

EDUCATIONAL INDIA

VOL : XVII NO: 6

DEC - 1950



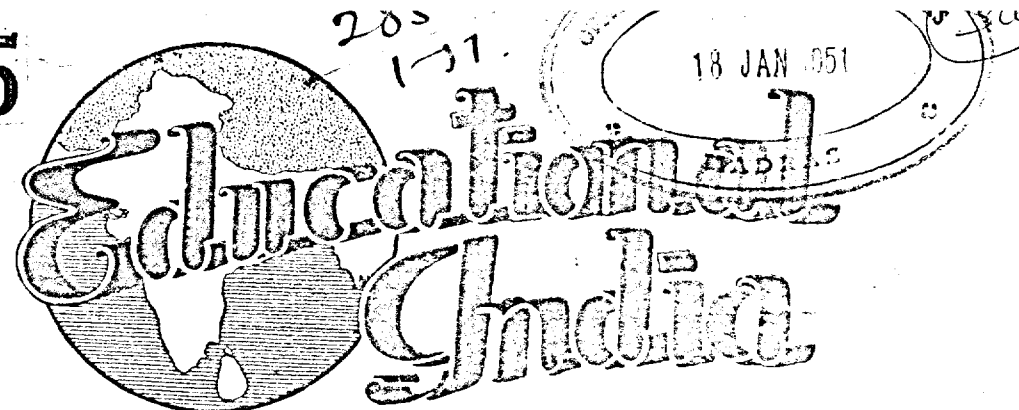
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A Monthly Forum of Educational Theory and Practice

Vol. XVII

DECEMBER, 1950

No. 6

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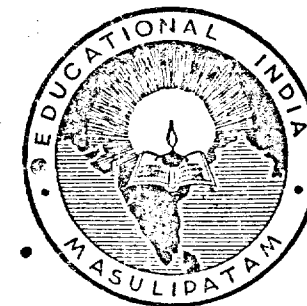
Vol. XVII: No. 6

December, 1950

EDUCATIONAL INDIA

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

EDITOR:
Prof. M. VENKATARANGAIYA M.A.



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Single Copy Rs. 2/-

ORGANIZATION OF EDUCATION

R. PADMANABHAN, B. A., L. T.,

The Municipal High School, Vellore.

It is only during the present century that the education of children from the standpoint of and interest in their personality for their own sake has been, to say the best, acknowledged and respected. Consequently many educators have devised various techniques and new methods of equipping the children—the wealth of a nation—with the best form of education to make them fit to live and fit to live with.

Of all the agencies that have shaped childhood and laid the sure and stable foundations of character made up of behaviour and habits, mention must, first and foremost, be made of the home as an integral factor of education. The school, the society and sometimes the state are also essential agencies in the task of educating and training the child but it is fundamentally, especially in the early stages, the home that plays nothing if not a large part in understanding, developing and coordinating the active instincts of the child. The home, as a unifying factor of education comes into the picture and it, therefore, behoves us to set forth the aspects of the home in all their significance in the organisation of the new educational set-up.

The home, especially the Indian home, has always been the cradle of lasting influence in the life of the people. New ideals and events are swaying every home today, especially as against the background of the two world wars. It is then, necessary that education, as the rest, should be well organised and skil-

fully directed into purposeful activity through the beneficent influence of home life.

Education through the home may broadly be classified under the following headings. They are by no means hard and fast:—

- 1) The inculcation of good habits and liberal views.
- 2) Prevention of the widely-rampant Juvenile Delinquency.
- 3) Teaching of essential arts and basic crafts including Domestic science (to girls.)
- 4) Training the child for social service, through the home.
- 5) Co-operation between the home and the state.

In the aforesaid quinquennial bases of organisation of education through the home, the value of inculcating good and abiding habits, attention and fostering of liberal views—among growing children, irrespective of age, can never be over-estimated. It has already been observed that only good habits are the raw materials of character. The foundations of character cannot be better and more truly laid anywhere else than in the precincts of the home. Good homes, therefore, produce good and great men by the score. To illustrate the truth of the above statement of fact, did not Shivaji's mother, Jija Bai, and his Guru, Ramadas make Shivaji fearless as a tiger and strong as a lion? Had it not been for the lavish care and guidance of his gifted parents, Rabindranath Tagore would not have become the

renowned poet that he was. The early seeds are, therefore, the essential seeds in the formation and growth of behaviour patterns. Witness for example, what Philip of Macedonia wrote in a letter to Aristotle about his great son, Alexander the Great. "He will prove himself worthy of us and of succession of the throne."

Among the desirable habits, we may include health habits, obedience to and regard for parents and teachers and all elders and also the need for spreading liberal views among children. The indoctrination of any kind must be scrupulously avoided if the child has to progress rightly, profess and practise tolerance in its life.

Regarding the problem of preventing Juvenile delinquency, it is a matter of common knowledge that many problems of Juvenile delinquency may be successfully traced directly or indirectly to unhappy conditions that destroy home life. The parents have to realise their responsibility of making their children useful members and not burdens of society. It is, therefore the home that must solve the vexing problems of Juvenile delinquency. Schools and teachers have not, in these days, of large classes, the necessary leisure and opportunities to study and enquire into the character of children more intimately. The parents will have to study their children carefully and by their skill and parental affection solve such problems as theft, defiance of authority, truancy etc. successfully. The parents would indeed be rendering an invaluable service to schools and all concerned if they promote healthy family relations and reduce the incidence of Juvenile delinquency.

We must, next, consider the home as the nerve-centre of basic arts and crafts. As the children are always in the midst of their parents or parent at the time of playing their art or craft, they can stand to benefit much more than anybody else.

