indian masses to the new ways of thought keeping up simultaneously the ancient traditions of the land. What were the worthy traditions valuable for the future and what were the features of western culture fit to be imbibed can be considered to be the two different angles of viewing the same and one problem—the regeneration of the people as a democratic comity of nations. This clear enunciation of objectives did not come as easily to the past generations as can be set down in writing today, taking a bird's eye-view of the grand panorama of Indian education from the most forward province of Bengal to the old traditional centres of occidental learning in the South. There was a time when the administrators of the day—the British—could conveniently propound educational ideals befitting the general political needs of the period. Sometimes it is forgotten that the British administrators had much to owe to the French and German educational systems particularly to the Napoleon Code. Last century, which is noted for a steady expansion of British rule in India and later for the firm establishment of the British Empire on Indian soil, education was certainly a means of buttressing the imperial administrative system but if we consider this to have been the be all and end all of the educational system of India under the Britishers, we would be failing in our duty to appreciate the many important basic values which the British administrators (may be few, but those few have survived the others in loving memory of the Indian people assuredly pressed for. The establishment of universities in India might have served the purpose of satisfying the needs of political administration, but that they gave to India the first secular educational centres, with autonomy, and thus paved the way for the present democracy, cannot be denied. Of the three forces working in India for the last century and half, the British administrators, the Indian westernised thinkers, and the lovers of Indian conservative traditions, the first team has played its game, and from the results declared by those for whom it was played—the Indians themselves—they have played it truly and well. The foundations of our educational system are secure, the future structure, ornamentation and modernization are left to the other two left in the field. It is for the Indians them-

International influences have further complicated the problems facing the educators. Had India been insular and had her frontiers been closed as in the medieval days, probably there would have been a simple well-planned development of education. In the midst of a medieval ignorant mass, colouring under a misconception that they are superior to many others, have men and ideas from foreign lands. The worker in India does not value learning, education, letters or thoughts, he despises school, hates education and considers attendance at literacy classes an idle waste of time, for he, today, earns more than a Matriculate; a jobber is financially better off than a graduate, and a mason is richer than a professor. Skill at labour or labour at skill has no value and no attraction. Those who lead the workers, more in action than in thought, are also treading on soft ground. No ignorant, self-willed, arrogant and complacent workers can ever be an asset to any political party. The numbers however, count far more than ideas. To impress on the masses the sustaining values of good ideas, proper understanding, love for knowledge and respect for those principles on which the Republic is founded is a task of immeasurable gravity and urgency. Otherwise if brute majority and that too of masses who consider their comforts of today greater than the happiness of their future generation is played to and allowed to have a full and foolish sway over national interests the dawn of the Republic

would also mean the end of Indian glorious future.

Seeing these dangers as we do and the pre-set policy of Government and the mood of the people, it seems very useful to take into account in favour of educational development, covering traditional, psychological, social and economic assets of the nation.

It is as practical administrators, therefore, that we have to tackle the problem of education in India, which is really the problem of regeneration of the entire nation as democratic, non-exploiting sovereign republic. We have to face issues mainly on three fronts ideological, financial and material. The ideological development of our masses will depend very largely on those few handful of persons, who can be classified as westernized Indians. The freedom of spirit which was extolled by our conservative sections of society, in their supreme faith in Atman has now to be preached both by the westernized educated people and the die-hard thinkers because that really forms the basis of democracy. The assumed or mis-stated division in western and eastern ideology should be abandoned in favour of the firm common ground of one-ness of soul. All religious differences, language affinities, provincial alliances and sectarian outlook would vanish in the true light of a common humanity. We have a long and healthy tradition of this entity and educational advance should take a start from this rich heritage.

"The teacher is the corner stone of the arch of education, he is no less, if not more, than books and curricula, buildings and equipment, administration and the rest."

—The American Political Science Review

Under-Teaching and Over-Teaching

Prof. S. SIVARAMAN, B. A., L. T.,

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'**F**RAILITY, Thy name is Woman', cried Hamlet in disgust at the improper haste with which his mother passed from the funeral to the wedding. But we, who can think over that failing in a cooler environment than he did, know that the empire over which Frailty rules is as wide as the human kingdom itself, man, woman and child all included. Naturally, therefore, the teacher too can claim no exemption from its sway. Among the many ills to which the teacher's 'flesh is heir to' are—under-teaching and over-teaching.

Let us discuss under-teaching first. One of the foremost causes of this malady is no other than Public Enemy No. 1, namely Indolence. I knew a Mathematics teacher—a good man in himself; may his soul rest in peace—who filled his chair all the time and never stooped to make black appear white—I mean, the black board appear white with writing. All his Mathematics teaching was a Minotaur-labyrinth of oral explanations, with the result that most of his boys preferred to become disciples of Kumbakarna. Again, we occasionally come across science teachers whose practical demonstrations are a Barmecides' feast, and the pupils are innocent of the sight of even a test-tube. As for the Geography class, we can beg leave to parody Browning for a moment and say,

The map is in the rack,
The master is in his chair,
All is wrong with the class.

The only remedy against this indolent type of teacher is an Ordinance from the Headmaster.

Another cause of under-teaching is over-work. Does n't it look like a paradox? Yet, it is true. The over-work does n't arise from his under-teaching. Surely, but from his excess of private tuitions. Now, let us not attack members of our own teaching profession, as the unthinking world does, for earning a few honest rupees with the sweat of their brow—literally to keep their pots boiling. The teaching profession may be as noble as the platform orator may choose to make it; but yet nobility is made of a different stuff from food and clothing, which the teacher needs as much as others and need not apologize for. But yet, in our own fair name, we must be true to our salt, and keep clear not only of the Scylla of starvation, but also of the Charybdis of over-work by way of tuition. Naturally the teacher who does his best in the homes of too many specially paying wards, cannot but do his worst at school. Moderation is, as ever, the Golden rule. A teacher can have private tuition work only to the extent of the surplus energy he can command over and above the full legitimate requirements of his class-work.

The third potent cause of under-teaching is trying to pair the work and the salary. There is the well-known Indian proverb that, if the master cuts down the wages, the servant cuts down the work turned out. It may be fair ethics for the wage earner, but not for the teacher, never. After all, we of an enlightened profession, must be true to ourselves and thereby be true to the world. Fight we may, nay must, to the

measure intelligence, we must know the definition which is as difficult as the definition of mind.

Examinations are also the ways of measuring the intelligence of the examinees though these are not the sure ways. For it has been found that an examinee secures widely varying marks when his paper is examined by different examiners and even at different times by the same examiner.