Parents can teach their craft as a useful hobby and in course of time, the hobby may veritably turn out to be the vocation of the grown up child. The teaching of an art or craft by a parent to his child would be also a proper and profitable use of leisure with all its facilities for creative work. If a child has an ear for music or it applies its busy hands to use the tools, the parents should, without loss of time, try to foster the natural instinct of the child and develop its aptitude, instead of simply worrying the child to apply itself to books much against its will. Thus such crafts as spinning, weaving, carpentry, basket-making, coir-making can be profitably taught at home by parents who have also the necessary facilities to do so. On the other hand, if parents repress the instincts of the child, it may lead to unhealthy outlets of activity elsewhere.

In this connexion, we must also take up the question of imparting instruction in domestic science at home. At some stage of life, domestic science is an essential requirement of women in general, and the growing girl cannot expect to have a better teacher than her own mother. As the girls have plenty of leisure there is a vast scope to learn the art of housekeeping to great advantages from their mothers. The mothers in the home should have an eye on their daughters and give them as good training as could

possibly be in the business of maintaining the house.

Training for Social Service:— Training of children for social service is indeed a difficult but nevertheless a peremptory task of the modern home. It has been said that the life outside the home is an all-round adjustment, pure and simple. Then it is imperative on parents to train their children in the task of social service. Children must need be taught at home to think in terms of humanity rather than in terms of sects and communities. Every child must be made to consider every other child to be its equal, neither its superior nor inferior. Young and plastic minds must never be fed on feelings of high and low, and rich and poor. Such injurious thoughts must be eschewed by the home. Fraternity with all mankind must be promoted by the parents in all possible ways.

The child must also be taught to view with righteous indignation and contempt the wicked things of life e. g. earning excessive profits, hoarding, exploitation etc. which deprive others of their legitimate rights in society. In this way, the home can be made to exert its influence on children and through the home the school can be made to remain the centre of social service without losing its significance as a centre of learning.

*Co-operation between the home and the State:—*We must finally consider the last aspect of education through the home. A mentally defective and physically handicapped child is a positive nuisance and worry to the state. It was therefore, that the Spartan education insisted on the survival of only the fittest child in the city-state. The defective child cannot take full and complete advantage of the vast educational opportunities attended by the modern welfare state. Parents would be doing incalculable harm and damage to the state, as well as to their own children if they did not realise their share of responsibilities to their children. They must then co-operate with the state in its drive for the welfare of the masses and take advantage of compulsory primary education.

The home, without stinting or shirking must co-operate with the state in all its plans and programmes of educational activity, especially when our country is now a sovereign democratic republic with equality of opportunities and a constitution based upon adult-franchise.

"The children of today are the citizens of tomorrow. The care and attention that we bestow upon the children of today will stand guarantee for the future well-being of our state."

"Democracy is not merely a political system. It is a spiritual view that must pervade every aspect of human life. It is the spirit of respect for man. It is the attitude that values the rights of others as well as one's own. It is a conviction and a determination to base every action on good-will, fraternity, and a sense of responsibility. Democracy is made in the hearts and minds of the people".

This Foreign-Language Business

A. S. VENKATARAMAN

IN the matter of language learning as in the matter of educational policy and reconstruction, there has been not a little confusion. The learning of English in India has not been much of a success. In fact it has been a failure in general, considering the time spent and the results achieved. But there is one consolation when we examine the state of things in other countries; the experience there, is not different from ours. In the very nature of things ninety nine per cent of the people in a country learn one language well and that, the mother tongue but the proficiency in a second language cannot be high nor can it be general or wide. This is an accepted dictum and so we are tempted to ask how a foreign language can be an excellent educational subject when eighty per cent of the secondary school pupils studying a foreign language fail to learn it.

We need not enter into a discussion of the reasons why foreign language learning is a failure. We need not examine why teaching is unsatisfactory, why children are not to blame, how the time is short, how the emphasis on quantity rather than quality is wrong.

In fact, we can go on enlarging the catalogue of reasons for failure; each may be contributory to the cumulative effect but still we may be far from the truth. For truth often arises from one's research or from one's own experience and reflection. While on this, I may mention I had occasion to study the reaction in the pupils' minds, when I issued a questionnaire to pupils

on various aspects of school activity, one question had a direct bearing on the learning of English. The replies they gave were rather interesting but certainly nearer the truth than conventional answers like political, cultural, educational or any other benefits of the peace of the world or the knowledge of other people etc. "I wish to pass my examination," "I can get increased salary," "I wish to study English," "I like to be a teacher of English" etc., etc.—replies like these were useful and served as an eye-opener to an otherwise useless follower of a dull drab routine of daily work.

In fact, the more deeply one goes into the question one is deeply convinced of certain points of view which should not be lost sight of. For living, culture, literature or peace, one has to study closely and thoroughly. But the main purpose or objective of an Indian is to learn English and to do it thoroughly comprehending four abilities, to speak, to understand, to read and write.

The main problem is how far we are justified in viewing language learning as a class room activity. This proceeds on the assumption that for the matter of that, English is like any other subject, mathematics, history, geography, science. These subjects provide us knowledge revealable in Examinations and useful in later life, whether likely to become active or not.

Language is an activity that is not generally confined to class room. To force it into a class room is unnatural. To force a foreign

language into a class room is more unnatural. In a class room you may select facts and figures on which you may base the subjects of study like mathematics or any other subject. This procedure cannot be successfully adopted for a language learning in a class room. Children more easily learn and more readily from the Cinema, the Radio, the Home and the street than from the school proper and as a matter of fact I am aware how children

pick up a language from the Cinema, the Radio, home, the play ground more than the class room. The situation in these places supplies the interest which stimulates the language learning effort.