No human being up to the present time has been measured in all respects at any given point in his growth by thoroughly accurate methods. A great many persons, however, have been partially measured in a great many capacities by more or less, accurate or inaccurate methods at various stages for their growth.

John Stuart Mill has said the "greatest thing in the world is man, and the greatest thing in man is mind." To this statement we might possibly add that the greatest achievement of Science would be the measurement of the mind. The import and the value of definite means for measuring the capacities of human beings would touch all phases of human life in which the intelligence is involved. In all sorts of human relations, men are called upon constantly to pass judgement upon their fellows concerning their fitness, capacity and promise of success for this or that particular line of work. The one thing which is probably most important of all, aside from the special training in a given field, is the intelligence and native ability which a person possesses.

The business world is rapidly turning towards Psychology for

help, and if Psychology is to give the help it will have to be in the form of adequate measurements of the capacities of human beings. Courts are recognizing that responsibility, for conduct rests upon mental maturity and intelligence, and these must be determined first before proper adjudication may be made of an individual's behaviour. Psychological laboratories have, therefore been established in recent years in connection with juvenile Courts. The immigration Office finds it necessary to make intelligence examinations, even if crude, in order to exclude those distinctly unfit or misfit.

One of the large problems of the schools in the proper adjustment of work and progress to the natural ability of the pupils, and in particular, the discovery of the morons and borderline individuals so that they may be taken care of in special classes or otherwise to the best advantage to themselves and to the other pupils in the school. Intelligence examinations would be useful not only in connection with the relatively small percentage of backward and defective pupils, but also in connection with the normal and superior individuals. Such tests would be valuable in conjunction with the measurement of attaining in school subjects specifically, so that a child's progress and rate of advancement could be determined on the basis of both types of measurements. Precise methods of evaluating the actual capacities of pupils would be of decided value in making possible a more accurate promotion or retardation of pupils according to their abilities, and a more accurate prescription of work to be done, and of the progress that can most profitably be made.

In general, two types of methods have been developed, at least in part, and used for determining the native ability of human beings. The term 'native' of course, must be understood to signify not pure, native ability unmodified by experience, but native or original only in the sense of not being directly affected by specific training. The one method consists of a considerable variety reactions to questions and situations which a child would be able to make as a result of normal growth in a normal environment. These tests developed on this principle are the Binet-Simon tests and the various modifications of them.

The second general method has proceeded on the basis of measuring, by fairly precise methods, certain special mental functions from year to year, and of determining thereby the mental status and growth of the individual. Thus, for example, many capacities might be measured by a definite psychological technique from year to year, and certain norms might be established for each year so that we could say that a given individual's memory has been developed to the norm or average of a child of ten. Similar tests and norms could be developed in as many different mental capacities as would seem to be necessary in order to obtain a fairly complete evaluation of an individual's natural abilities. This second general method has not as yet been developed to the same degree of completeness as the Binet-Simon type with respect to either the selection of the particular capacities that should be tested, or the types of tests that ought to be used, or the technique by which they should be given.

The Binet-Simon scale:—These series of tests are arranged in groups

according to years. Thus, there are series of tests for every year from age three up to twelve or fifteen, and in some of the revisions even to adult life. These tests were first prepared by the French Psychologist, Binet and the French Physician, Simon who collaborated for a period of twelve or fifteen years in the selection of tests and in assigning them to the proper years according to the growth and development of the child.

The mental maturity or intelligence of a child is expressed in terms of a quotient which represents the relation between his mental age and chronological age, and is obtained by dividing the former by the latter.

Measurement of Intelligence:—Standardized intelligence tests have shown that children do not fall into well-defined groups, e. g. the feeble-minded and the normal; but there are many grades of intelligence ranging from idiocy to genius. Instead of attempting to bring up the slow and defective children to the level of progress of the average, it is now considered wiser to take account of the inequalities of the children and differentiate their courses of study so that children may progress at their own rate. The evil effect of holding all children to the same standard is that failure crushes self-confidence and destroys the spirit of work.

The intelligence test of the feeble-minded:—Such a test enables us to ascertain the degree of feeble-mindedness and hence to prescribe separate kind of instruction suited to them. Such tests revealed that milder degree of defect and the low grade moreover are but two extremes of feeble-mindedness. Many children who are now considered to be average will, with such a test, be found to be defective in intelligence.

of number of mastery, of constructive imagination, of ability to compare concepts, to see contradictions, to combine fragments into a unitary whole, to comprehend abstract terms and to meet novel situations.

Limitations

A great many of tests were misplaced as much by one year and several by two years. The scale as left by Binet was too easy in the lower ages and too difficult in the upper or higher. Limitation inherent in the scale itself:—The tests are characterised by some as unfit to examine certain aspects of intelligence.

The scale does not measure the entire mentality of subject but only general intelligence. Emotion and volition are not measured.

It does not measure the idiosyncrasies of special talent.

It is not a complete pedagogical guide.

There are other methods of approach e. g. subjects personal, history, accidents, play habits, etc.

How the validity of tests were determined?

Children of each age level were divided into 3 groups.

- (i) Intelligence quotient below 90
- (ii) I. Q. between 90 – 110.
- (iii) I. Q. 110 and above.

The percentages of passes on each individual test were ascertained separately for each group. If a test failed to show a decidedly higher proportion of passes in the superior I. Q. groups than in the inferior, it could not be regarded as a satisfactory test of intelligence, and the entire scale must be rejected.

After necessary elimination 90 tests remained, 6 at each age level from 3 to 10, 8 at 12, 6 at 14 average

adult, 6 at superior adult—16 alternative tests.

Of Binet's 54 tests, 3 have been eliminated, 32 repeated, 19 left in the position assigned by Binet. Through the scale the procedure and scoring have been worked over, and more definite with the idea of promoting uniformity.

The 3 serious consequences came from the too great ease of the original Binet Scale at the lower end and is too great difficult at the upper end.

Limitations:—(Binet Scale). In younger students the high grades of mental difficulty were overlooked because the scale caused such students to test only a little below normal.

The proportion of feeble-mindedness among adult students was greatly over-estimated because students who were really of 12 years to 13 years mental level would only earn a mental age of about 11.

Confusion resulted in efforts to trace the mental growth of either feeble-minded or normal children. In Binet's Scale an average of 5 years old child with an I. Q. no far from 110 or 115 at 9, I. Q. of about 100; and at 14, I. Q. of about 85 or 90. But re-tests of children by the Stanford revision have been found to yield I. Q. almost identical with those secured from 2 to 4 years earlier by the same tests.