I hold that to the extent we regard or view language learning as a mere conscious classroom activity to that extent we are bound to fail, for language learning is very largely an extra-school experience.

PRIVATE TUITIONS

V. S. VENKATANARAYANA, M. A., B. Ed.,

Secretary, Nellore Dt. Teachers' Guild.

ANY sermon on the mount from any person to teachers who are down-trodden is at once disgusting and irritating. The *Educational India* of August, '49 carries an article in it with the above caption. The writer of that article has condemned private tuitions in unmistakable terms and suggested the grade of L.T. assistants to be from Rs. 100 to Rs. 170 stating that it would make them detest private tuitions. He would like the regulating of private tuitions. In fact he has reproduced the obnoxious G. O. on private tuitions put into cold storage even in the offing. The precautionary measures quoted are very unpsychological and impracticable. Not only that. They are fraught with a very potential danger namely bossing over assistants by the headmaster with nepotism and other evils consequent upon it.

A headmaster generally wishes to have his finger in every pie so as to lord it over the assistants. It is an alluring prospect for him. In the best interests of education, it is

best to avoid this evil. It is the purpose of the writer of this article to discuss the pros and cons of the subject on hand and offer remarks to be taken in the proper spirit and acted upon by the Government who are requested to consider the plight of the teachers as distinct from Headmasters who have been put on a superior footing from them altogether.

That the assistant of the L. T. or the secondary grade cadre are paid starvation wages goes without saying. These are days of soaring prices. Every article of daily use has shown a tendency to become very expensive. Even dwelling houses for rent have become abnormally rated. Any average middle class man requires at least a minimum of Rs. 150/- per month for just being whole and alive under the present day circumstances. Every tax levied by the Government on articles is being transferred to the consumers in one way or other. Teachers on Rs. 45 and Rs. 75 per month are leading a hand to

mouth existence. The dearness allowance given is not at all sufficient for a decent living.

There is no use of saying that teachers are the makers of future citizens of a Free India and the guardians of the community's children. Mouthing high phrases and patting teachers on the back would not make them forget the sordid day to day difficulties of piloting their families through surges brought forward by the ever-growing high cost of living. Many are faced to scrimp and save or borrow from their relatives in other lucrative walks of life. If in order to make up for the deficit in their earnings necessary to meet their expenses teachers resort to private tuitions up come people condemning the practice.

Let it be realised that private tuitions are taken up by teachers out of sheer necessity. Their salaries are out of proportion to their expenditure on bare necessities of life. The headmaster of a school occupies an enviable position. He has a salary ranging from Rs. 150 to Rs. 200 and what with the duty allowance and dearness allowance he gets a tidy sum of Rs. 200 to Rs. 300. This does not satisfy him. For witness the anxious prayer of the Headmaster's Association, Madras which wanted higher salary of the first grade fixed by the Govt. for the L. T's in their Education Department. It is unfortunate the assistants have no spokesman on their behalf to urge their case.

One would be curious to ask what the headmasters have which the assistants lack to favour them with such high grade of pay. A headmaster can now afford to give certain lectures about teachers and

private tuitions and would like them to be satisfied with an inadequate salary grade while on the other hand he wants a higher salary grade for himself and his likes. The writer of the present article sees no reason why there should be any disparity of such a huge nature between the salaries paid to the headmasters and to the assistants. The grade of an L. T. should be the same as that of the headmaster who may be given H. M.'s allowance in addition in accordance with the strength of the school. It is a wholesome practice also to have headmastership by rotation among the staff as is done in some American schools. This would bring increased efficiency and harmony among the staff in schools. So the real cure to remedy the sorry state of affairs in schools is to proceed on the above suggestions. Fix the scale of pay of assistants to start from Rs. 150 in the case of L. T.'s and Rs. 100 in the case of Secondary Grades due to their inferior qualification. Then alone can there be a contented army of teachers who would shoulder every responsibility and make the schools perfect. There is no use of perpetuating a caste system in schools with headmasters as dictatorial priests preening themselves over assistants. After all the headmaster is a teacher like others but vested with some work regarding correspondence, finance and administration. The latter items are carried out by him with the aid of teachers and clerks. He gets duty allowance for it. So the cure is rather homeopathic. If one wants to remove private tuitions altogether from the picture, he should strike at the root. It should be seen to that all teachers of the same cadre get the same salary grade irrespective of the nature of the management. The suggestion

made in the August '49 article on private tuitions is nothing new. It is in toto the G. O. itself which roused so much of protest from all ranks of the profession. According to it private tuitions are to be regulated through the good offices of the Headmaster as suggested in the G. O. quoted well and good. The following questions are to be answered on this point.

Does this not lead to further nepotism, favouritism and schism in the staff? Is the headmaster incorruptible and impartial? Does not the arrangement strike at the very nature of private tuitions? Private tuitions cease to be private the moment there is to be a third party. Does the parent like his boy to be clubbed once again with a group of other backward boys? What is the purpose of a private tuition? It is, as every body knows, for the purpose of curing the defects of the individual boy in his studies. Can special attention be possibly shown to him with other boys?

Private tuitions are the offshoot of large classes without restriction—sometimes running up to 59 pupils even. If class strength be limited to 20 pupils, individual attention to a certain extent can be possible rendering private tuitions minimum. A parent will never like to send his boy again to school after having put him there for five hours already. The very environment of the school will be nauseating to the boy after regular work. It will be irritating to his temperament. The fact must be noted that if the boy is really to be cured of backwardness, he must be taught in more congenial surroundings.