Calculation of Mental Age (Terman):— We have 6 tests for each age from 3–10, and 8 tests for age 11–12 years. Hence each test corresponds to 2 months and in the latter case one and a half months. Begin testing from a certain age and go downwards till the pupil can answer all the questions of that age. Then go upwards

till the pupil fails to answer a single question of that age. As for example, suppose a pupil can answer all the questions of age 8 and 4 questions of age 9 and 1 question of age 10, and none of the higher ages. Then his mental age is 8 years and 10 months.

Mental age gives us no conception of intelligence unless we know the chronological age. So to determine intelligence, we find out the intelligence quotient, which is, the mental age divided by the chronological age.

The ratio is multiplied by hundred to express up into integers. Intelligence normally matures at 16. It naturally follows that all adults have the same mental age. 50 in determining I. Q. of adults, the denominator can never exceed 16. The older the pupil, the more complex the environ-

ment. So tests up to age 10 are more reliable than the tests after that age.

Human Intelligence can be distributed in the following way.

Distribution of Intelligence:—

CLASS.	I. Q.
1. Genius ...	above 140
3. Very superior ...	120 140
2. Superior (above average) ...	110 120
4. Normal average ...	90 110
5. Below average ...	80 90
6. Border-line deficiency ...	70 80
7. Feeble-minded ...	Below 70
A. Moron ...	50 70
B. Imbecile ...	20 50
C. Idiot ...	Below 20

N. B.—This article is the synopsis of a Dissertation on 'Measurement of Human Intelligence.'

LIBRARY AND EDUCATION

B. K. GOSWAMI, M. A.,

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FOUR years back we had achieved our independence after a long struggle. Before that we had been lagging far behind other progressive countries in practically all aspects of our national life. In the field of education, our condition was much lamentable. Although all the states government of our country have given their attention to the reconstruction of our educational structure, it is unfortunate to say that they are not up to the mark as they ought to have been.

The fact that libraries can be utilised as a vital agency of education has not yet received proper

consideration by our authorities. In western countries, particularly in America, library services are available practically to all the people, both in the city and in the villages, and have gone a long way in the advancement of education there. It must be regretfully admitted that proper evaluation of library services is still absent in India mainly because of mass illiteracy. Thus we need agencies which would provide people with information, idea and beauty for a fuller living and responsible citizenship. If we could succeed in establishing, within the country, a network of libraries India would, ere long, have citizens of

understanding, culture and economic competence increased manifold. The main function of the library is to mediate between the seekers and sources of knowledge. It serves as an institution providing educational facilities to the people and it is a major agency of enlightenment. It is the source of experience of man accumulated through ages.

The aim of library is to bring materials and services close to people. If this essential function is impeded by any reason such as lack of facility or personnel, the library is sure to fail to play its proper role in the educational programme. The orthodox view is that a library is simply a collection of books chained to the shelves. But to-day a modern library is not only a storehouse of books, it contains a many other aids of learning, such as, newspapers, periodicals, pamphlets, journals, magazines, maps, charts and graphs, and other audio-visual aids like phonograph, radio and sound motion pictures. Books are the only source where complete treatment of the problems confronting man can be found. But simply a collection of books in a library will not fulfil the need. There must be some agency of selection and supply of the materials contained in the books, so that knowledge may be diffused to all individuals. In doing that, care must be taken that each must be satisfied with his or her individual search. It is really unfortunate that very few people in our country know how to use library materials properly. Here the librarian, by his specialised service, would come to the reader's help.

Formerly, a librarian was thought of as an administrator, concerned mainly with the task of library

housekeeping. But to-day he is regarded as a member of the teaching staff to look to the interests of the teachers, pupils and others interested in the planning and development of education. His services are indispensable in as much as he can advise how best the library materials could be utilised, and, how planning and revision of curriculum can be made when necessary. To-day, the importance of library training of all staff members of educational institutions for making helpful use of library resources is recognised. A modern librarian, over and above his technical training, is to-day required to learn educational psychology, educational methods and practice, measurements and tests, curriculum principles, and other important topics related to education. The librarian, like the teacher, is expected to know the objectives of the educational institutions, and the way to their attainment, in co-operation with the teachers and the pupils. The trend of such co-operation between the librarian and the staff members is less evident in colleges and universities, because they are more pre-occupied with research work rather than methods and materials of teaching. A great advance in education can be made in a greater measure by the application of the results of scientific investigations to educational practices. In our country, the role of the library in general education has not received such treatment.

The value of a library to-day has to be considered. A library may possess very valuable documents, such as, rare books or old manuscripts. But they may serve very little useful purpose. As there are gradations in our educational stages, like, elementary, secondary, college,

university and researches, so also libraries will have to be graded. A study of the development of the library movement in America and European countries will reveal that the libraries there had grown up due to a definite demand from the people. With the advent of science and the development of learning, knowledge began to cross the national frontier and became international in character. The volume of knowledge to-day has increased to such an extent that it is simply impossible for a single library to contain all of them. Thus, co-operation amongst different libraries to satisfy different people's needs, became essential and a particular type of literature on library science began to develop.

In India, attempts to popularise library movement were first made in the state of Baroda. In 1907, the then Maharaja of the State started a Central Library under the able guidance of Mr. Borden, an American expert in library science. The central library was divided into several sections, namely, periodicals section, reference section, lending section, children section, open shelf section and book mobile section. To-day every Indian state may consider a plan for library development on the following lines:

(i) The establishment of a Central Library, under the Director of Public Instruction in each state. All the public libraries in the state will be under its direct control and will receive financial aid from it when needed.

(ii) It will act as the Libraries' Library. Under it, there will be District Library, and under the District Library, there is Sub-division Library, which again will conduct

and supervise Thana Library and so on. Thus, the whole state will be provided with a network of library Services.

(iii) The District, Sub-division and Thana Libraries will organise and conduct mobile libraries.

(iv) The Central Library, like the National Central Library of England, will have to compile a National Catalogue of Books, containing brief information on each and every book contained in it. This will be of immense help to scholars, historians and researchers.

(v) The Central Library will be a Copy-right Library, that is to say, it must collect all the books published within the state.

(vi) One of its important functions will be to preserve old manuscripts and reprint rare and valuable books.

(vii) It will also organise everywhere library exhibition, lectures and film shows, and by other modern methods, endeavour to popularise libraries to the people.

It is not very difficult to make each of the village libraries a centre for adult education. In a country where 90 per cent of the people do not know how to read or write, the first thing to be done is to launch a programme of adult education. The aim of the library to-day must be reader-centred, and not book-centred, as was the traditional idea. Through study circles in each library, people may learn many things by lectures, debates, discussions, story-telling, radio and educational films.