Every one will agree to it that the home is the best place for such

teaching. Carrying on this study in school is forced study and will not bear fruit. It must also be stated that no assistant after hard and laborious work of 5 hours in school will be willing to continue in it in the evening for two hours more. The suggestion is very impracticable. He has a family and must naturally prepare his mental set up for the further work. Much depends on the willing compliance of the teacher. So the school shall not come into the picture in the matter of private tuitions.

It is not in any way derogatory to the self-respect of a teacher to go to a pupil's house. Does a doctor lose his self-respect if he goes to his patient to cure him? It must be noted that there is no lack of guarantee with regard to regular tuition being given if the latter were to take place in the pupil's house. Even in the school no such guarantee can be had. The moment a parent finds the teacher irregular or unsatisfactory he would certainly terminate the understanding with the teacher concerned.

A teacher gets private tuition only when he is of proved merit and when report speaks of his regularity and merit as well as honesty. He will get tuition work only when he is employed in a regular school. Naturally therefore he will not undertake too many tuitions as to impair his health and break his back. The authorities of the school have the whiphand of the matter. The moment they find the teacher indifferent to his school work and unable to discharge his duties to their satisfaction they have the three months' notice clause to get rid of him. That is naturally a deterrent condition which regulates the teacher's behaviour. Let it also be under-

stood that not all teachers undertake private tuitions. It is better not to take up the question of private tuitions. As long as nothing is done to place the teachers above want, matters should be allowed to go on as they are. Private tuitions have come to stay like examinations in our educational system.

Even if the system of evaluating activities and allotting marks for character etc., were to be followed, none can say that there is no scope for the teacher to earn extra money if he really wants to do so. Private tuitions will then give way to private commitments between parents and teachers. Headmasters are not incorruptible for that matter. In this connection one would like to say that generally promotions are made by the headmasters, marks are given to headmasters and answer papers also are delivered into his own hands. So he can check and in cases of suspicion he has every power in his hands to undo any malpractice. It really passes one's comprehension why the assistants should be blamed in these matters.

Really it is very peculiar that the assistants of a school are blamed and suspected for every thing while the headmaster is held above reproach. One does not understand the *raison de etre* of making the headmasters chief superintendents for the public examinations in the same school while the assistants of the same school are not allowed to supervise their own pupils. Everyone is human. Suppose a headmaster takes it into his head to enter into a private understanding with the parents. What would happen? What is aimed at in these statements and questions is to show how it is ridiculous to put assistants

miles down below the headmaster who is after all their colleague and a head by accident.

The fact of the matter is just as the Govt. doctors, lawyers and teachers are allowed private practice, teachers also should be allowed private tuitions. There is bound to be the necessity for private tuitions from the point of view of the parent and it should be entirely private. The observation that the teachers of a school should not undertake tuitions for pupils of the same school is fraught with another danger. Nothing can prevent teachers of different schools from coming to an understanding with each other resulting in the same evils feared by the purists. In this regard let us honestly say if we really believe it to be possible for a teacher to be satisfied with his meagre pay and slave for the school. Does anybody imagine that clerks and other inferior staff in other walks of life are really existing on their meagre salaries while the officers are rolling in their Rolls Royces? The system of somethings has come into being only on account of the starvation wages given to the inferior staff and field-workers. This accounts for the neglect of the poor man in Government offices and hospitals. In conclusion, let us fervently hope that the teachers will be properly paid in the future at least so as to make them not to resort to too many private tuitions. The scale of teachers and the headmasters should be the same with allowances for the latter for extra duties. Headmastership should be by rotation, the period being one year. The strength of each class should not exceed 20 so as to secure individual attention. If nothing is done to ameliorate the position of

Educational Problems in Bombay *

Address at the Provincial Headmasters' Conference

S. S. DESNAVI, B.Sc., B.T.,

Principal, M. H. Saboo Siddik Technical High School, Bombay-3

It is a truism to say that the task of the educator is by no means easy; it never was. The world has become small, and with its smallness it has brought about complexities in every sphere of life. These complexities have increased the obligations imposed on education; for schools are now expected to make the rising generation realise the inter-dependence of the world and the necessity of human solidarity. I believe, there is no other walk of life on which such a large number of demands is being made as on education. The other professions seem more or less to enjoy a kind of immunity from these new obligations. A great deal, however, is always expected of the teachers and the pupils. Quite often these expectations take curious forms. It is amusing to note that even schools, in places with an overflowing population like Bombay City, receive appeals to grow more food. The institutions which, for want of open space, have to starve their pupils of fresh air are required to convert their gardens,—which in most cases

are gardens in the air—into vegetable growing areas! If it is the need to collect funds, the children must come out in the streets with badges and boxes; if it is a procession, the recruitment must be from amongst the school goers; if it is some social work, the teachers and the pupils are expected to come to the fore-front; if it is a charity show the children must be induced to purchase tickets often with the bait of concessional rates; if it is the infusion of a new ideology like that of the United Nations, of course, the first seeds must be sown in the young minds, for are not the children of to-day the leaders of tomorrow? I need not go on multiplying these instances; for you are far too familiar with the recent circulars and appeals making all kinds of demands on teachers and pupils.

Now, I must not be mis understood. I am not condemning these demands outright. Nor for a moment do I mean to imply that these new expectations are unworthy and should not be encouraged. In fact, if education ceases to be progressive it ceases to be education. If education cannot meet new situations, it is not education at all. Education and life have always been complementary to each other. My objection is not to fundamentals but to details, not so much to the principle as to the method of approach. A mere official circular issued from a particular

Continued from preceeding page

assistants, better let the teachers alone allowing them to earn a few more coins by the honest sweat of of their brow in order to keep themselves whole and alive. The less the headmaster has to do with this matter the better will it be for all concerned.

* Extracts from the Presidential Address of the 6th Bombay Provincial Headmasters' Conference held at Dharwar, from 15th to 17th November, 50.

authority, asking us to do this or that, does not put us in the mood for social service or idealistic philosophy. It is the spirit in which the thing is presented and the spirit in which it is received which counts.

Turning to the educational problems of our State, we find that while we have reasons to be satisfied with the progress made in some matters, we have equally important reasons to feel anxious about others. Taking stock of what has transpired here in the last few years, we cannot help expressing a sense of bewilderment at the piecemeal reforms effected or proposed to be effected in the State. An educator is not directly concerned with the constitutional position and legal and formal technicalities of this Board or that Committee, this University or that Department. His anxiety is primarily to have before him an overall picture of the reforms contemplated, a complete plan of educational system, in which there is co-ordination and harmony among its various stages, and which, besides being able to meet the need of the times, would also be progressive in its outlook. The whole panorama must be revealed before we can have the right perspective. The pattern must be visible in its entirety. Radical and revolutionary changes have more than once thrown our educational institutions out of gear.

Policy Regarding English

Let us for instance look into the policy regarding English in Schools. Despite the fact that I am addressing you this evening in English, let me assure you that I am not in favour of giving undue importance to English in our schools at the cost of the mother tongue. I am not one of those who see no future for our

country without a compulsory study of English literature by every High School and College student. I am also not opposed, in principle, to the abolition of English in the lower standards. But what I fail to understand is the rigidity with which the abolition is being enforced. First there was a complete ban on the teaching of English in the first three classes of the Secondary Schools. Then English was allowed to be taught in the third year i.e. Std. VII but with a restricted number of periods. This change was made on the plea that the Constituent Assembly had decided to continue English for 15 years in this country. The Local Boards, however, had their own pronouncement on this question and they have decided to teach no English at all in Std. VII of their Primary Schools. The Government, not being able to meet this situation, has asked the Schools to admit pupils to Standard VIII even though the pupils from such Primary Schools might have passed Std. VII without English. The problem is proposed to be solved by having a "Special Class" for English. These are, however, minor points about which perhaps we need not be greatly concerned. The situation becomes serious when we think of the University stage. There seems to be no clear cut policy about the media of instruction in the Universities of our State. Take for example, the University of Bombay. To all intents and purposes, this University seems to have made up its mind to have English as the medium. How will this be possible after 1955 with the rigidly controlled teaching of English in Schools at present? Some are inclined to feel that, in view of the cosmopolitan nature of the city of Bombay, the Bombay University might adopt Hindi as the

medium. If this is so will it be by some magic that all the learned lecturers would be able to change over suddenly to the new medium? And, what is most important, should not the Schools, which are teaching through the various regional languages, be given notice of this important change in the complexion of University education, from now only? This lack of co-ordination between the policy of the Government on the one hand and the University on the other hand, is likely to create, in a few years' time, the most confusing situation for the students and the Schools.

Standard of English

There is another aspect of this question. It seems that most of the other States in India have decided upon a six years' course in English in Secondary Schools. Why then, should the State of Bombay, which has so far enjoyed a high reputation for its standard of English, be isolated from the rest with a 5 years, English course? The Bombay Government must reconsider this question on an All-India basis and not create an island of its own. The life of a whole generation cannot be allowed to be gambled with on account of the wishes and fancies of a few. Bold decisions in any field are welcome, but let the decision be deliberate, well thought of and far sighted. Yes, the children of to-day are the leaders of to-morrow! Let them be not sacrificed on the altar of our fancies. When a General in the army blunders, it means the death of some men under his control. But when a leader in power bungles, a whole generation may suffer a permanent loss.

There is a third aspect of this important question. We know that

whatever English is to be taught in Schools, its aim cannot be and should not be, what it used to be in the past. Now we have to teach English not as the language of our former rulers but as a language of international contacts, a language of Sciences and Technologies. It has therefore been rightly suggested that to achieve this aim, the teaching should be within a limited vocabulary. But what is that limited vocabulary, and what is that method which would enable us to achieve the objective? A few years back in the teaching of English, the emphasis was laid on the pupil's expression and on the direct method of teaching. Obviously, the emphasis has now to be shifted on comprehension. The Schools and the teachers need guidance on these points. A recent Conference held at Mahabaleshwar by the British Council at Agra, discussed the various aspects of this question. Could our State Government not follow it up and give more practical suggestions?

The Curriculum

I beg to be excused for dilating at length on the issue of English. In fact, you must have observed that I did not mean so much to defend English as to show the weakness in our educational planning.

I shall now refer to curriculum—a subject which vitally and directly concerns us. Here we notice another peculiar situation. There is an S.S.C.E. Board with the statutory power to determine the standard of the final High School Examination. On the other hand there is the Board of Secondary Education to advise Government on matters of Secondary Education including syllabuses and curricula. The curriculum prepared by one Board is not acceptable to the other, and yet

both the Boards have the right to inflict their respective opinions on the Secondary Schools. I am not talking of a hypothetical situation. I am telling you of a situation which has already arisen.

You have already received the new syllabuses of Standards VIII—IX to be enforced from the next academic year. Where are the syllabuses of the other two classes? Perhaps they are not ready, perhaps no one has thought of them as yet, or may be that the Boards are not agreed as to who should frame the syllabuses of the last two classes. Now, is it possible to achieve the objective in the teaching of any subject by this piecemeal method of curriculum re-construction?