The lack of funds for such a task is not the only thing to be considered, but a spirit of co-operation between the people and the government is mainly what is most needed to-day.

NOTICE

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EDUCATIONAL INDIA

MASULIPATAM, Nov., 1951

The Place of English in Indian Education

ALL lovers of English in India are feeling naturally concerned over the future of English. By decree of the Constituent Assembly English had been dislodged from the proud position it had been occupying all along as the State language and as the medium of instruction in schools and colleges. In less than fifteen years English is to be replaced by Hindi as the official or court language. It is therefore only to be expected that English should fall into sad neglect in the schools and in the colleges. Teachers of English in secondary schools are making loud and bitter complaints regarding the low standard of their pupils and lecturers in Colleges are repeating the same tale of progressive deterioration of standards. This fall in the standard of English is a common feature

of scholastic and collegiate education all over the country. At the same time it has to be admitted that this fall is particularly steep and therefore highly deplorable in the Andhra districts. It is an admitted fact and has been the subject of unfavourable comments at the hands of successive examining Boards. A committee was even constituted to investigate into the causes of this deterioration in the Andhra University area. The public is not aware of the practical outcome of the labours of this committee. But that the necessity was felt for the appointment of such a committee clearly shows that there has been really a deplorable fall in the standards reached by Andhra students in general and in the standard of English in particular.

THIS deterioration is thus the inevitable result of the neglect into which English has fallen in the new political set-up in the country. People in India have not all been able to reconcile themselves quite to the change in the importance attached to English in this country. Opinion seems to be fairly divided between those who in their new-born enthusiasm for a common language like Hindi are inclined to throw English completely overboard and those who wish to retain it in a position of something like its whilom importance. What happened in the presidency of Bombay recently is a clear illustration of this diversity and conflict of opinion. According to

the latest reports our friends in Bombay in their eagerness to steal a march over the rest of the Country are circulating a Bill to elicit public opinion regarding the desirability of substituting Hindi for English as the State language. As against this there is the curious phenomenon of a Minister of the Bombay Government who recently refused in spite of repeated demands from the audience to speak in any language other than English because he was anxious that he should not be misquoted, misunderstood or mis-represented.

THE teachers of English are naturally anxious that English should continue to occupy a very important place in the curriculum. This feeling of theirs is not the outcome of their instinct of self-preservation. It is not because English is not merely the staff of their lives but their very prop that the teachers of English are anxious to retain it. It is not the result of their apprehension that with the fade-out of English the teachers of English will, like Othello, find their occupation gone. The same instinct of self-preservation may well suggest to them ways and means of keeping their heads above water even in the hard times that the future is like to lay upon them.

ON the other hand it is in the larger interests of the country that they plead for the retention of English at least as a compulsory language, whatever the place assigned to it. The people

of India should never be guilty of forgetting what English education has done for them. It is English education and the study of English literature that has brought about the renaissance in India—an era of unprecedented social, religious and political progress. The motives of the original sponsors of English education in the early years of the last century may have been of a mixed character. It cannot be gainsaid that some at least of them regarded western education through the English medium as a convenient instrument for the imposition of Christianity upon the natives of India. Yet others were inspired by no higher motive than that of providing a class of natives who would help to run the administration or at least serve as interpreters between the rulers and the ruled. But whatever the original intentions of the protagonists of English education it cannot be gainsaid that with the introduction of English education the vigorous thought life of young Europe was allowed to pour its eager torrents into the placid river of Indian culture. It may also be said without fear of contradiction that the freedom movement in the country has drawn its inspiration from the fountain-head of English and European literature. Macaulay indeed foresaw that the people of India, having been instructed in European knowledge, may at some future date demand European institutions. Whether such a day would ever come he

knew not. But when it came it would be, according to him, the proudest day in English history and Macaulay was determined that he would do nothing to avert or retard it. English education has also made a signal contribution to the development of Indian languages and literatures. The people of this country should never be guilty of forgetting the heavy debt they owe to English literature and English education. Even from the point of view of the future it is of great importance what place we give to English in our educational system. Those who have the best interests of the country at heart should not lightly embark on any measure which is likely to hamper the country in its efforts to take its rightful place in the comity of nations. Today English is an international language and the best treasures of knowledge in almost every subject are contained in English. India will be cutting herself off from the highways of the world's intellectual commerce and stultifying herself culturally, if in any spirit of jingoism it decided to turn its back on the study of English.

OTHER reasons why we should have English with us is that we have in the language a superb instrument of expression and in English literature, a splendid treasure-house of knowledge which can afford inspiration and enlightenment. If then we are to have English as one of the important items in the curriculum of schools and colleges it is

of the utmost importance that the work of teaching English should be entrusted to competent people and precautionary measures taken to guard against any fall in its standard. If a thing is worth doing at all, it is worth doing it well.

IT is this conviction that was at the back of the Convention of English teachers held at Guntur about this time last year. The teachers of colleges who had foregathered at the Convention were anxious to devise ways and means of putting an end to the progressive deterioration of English standards in colleges. They suggested among other things that with a view to maintaining good standards in English the minimum in English at the S. S. L. C., Matriculation, Intermediate and degree examinations should be fairly high and that the practice of gracing marks at the time of moderation should be given up. This moderation has assumed the proportions of a scandal of the first magnitude. Moderation is resorted to at various stages—in appraising the value of individual questions, in sizing up the value of the paper as a whole and in taking the examination as a whole. This kind of moderation must be given up and a clear high percentage of marks should be insisted upon for a pass.

THE situation in the secondary schools admits of considerable improvement. In the first place the teaching of English is now-a-days begun rather late,

We must now go back and begin its study at a much earlier period. Secondly the time that is now devoted to the teaching of English, namely 6 periods a week, is pitifully inadequate. Thirdly, those who are entrusted with the teaching of English in the earliest stages of the secondary school are hardly equal to the task by virtue of their talents and attainments. It is of the utmost importance that in the earlier stages the teachers of English should be highly qualified people. To attract men of the right type the emoluments of the teacher of English should be considerably augmented.

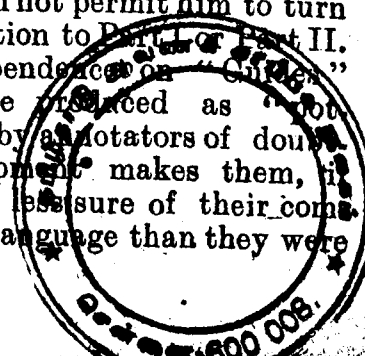
THE Refresher Courses organised for English teachers by the British Council at Madras are the results of the same anxiety to ensure the proper and efficient teaching of English. It is hoped that these endeavours to help consolidate the position of English and give it an honoured place in the curriculum of studies will prove successful. We cannot afford to neglect the study of the English language because it is such a superb instrument of expression and because its literature is a wonderful mine of information upon almost all conceivable subjects.