A close examination of the syllabuses of different stages would further reveal that the various units are unrelated to each other whereas these should have been one integrated whole. The dual control of Secondary Education has resulted in too many conflicts. Let the Government put an end to it by entrusting the entire control so far as syllabuses and curriculum are concerned to one body alone. This needs to be done without any further delay in the interest of Secondary Education.

S. S. C. C. E Board and Universities

At present one notices another conflict in Secondary Education—the conflict between the S. S. C. E. Board and the Universities. Even if the Board of Secondary Education goes out of the picture, the problem would still remain unsolved. The Universities have refused so far to change their attitude regarding the subjects required for admission to the Colleges. The present S.S.C.E. scheme provides for variety of

subjects from which candidates might choose a certain number. But leaving out the Vocational High Schools, how many of our Secondary Schools have been able to arrange for the teaching of subjects other than those prescribed for admission to Colleges? In other words, the Universities by their rigid attitude desire to show that the S. S. C. E. Board has not justified its existence. It seems that the S. S. C. E. Board has failed in its purpose. The Scheme can become a success not by the option given on paper to the candidates but by the provision for the actual teaching of a variety of subjects in the Schools. This in turn depends upon the recognition of the value of the general S. S. Certificate by the Universities. The Universities of our State insist on a candidate's passing in a second language which must be either a classical or modern *European* language. But if he were to offer a modern *Indian* language (besides his own mother tongue) as a second language he would not be permitted to enter the portals of the Universities. One fails to see the logic in this discrimination between a modern *European* and a modern *Indian* language even after the advent of freedom in this country.

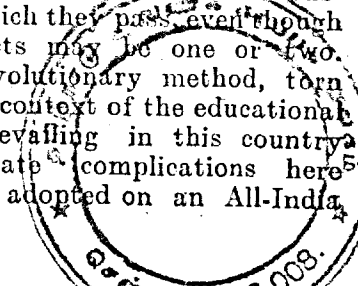
No one will deny the right of the Universities to demand a sufficiently good standard of education from candidates who desire to obtain higher education. This could be conveniently done by asking for a higher percentage of marks from successful candidates. But their insistence on a rigid and common framework of subjects for both the Arts and the Science courses cannot be justified. These requirements have defeated to a very large extent the object of the S. S. C. Examination.

tion. What surprises us most is that none of our Universities should have decided on changing their attitude and taking the proper initiative in this matter. The pity of it is, that a candidate in possession of a general certificate granted by the S. S. C. E. Board can secure admission to a College everywhere except in his own State. To modify the well-known remark we might say that in Bombay "a student is not without honour except in his own State". Unfortunately, these tragic aspects of our educational system are not widely known, and the lack of correct appreciation of the position has resulted in the blame being laid at the wrong doors. The people in general and the educational workers in particular must understand the true position and realise how the pupils are being out-manoeuvred even though they are provided with 65 subjects. When our Universities do not impose rigid conditions on the candidates, who possess the Certificate of Senior Cambridge or the Ajmer Board or the S. S. L. C. Examination of Madras and who seek admission to Colleges here, why should there be restrictions on our own candidates? The argument advanced for this relaxation is that the number of candidates in our State with Senior Cambridge Examination Certificate and the Certificates of other Boards is comparatively very small. But this argument does not hold water. It is the principle and not the number which matters. This attitude of the Universities must be carefully studied by the Headmasters, and I strongly urge upon the different units of the Federation to persuade the Universities of the respective regions to accept the S. S. C. without stringent conditions with regard to the subjects.

Secondary Education

When we talk of the S. S. C. Examination, our mind naturally goes to the alarming number of failures at the examination. This may be taken to mean the failure of Secondary Education in the State. It is an educational tragedy of great magnitude that nearly half of those who have undergone schooling for 11 years, should fail to cross the final hurdle. The solution, as many are apt to suggest, does not lie in demanding a more liberal result at the examinations. This would lead to a deterioration of standards. We must go deep into the whole question. However, I do not wish to enter here into the academic aspects of this vexed problem. It has engaged the active consideration of educationists all over the world. Books, articles, treatises, and theses written on this subject all point to the fact that we have not yet succeeded in evolving a satisfactory system of measuring achievement at all stages of education. The pros and cons of the essay type and the objective type of tests have been widely discussed in this country from time to time, but nothing concrete has come out as yet. We continue more or less to follow the stereotyped pattern and there are no signs of any material change. The Government of Bombay in a recent press communique has suggested three alternatives to improve the system of examination, one of which is on the lines of an experiment now being tried by the London University. It grants certificates to candidates in those subjects in which they pass even though the subjects may be one or two. Such a revolutionary method, torn out of the context of the educational system prevailing in this country, may create complications here unless it is adopted on an All-India

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basis. Besides, the blessings of our temples of learning, i.e. the Universities, will have to be invoked before this system is put into practice. But the proposals regarding objective tests for most of the High School subjects should find a general favour with Headmasters. The time has come when we must make a beginning with the objective tests in our internal examinations. This would gradually lead even to the final examination being conducted on these lines. I hope you will give your most serious thought to this problem in your Schools.

In putting before you a plea for improved techniques in examinations, I am not oblivious of the bottle-neck in our schools—the lack of teachers who are imbued with

the right ideals and the desire to use progressive methods in education. Before a reform can be introduced the teachers concerned must have faith in the new methods. And it is our duty as Headmasters to create that faith among the teachers. Education is essentially a co-operative effort. If we wish to have a rich development of the pupils' "whole" personality, the teacher will have to be given more professional freedom. Along with the task of imparting a certain quantum of information and knowledge, he must have convictions in the values which inspire the modern trends in education. All these would mean the willing co-operation of the teachers, which we must all endeavour to obtain.