B. A.'s Versus B. Sc.'s

A certain amount of trepidation has been caused among the graduates of the Universities of the State of Madras by the proposal recently made by the

Government to make a distinction between B. A.'s and B. Sc.'s in the matter of recruitment to government service. It has been argued that the B. Sc. on account of his negotiating a considerably attenuated Part I and giving a wide berth to Part II is not likely to have a good command of language and is, therefore, not likely to make an efficient quill-driver in the ministerial services. We think that it is meaningless to draw such fastidious distinction between the B. A.'s and B. Sc.'s. The additional grounding in the study of English literature which the student of the B. A. course gets does not give him an appreciably better command of English. It is well-known that the B. A. student devotes all his time to his Part III-subjects which make a heavy demand on his time and attention and is content to aim at a mere passing percentage in Part I English. In most cases he puts his English text-books in cold storage and tries to manage with cribs of indifferent quality. A first-hand acquaintance with the prescribed text books may give him an opportunity to become conversant with good turns of expression. But this the student deliberately foregoes, his excuse being that the Part III is a jealous mistress and would not permit him to turn his attention to Part I or Part II. Their dependence on "cribs" which are procured as "pot-boilers" by annotators of doubtful equipment makes them, if anything, less sure of their command of language than they were

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before. The conditions under which these guides and annotations are produced are far from satisfactory. In the race for book-production, the publishers do not pay the required attention to the proof-reading and so mistakes abound in the printed annotations to an extent that must be characterised as scandalous. The well-meaning simple student who pins his faith to these annotations cannot find out the mistakes. He believes that everything that appears in print must be sacrosanct and gulps down everything—printer's errors and all. This is true of the majority of students taking the B. A. course. A scrutiny of the marks list of the candidates will show that most of the candidates get through by the skin of their teeth, scrape through with a bare passing percentage. A good number of the successful candidates are pushed through by a wonderful system of moderation whose only principle is to satisfy the Molochs of the Press by artificially manipulating the percentage of passes to the "usual" level. To regard a candidate who has been strained through the B. A. mill under such circumstances as indubitably better than a B. Sc. whose standard in English may in spite of his taking fewer text books in English be of a higher order, is simply absurd.

IT should not be also forgotten that it is invariably the better sort of student that goes in for B. Sc. and the comparatively less proficient that goes in for

the B. A. The comparison of the marks scored in English by the students taking up I. Sc. with those of the marks of students who opt for Commerce or History will clearly show that on the whole, the I. Sc. student has a better standard of proficiency in English than the I. A. student. So far as the optional subjects under Part III are concerned, the text-books of the I. Sc. student maintain the same standard of English as the text-books of the I. A. student. Here therefore, the I. A. Student cannot be said to have any advantage over the I. Sc. student. The same remark applies to the B. A. and B. Sc. courses also. The Part II-B. Sc. text books maintain the same standard in English as the Part III-B. A. text books. It follows, therefore, that the distinction that is sought to be made between the B. A. and B. Sc. is not warranted by facts.

B. A. 'S or B. Sc.'s—the standard in English of the present day graduate is appallingly low. His general knowledge is far from satisfactory. This is what the Central Public Service Commission has declared from its experience of the competitive examinations that it has held from time to time. They are all, therefore, to be tarred with the same brush and to discriminate between a B. A. and B. Sc. makes us exclaim in the words of Alexander Pope:—

"Strange that this difference
should be
"Twixt Tweedledum and
Tweedledee."

INSTEAD of making any such invidious distinctions, the Government will do well to hold a common competitive examination for B. A.'s and B. Sc.'s and take into their services only these who, on the results of such an examination, are seen to have a higher standard in English. To do anything else will be a gross injustice to the B. Sc.'s, particularly to those who went through their course in recent years without any suspicion that this Democles' sword was hanging over them all the time and who have not yet been entertained in service and who must feel deeply chagrined to find the doors of government offices closed against them.

—
In Memoriam V. N. B.

THE death of Prof. V. N. Bhushan at the early age of 42 removes from the ranks of eminent educationists and reputed men of letters one of its most conspicuous figures. Great as is the loss to the family, it is equally a great loss to Masulipatam, where he was educated right up to his taking his B. A. degree, to Andhra whose reputation for talent and character he maintained abroad, and to Indo-English literature of which he was one of the lesser lights. He began to compose poems and write playlets even as an undergraduate and these compositions

brought him into high repute among the students. With the march of years his scholarship has gained an amplitude and his mastery of language a strength and felicity which have gained for him a by no means insignificant niche in the gallery of Indo-English literature. In addition to his poems, playlets and essays, he has also produced some essays in criticism of which his critiques on Lamb and Hamlet are only the palmary examples. He has besides produced gorgeously-printed anthologies of Poems, Essays in Literary criticism which serve to bring home to us the plenitude no less than the excellence of Indo-English literature. On the merits of all this prodigious mass of literary work it is for posterity to pass a final verdict. We are too near to the man and to the time to steer clear of what Arnold called the fallacies of the personal and the historical estimate. But whatever place may be adjudged to them by the verdict of time we of the present generation may feel sure that it will be no mean one. The late Mr. Bhushan was an eminent educationist and he enjoyed in abundant measure the love and regard of his students. As a man he was noted for his unimpeachable integrity and his deep affability. He was a scholar of vast erudition and in his premature death, Andhra has suffered a great loss.

Cut is the tree that might have
grown full high
And lopped is Apollo's laurel
bough!

THROUGH different STATES

DELHI

IN-SERVICE LIBRARY SCIENCE COURSE

A Library Science Course for the staff working in Government libraries was inaugurated on Sept. 15th in New Delhi by Dr. Tara Chand, Secretary, Ministry of Education, Government of India.

The course will be of one academic year's duration and the classes will be held at the premises of the Central Secretariat and Central Education libraries. After the termination of the course the candidates will be examined in classification, cataloguing, book selection, bibliography, reference work, library organisation and library administration. The scope of the course is similar to the training offered by the Universities in this country and the Ministry of Education have agreed to award diploma to the successful candidates. Shri S. S. Saith, Librarian, Ministry of External Affairs (Historical Division) will be the Director of the course and among the teachers will be Shri K. L. Joshi, Shri Sohan Singh, Shri R. Gopalan and Shri Chakravarty. It is also proposed to have seminars and lectures by distinguished librarians for the benefit of the trainees.

The scheme is the result of a proposal first made by the Government of India Libraries Association and subsequently approved by the Ministry of Education.

AUSTRALIAN SCHOLARSHIPS IN RADIO-ASTRONOMY

The Government of India have accepted the offer of two scholarships of the Australian Government for training in advanced research in Radio-Astronomy for a period of about two years at the Commonwealth Scientific

and Industrial Research Organisation, Australia, under the Technical Co-operation Scheme. The candidates should possess first class M. Sc. degree in Physics together with experience in Radio Technique and Research. The candidates selected for training will not be eligible for a degree from an Australian University. Application forms with further details are obtainable from the Government of India, Ministry of Education, Scholarships Division, New Delhi. Last date for receipt of applications by the Ministry of Education is November 19, 1951.

NEW YORK HERALD TRIBUNE FORUM—INDIA TO SEND TWO STUDENTS

The Government of India have accepted the invitation of the New York Herald Tribune to send two students, one boy and one girl, to the United States at the end of this year for a 10 weeks' visit as Indian delegates to the New York Herald Tribune Forum for High Schools in March 1952. Twenty nine students from the Middle East and South-East Asia will be participating.

CANDIDATES FOR CENTRAL POSTS

SERVICE COMMISSION'S COMMENT

The first annual report of the Union Public Service Commission presented to Parliament to-day expressed concern over "progressive deterioration in the standards of university education in the country. The Commission found that only a "very small" fraction of the candidates for the open competitive tests like the I. A. S. examination displayed "real grasp of their subjects and a reasonable mental development."

Presented by the Home Minister, Mr. C. Rajagopalachari, the report pointed out that "with the widely ac-

knowledge deterioration in the standards of our university degress, the written test has become in many cases more an evidence of the power to memorise book knowledge than of genuine mental qualities."

After consultations with the various Ministries of the Government of India, the Commission had decided to retain for the present a compulsory minimum standard in the viva voce test, which was designed primarily to "assess these mental qualities which together may be said to constitute personality."

MADRAS

TECHNOLOGY COLLEGE AT KARAIKUDI

Steps are being taken to start a College of Engineering and Technology at Karaikudi by Dr. Alagappa Chettiar College Endowment Trust.

The Board of Trustees of the Endowment Trust met recently and decided to apply to the Madras University for affiliation from the next academic year. It is gathered that the Board would apply to the University to lend the services of a competent officer to plan and organise the college until a new Principal took charge.

UNIVERSITIES' CONFERENCE

An Inter Commonwealth Universities Conference will be held in Delhi on December 21 to discuss matters of common interest. All the Vice-Chancellors in India will attend the conference.

Dr. A. Lakshmanaswami Madaliar, Vice-Chancellor of the Madras University, and Chairman of the Commonwealth Universities Association stated that the conference was meeting in India at the invitation of the Inter-University Board. The Commonwealth delegation will be arriving in India on December 20. After the conference the delegation will visit the universities in India, including those at Agra, Jaipur, Benares, Patna, Calcutta, Nagpur,

Hyderabad, Madras, Bangalore, Poona and Bombay. While at Madras, a meeting of the Commonwealth Universities Executive Board will be held.

Among the distinguished educationists forming the delegation are Very Rev. Dr. J. Lowe, Vice-Chancellor of the Oxford University, Sir Ralph Turner, Director of the School of Oriental and African Studies in London, Dr. Eric Ashbey, Vice-Chancellor of the Queen's University of Belfast, Prof. Cook Regius, Professor of Chemistry in Glasgow, Dr. Sydney Smith, President of the University of Toronto and Dr. J. Foster, Secretary of the Association of Commonwealth Universities.

ACCOUNT TEST FOR HEADMASTERS

The Government have ordered that every person, appointed as headmaster or headmistress of a high school under local bodies, with Form V or Form VI as the highest class, who commences his or her probation on or after September 12, 1950, shall be required to pass a test in Accounts within two years from August 30, 1951. This period may be extended by one year in deserving cases. The passing of the Accounts Test will not be insisted on in the case of teachers who commenced their probation as headmaster or headmistress before September 12, 1950.

BOMBAY

BOMBAY HEAD MASTERS' CONFERENCE

The Seventh Annual Session of this conference was held at Bombay on 22nd and 23rd October 1951, under the Presidentship of Shri N. V. Kinkar, M. A., Superintendent, M. E. S. High School for Boy's, Poona City and Chief Editor, "The Progress of Education."

The Head Masters Conference discussed mainly two very important topics, viz:—(1) Cuts in grants (2) Improvement of academic efficiency. Be-

sides these, resolutions on burning topics in the field of secondary education were discussed.

BENGAL

THE UNIVERSITY OF CALCUTTA

On 21st, September the West Bengal Legislative Assembly passed into law a bill which provided that from the year 1952 the University of Calcutta shall not hold the Matriculation Examination or any Examination equivalent thereto. We quote below the relevant clause of the Act.

"Notwithstanding any thing to the contrary in any other law with affect from the year 1952; (i) the University of Calcutta shall not hold or cause to be held the Matriculation Examination or any other examination equivalent thereto; and (ii) the Board of secondary Education shall annually or at such intervals as it thinks fit, hold its Final Examination, qualifying for admission to a course of study instituted by the University of Calcutta."

This new Act takes away from the University of Calcutta its right of holding a Special Entrance or Matriculation Examination of its own for admission of students to the University, if it con-

siders that the standard of the School Final Examination held by the Board of Secondary Education is unsuitable or unsatisfactory. Students passing the School Final Examination will automatically be eligible for admission to the University of Calcutta.

UTTAR PRADESH

DEGREE COLLEGES

Since 1921 it has been decided as a matter of policy that wherever a genuine need exists and a popular demand, supported by adequate financial assistance, is made, Government may open a few Degree Colleges to satisfy this demand.

In pursuance of the above policy a Degree College was opened in Naini Tal in the third week of July, 1951. It owes its inception to the munificence and generosity of Sri Dan Singh Bisht who donated a sum of Rs. 2 lacs for the purpose and promised to donate a like sum in the near future.

Another Degree College is in the offing. His Highness the Kashi Naresh Maharaja Sri Vibhooti Narain Singhji has donated a sum of Rs. two lacs for a Degree College at Gyanpur.

— Siksha

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MADRAS

PUBLIC OPINION

MR. K. MADHAVA MENON ON THE TEACHING OF ENGLISH

The need for studying the English language, which was understood in most parts of the world, in a proper manner was stressed by Mr. K. Madhava Menon, Minister for Law and Education, inaugurating the third of the series of the Refresher Courses for Teachers of English at the British Council Premises, Mount Road, on October, 15.