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EDUCATIONAL INDIA

MASULIPATAM, Dec., 1950

Government Control over Schools

It is always a matter of controversy as to what extent government should exercise control over schools. But there is a distinct tendency at the present day for such control to increase and in several cases it leads to undesirable results. It is of course true that no hard and fast line can be laid down between proper and improper control. All the same it is quite possible to say with reference to particular issues whether the control exercised by government is healthy or otherwise.

THERE are strong grounds for considering that the government order issued three years ago by the Education Department in Madras on the subject of selection examination is an example of an unhealthy exercise of control. It is unjustifiable

interference with the discretion of the headmasters of schools in a matter which should be left entirely within their jurisdiction. The order under reference has deprived the headmasters of their right to decide which of their pupils in the highest class of their school should be permitted to appear for the secondary school-leaving certificate examination. It calls on them not to make any selection at all but to send all pupils good, bad and indifferent for the public examination. It was hoped that this order would be cancelled after some trial but recently the Madras Minister for Education has declared that it would not be cancelled but kept in force.

THE Minister has forgotten that the responsibilities for educating the pupils in schools rests in the main on the headmasters and other teachers and that examinations are valuable instruments in making the pupils work hard and also regularly. To a large extent the teachers are able to exercise discipline over the pupils through these examinations. Moreover they alone are in a position to say whether a pupil has a fair chance of getting through the public examination. These points have been completely ignored by the Madras Government.

TWO reasons have been assigned by the Government for this control over the discretion of head-masters. One is that education is costly and that it is not desirable to keep pupils

in the same class and add to the cost of their education. The other is that schools have to face the problem of insufficient accommodation and this problem would become more acute if some of the pupils are detained. But there is really no force in either of these arguments. In the absence of a selection test a larger proportion of students sent up for the examination fail to get through it. They therefore have to sit for it a second or even a third time and large numbers of them join the tutorial schools and pay higher fees there. There is therefore no real reduction of the cost of education to them. As regards accommodation the acuteness of the problem is not very much lessened in consequence of the Government order. There is very small saving of space and the advantage is not appreciable. More over it only transfers the acuteness to colleges. It is therefore best that this order is withdrawn and headmasters are permitted to exercise their legitimate right in a purely internal matter like this.

ANOTHER example of improper Governmental control has created a lot of commotion in the Travencore-cochin state. There are many private schools in that state managed by the Catholic and other Christian missions. With a view to improve the standards of teaching in them and pay higher salaries to teachers the Government has called on all managements to

deposit eighty per cent of their fee income in government treasuries and employ only such teachers as are included in a panel to be selected by government. While most managements are willing to deposit the eighty percent of their fee income with government, they are not willing to abide by the second condition. They regard it as an illegitimate interference with their inherent right to appoint whom so ever they want as teachers provided they possess the required educational qualifications. The contention of the managements appears to be a reasonable one. In other states what governments do is to lay down the minimum qualifications which teachers employed in recognised schools should possess and give freedom to managements to appoint any one they like from among those that have the prescribed qualifications. The control therefore which the Travencore-Cochin government is attempting to exercise over private schools looks quite improper and unhealthy. The situation has in consequence become highly critical in that state and it is desirable that the matter should be reconsidered and an agreed solution is arrived at.

ANOTHER example of undesirable control is that exercised in Bombay in regard to text-books to be used in schools. The government specifies the particular text book in a particular language for a particular standard in primary schools and all

schools have to use only that text-book and none else. This is not a wholesome system. No one text book however well-written may be can claim to be an ideal one. There are different points of view from which a text book may be written and there should be freedom to the production of various types of such books. It is better that a list of such books is approved by the government and headmasters are left free to select any book from such a list. This is the practice in Madras and it has not been found to lead to any harmful results. The Bombay system is highly rigid and fetters completely the discretion of teachers.

OTHER examples of unnecessary and unhealthy controls can be quoted. But it is not our purpose to draw an exhaustive list of such controls. What requires recognition is that this tendency for governments to assume all authority and adopt a dictatorial policy deserves to be checked and a larger amount of freedom and initiative should be left to teachers and to school managements.

Educational Reconstruction

NOVEMBER and December are the months in the year when very many universities in the country have their annual convocation. One characteristically happy feature of these convocations is the opportunity which they give to persons prominent in public life to

address the graduates assembled. Among those that delivered such addresses this year are Dr. Rajendra Prasad, our President, the Governors of Bombay and Utkal, the Education Minister of Madras, the commerce and Industries Minister in the Union cabinet, Dr. M. R. Jayakar, Sir C. V. Raman and the Chief Justice of the High Court of Allahabad. These belong to different walks of life, and have had different experiences and it is no wonder that their points of view are different. And this is just the reason why a perusal of their addresses is of very great value.

THEY tell us what is wrong with our present system of education, where it is defective and on what lines it requires to be reformed and reconstructed. In the view of the Governor of Utkal the defect lies primarily in higher education not being properly planned and in only a small number of students taking to scientific and technological courses. For him the removal of these defects is what is absolutely necessary. He therefore suggested that the state should plan and lay down its requirements; and educational institutions should keep to the required quota of trainees for different kinds of work. He was also of opinion that not more than ten or fifteen per cent of the alumni should be admitted to exclusively non-technical and non-scientific subjects in the Universities and that the rest should take to practical scientific train-

ing. Who will deny that there is some truth in this contention? Education has to be planned like anything else. Government has not done this so far. Without doing it governments have been establishing new universities. Old courses are only being reduplicated with the result that the supply of degree holders is much larger than the demand for them. This problem has been long with us. But is it desirable that when education is planned the study of humanities should be discouraged as Mr. Asaf Ali proposes? Science is not everything. Even Dr. C. V. Raman who has put forward a strong plea for the study of science and for the cultivation of a scientific outlook emphasized the need for looking at our national problems as human problems in the main.