Mr. S. C. G. Bach, Regional Representative of the British Council, said that the courses were being conducted by Mr. F. L. Billows, Linguistic Adviser to the British Council in Turkey, and Inspector of English teaching in Turkish Secondary Schools, who had come over here on invitation.

Mr. Madhava Menon said that even among a section of the educated and cultured men, the opinion prevailed that they had given undue prominence to the study of English. There was also another section which held the view that English should continue as the main language in the country as it would be difficult to make a change. He personally felt, he said, that it was not possible for them to give up learning English and using English language for at least a generation to come. There were various practical difficulties in undertaking any sort of education, including University education in the mother tongue or the regional language. Out of 35 periods a week, they had allotted six periods for the study of English in the schools and the time allotted was not sufficient for the proper study of the language. Those who wanted to teach English language within the allotted time must be well-equipped. Hence, a course in teaching of English under the direction of a British scholar was an absolute necessity.

The Minister said that during the past few years English had replaced

French as the international language. The English language contained the best literature in the world. Though in India, they wanted Hindi to be the *lingua franca* they should study English to make contacts with people in other parts of the world. Therein lay the importance of the study of English.

PROF. K. A. NILAKANTA SASTRY ON INDOLOGICAL RESEARCH

Prof. K. A. Nilakanta Sastri, President of the All-India Oriental Conference urged the Government of India on 3rd Oct. to set up an Indological research institute for the study of India's ancient past.

Presiding over the 16th session of the Conference at Lucknow, he said India was in the midst of a moral crisis and a way out could be found only by regaining her freedom of spirit instead of running after alien models or depending too much on foreign aid.

He said: A primary prerequisite for such vital developments is the restoration of our classics to a place of honour in our educational system, and the planning and steady pursuit of their study and interpretation in the light of present requirements. This is a work which can legitimately claim a larger measure of support from our present Government than from its predecessor and it is no small disappointment to us that our efforts in this direction have as yet borne no fruit. When we last met at Bombay in November, 1949, we adopted a resolution urging the Union Government to establish an all-India Indological research Institute at an early date, suggesting the appointment of a representative committee to work out the details of

a scheme for such an Institute and offering our full co-operation in the effort. The Government were apparently impressed by our plea and appointed a committee to go into the question. But some time later, to an enquiry when the first meeting of the committee would be convened, our General Secretary got the answer that, owing to financial stringency, Government had decided to dissolve the committee. We may not under-rate the financial difficulties of Government, but may point out that these difficulties do not, as they should not, stand in the way of the pursuit of schemes, scientific and technical considered essential, and that the unceremonious abandonment of this particular proposal bespeaks a radically unsound attitude to the important studies in which this Conference is most interested.

"The collection and preservation of ancient manuscripts is another subject that requires to be handled at the Union Government level to ensure early action and proper co-ordination of the work done in different parts of the country. A modest resolution making concrete recommendations towards the establishment of a Manuscripts Survey of India along the lines of the other scientific departments of the Central Government has remained a dead letter. While on this topic, I should invite particular attention to the considerable number of manuscripts in Indian languages that have found their way to Europe in one way or other during the last two or three centuries. As over 60 per cent of these manuscripts are said to be in Tamil and the rest in Telugu, Malayalam, Kannada and Persian, they may be said to lie in the field of special responsibility which the Government of Madras owe to South Indian literature and culture."

He also suggested that Indian Universities should unreservedly accept Hindi as the national language and as a medium of exchange for all advanced knowledge.

SRI PRAKASA ON TECHNOLOGICAL RESEARCH

Mr. Sri Prakasa, Minister for Natural Resources and Scientific Research, called upon Indian scientists on Oct. 6, to strive for the inculcation of the "scientific" attitude in the minds of all people.

Mr. Prakasa, who declared open the new building of the National Institute of Sciences of India at Delhi, said that development of that attitude was necessary for the progress of the nation.

The Minister also appealed to the scientists to look more to latent talent than merely depend on foreign countries for everything they needed.

Replying to the remarks of the President of the Institute, about aid from Government for scientific development Mr. Sri Prakasa said: "I always feel that the best can be done and has to be done outside the Government. It would be best for the Government to confine itself to constitutional matters of maintaining law and order, for, when the Government starts interfering in other walks of life, it means only an extension of bureaucracy, which is not good for the country. The best work, he added, was done when there was a call from the heart and when there was an inner urge for it."

ANNAMALAI VICE-CHANCELLOR ON THE FALL IN THE STAND- DARD OF ENGLISH

Dr. S. G. S. Manavala Ramanujam Vice-Chancellor of the Annamalai University, stated that the present deterioration of the standards of education in the country was due to the hasty changes effected by the Government.

The Vice-Chancellor suggested that the Government should appoint a Committee to enquire as to how far the present S. S. L. C. course was preferable to the old Matriculation and whether the mental equipment of the students taking to the secondary School Leaving Certificate was sufficient for a University career.

UNESCO NEWS

Unesco Regional Conference to meet in Bangkok

UNESCO has invited ten of its Member States in Asia and the South Pacific to a Regional Conference in Bangkok from November 5th to December 10th inclusive. Representatives of the Unesco National Commissions of Afghanistan, Australia, Ceylon, India, Indonesia, New Zealand, Pakistan, the Philippines, Thailand and the Union of Burma will meet to survey the means of associating themselves more fully with the Organization's activities.

They will also discuss a number of projects, which, in the general programme of Unesco, are of particular interest to them. These include fundamental and adult education, the teaching and diffusion of science, technical assistance for economic development and teaching about the United Nations and the Universal Declaration of Human Rights.

A similar regional conference was held with success in Havana last December for National Commissions of the Western Hemisphere.

East-West Round-Table Discussion

A round-table discussion on cultural relations between the East and West is being organized by Unesco from December 13th to December 20th in New Delhi with the cooperation of the Indian Government. The theme will be "The Concept of Man and the Philosophy of Education in the East and West."

Among the thinkers and humanists who are expected to participate in the discussions are M. Jules Romain, the distinguished French

author; Sir Sarvepalli Radhakrishnan, the Indian philosopher and India's Ambassador in Moscow; Professor Clarence Faust, the American educationist and head of the Ford Education Trust; M. Albert Boguin, the noted Swiss author; Professor Siassi, President of the University of Teheran; Professor J. T. Christie, Principal of Jesus College, Oxford; Professor Malalasekher, Professor of Philosophy, University of Colombo.

Distinguished thinkers and humanists from the Middle East, Japan and Indonesia are also expected to take part in the discussion.

British Scientist to head Delhi Science Office

Dr. Patrick C. Young, 45-year-old British Scientist, has been appointed Head of the Unesco Science Co-operation Office at Delhi. Dr. Young succeeds Dr. Alexander Wolsky, who takes charge of a similar office opened by Unesco in Djakarta, Indonesia.

Before joining Unesco, Dr. Young was Counsellor in the Organization for European Economic Co-operation, where he was responsible for matters of technical assistance and development, scientific research and exchange of scientific and technical information.

He has also acted as consultant to the U. N. Economic Commission for Asia and the Far East. He has worked as an industrial executive and organized international meetings in scientific and technological co-operation. He has attended universities in England (Cambridge, Oxford, London) and on the continent of Europe (Strasbourg, Göttingen and Geneva.)

The Delhi Science Co-operation Office is one of five set up by Unesco

in Latin America, the Middle East, India, South-East Asia and the Far East to develop regional and international co-operation among scientists and to help in the exchange of diffusion of scientific information.

Unesco Expert to help set up New Indian Institute

Mr. Malanowski, Unesco Technical Assistance expert, is the first member of a 10-man team which the Central Indian Government has requested under the United Nations Technical Assistance plan. His task is to help set up India's first large Institute of Technology as part of a vast plan being undertaken by the Indian Government for the improvement of its country's production methods, and the exploitation of natural resources. This Institute will train young Indians for important engineering work in industry and land conservation projects. It is situated at Kharagpur and will be the first of four such institutes to be set up in India.

Courses similar to those given at the Massachusetts Institute of Technology in the United States will be delivered in departments of civil and sanitary engineering, electrical engineering, mechanical engineering, building construction and architecture, metallurgy, naval architecture and marine engineering, geology and geophysics are being set up. Students will follow a 4-year course and on graduation will receive a B. Sc. Degree.

Visual Education Authority on Mission to Turkey

One of the world's leading authorities on visual aids in education, Professor Doctor Adolf Hubl,

Director since 1945 of the Federal Center for Still Projection and Educational Films of the Austrian Ministry of Public Instruction, has been sent by Unesco to Turkey on a mission of assistance to the Turkish Educational Authorities. Mr. Hubl will establish services for the use of audio-visual aids in the Turkish schools.

Experimental Fundamental Education in Western China

The problem of making educational filmstrips without a camera was overcome in a rural education experiment in China—by drawing and painting directly on to the motion picture film, and by etching on film coated with photographic emulsion.

A description of the process is given in detail in a monograph just published by Unesco called *THE HEALTHY VILLAGE*. It tells the story of an experimental education project carried out by Unesco in Western China with the object of preparing sample "educational tools" or teaching aids, mostly visual, as education in health problems being of value not only in other parts of China but all over the world.

A call to the Nation

THE ELECTIONS AND THE CITIZEN

BY

Prof. M. Venkatarangaiah

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Book-Reviews

MODERN EDUCATION (Hindi) (Adhunik Siksha-Vol. I, No. 1. Rajkamal Publications, Ltd., Delhi. Annual Subscription Rs. 5/- Single Copy Rs. 1-4-0.

This is a new educational Quarterly edited by Messrs M. N. Kapur, V. S. Mathur & Shachi Mathur and having Messrs Amarnath Jha, Zakir Hussain, Humayun Kabir, etc., on the Board of Advisers. The editors have said that the pages of this journal will be primarily devoted to a discussion of the salient points of modern Education namely recognition of individual differences in children, movement for making education student centred rather than subject centred or teacher centred, learning by doing, socialisation, development, of the child's total personality, community centredness of the school, democratisation of school organisation. The journal gives an equal status to articles written on education in Hindi too so as to provide for the dissemination of educational knowledge as well as for the encouragement of such writers as would express themselves in Hindi, thus trying to fill the void in Hindi in the weather of Progressive educational thoughts, though, as they say, a few books on education and psychology for class use have appeared. The editors have not relegated the Hindi articles to the last few pages of the journal but have arranged them here and there in the journal interspersing those in English. This is very laudable, indeed.

DHRUVATRIKA (Hindi) by Dr. Rama Kumar Varma, Published by Rajkamal Publications, Ltd., Delhi, Bombay, Price Re. 1/-

This is a one act play by the famous playwright, Dr. Rama Kumar Varma of the Allahabad University. The plot of the play is this. Akbar, the son of Aurangzeb flees to Persia for fear of his tyrant father, leaving his

daughter, Safiat to the care of the Marwar hero, Durga Das. Ajitsinh, the prince of Marwar falls in love with Safiat and they are about to make their matrimonial bond by exchange of garlands when suddenly Durga Das appears on the scene and advises the youths about the undesirability of this alliance in the interests of state affairs. Ajit however defies Durga Das saying that his individuality is at stake and challenges Durga Das for a combat. Then Safiat who overhears their heated debate comes forward with her sacrifice of wedlock love for Ajit and changing it into fraternal love thus upholding the traditional purity of the kings of Marwar. And Ajit too joins in the praise of Safiat for her highest sacrifice.

Dr. Ram Kumar Varma is a master of one-act plays and there is little room to doubt about the essentials of drama viz. stageability, characterisation, etc.

PANCHATANTRA KIKAHANIYAN by Srimati Sakuntala Devi, published by Rajkamal Publications, Delhi Price Re. 1/-

This is a nice little collection of seven illustrated fables from Panchatantra (a mine of moral fables) written in Hindi for the use of children, especially those whose mother tongue is Hindi. However, now that Hindi is making its spread in various non-Hindi speaking states, it can serve others too. The title page presents a coloured illustration and is attractive. Language is facile and type is bold and thus the book is a useful addition to children's literature.

PRAGATI KI RAH by Govind Ballabh Pant, Published by Rajkamal Publications Ltd., Delhi. Price Rs. 4-8-0

This is a social novel reflective in its purport. The plot depicts the wanderings and vicissitudes of "a son" in the alluring world. Finally he comes to love the peaceful rural atmosphere and his aged parents. The novel's message is that the path to "progress" is still obscure and that one should do well to work sincerely in his own plan instead of running after towns and their charms.

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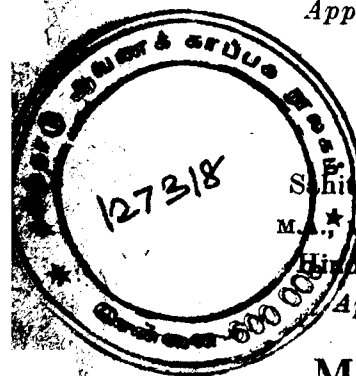
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