IN the opinion of Dr. Rajendra Prasad, system of education in Indian Universities introduced in the British period was alien to India. Its consequence was that educated people began to have a split personality and that they were unable to see any other purpose in life than that of some how living. From his point of view education needs to be so reconstructed that it creates an inner harmony in every individual and also a harmony between the educated people on one side and the people in the villages on the other. He also stressed the need for a harmonious blending of ancient Indian culture with the Islamic and

European cultures that have been subsequently introduced into the land. To him culture is of more significance than science.

MR. Madhava Menon, the education Minister of Madras does not however agree with Dr. Rajendra Prasad that the effects of Contact with European culture were harmful. On the other hand he expressed the view that it was this contact that enabled India to rise from her sick bed and be on her legs once again. From this it follows that in reconstructing our education we should not become isolated and have our connection with the West completely severed. Pursuit of truth and acquisition of knowledge are the ultimate objects of all higher education and in attaining them there is no question of East or West.

MR. Hare Krishna Mahatab told the graduates of the Andhra University that indiscipline is the most serious defect in the working of our universities and he even went to the extreme of saying that it has been the bane of Indian life for centuries. Naturally it is his view that universities should produce young men and women of a highly disciplined character, honest and incorruptible. This should be the basis of educational reconstruction. This was also the point stressed by our commander-in-chief, General Cariappa who addressed the D. A. V. College convocation. He said,

"If you want to keep the country free and make it peaceful and powerful please resist acts of indiscipline. It is individual and mass discipline that goes to make a country great."

THE atmosphere of the Benares Hindu university was perhaps responsible for making the chief Justice of Allahabad and Dr. M. R. Jayakar stress the importance of religious education. In the view of the former religious education was necessary for character building and even though a government was secular it should not eliminate religion from education. Emphasizing the significance of religion Dr. M. R. Jayakar pointed out that secularism was good up to a limit and that it was foolish beyond that limit. He also said, "The ancient Indians called their religion Sanatan—eternal—and we cannot study Sanatan Dharma unless and until we study the ancient language—Sanskrit." According to both these speakers educational reconstruction must make ample provision for the study of religion and of Sanskrit. This should occupy a prominent place in all universities.

IT goes without saying that there is an element of truth in every one of the opinions expressed by these distinguished people. Our education must be planned. It should train persons well equipped in science and technology. It should pay adequate attention to culture and religion. But its aim should not be merely

the training of the intellect. It must produce men of integrity and sound character. The work of reconstruction should not be limited to any one direction. It must be an all-comprehensive one. This is the message conveyed by the convocation addresses.

The Importance of English

PEOPLE are now in a mood to take a saner view of the question of the medium of instruction in institutions of higher learning in our country. There is now a larger volume of opinion especially in South India in favour of the continuance of English. Recently there was a reference to the Madras Government by the Union government asking how the state proposed to implement the recommendations of the (Radhakrishnan) University Commission on the subject of the medium of instruction. Thereupon the government of Madras arranged for a conference of the Vice-chancellors of the various universities in the south. The consensus of opinion at the conference was that there should be no prohibition or discouragement of the use of English as a medium of instruction in colleges until facilities became available for the use of Hindi or the regional languages. It was the view of the conference that if different states chose different languages as media in place of English, cultural contacts at

higher levels would become difficult. For all practical purposes this decision arrived at by the conference has set at rest the controversy on the subject for the time being. This is a matter for gratification.

IT is not merely the Vice-chancellors of the South Indian universities that upheld this view. It was also the conclusion arrived at by the convention of the Andhra University English Teachers which met a few days ago at Guntur. Mr. V. Subba Rao the chairman of the Reception committee observed! "English should remain current in India as long as it abides as a world language, the language of commerce and cultural communication. It seems to me unlikely that Hindi—Hindustani can ever become the natural language in the dynamic sense of the term, or that it can for cultural purposes, take the place of English."

THIS sentiment is shared by a large section of the people in the south. A similar view was expressed by Raja Maharaj Singh while addressing the convocation of the Allahabad university. Although he pointed out the need for a natural medium of instruction he gave a warning against "the suppression and discouragement" of the English language which "is useful not only for the assimilation of learning in other parts of the world but for India's contribution to the pool of world knowledge." A similar view was

expressed by Mr. Justice Bhagwati the Vice-chancellor of the University of Bombay inaugurating recently the Baroda university week.

More Grants To Schools

WHAT are known as bifurcated courses were introduced into some of the secondary schools in the Madras state about two years ago. They are courses in subjects like Agriculture, engineering, secretarial practice etc. This was done with a view to provide a practical and vocational bias to education and solve the problem of unemployment. More such courses have to be introduced and that in a larger number of schools. But so far much progress has not been made in this direction and the reform has been restricted to a few schools. This is due to the fact that it is a costly reform and very few managements are in a position by themselves to raise the funds needed for the purpose. Hitherto the grants that were given by government to teach the new courses were small whether calculated from the point of view of initial equipment or the annual recurring expenditure. The question however has been taken up by the Director of Public Instruction and he has made certain recommendations of a liberal character. These recommendations have now been accepted by government. In future the government will pay an annual teaching grant up to

THROUGH different STATES

DELHI

RISE IN LITERACY IN INDIA

Eighteen per cent of India's total population is literate, according to an estimate of the Government of India for 1949. This shows an increase of 3.4 per cent over the figures recorded for the 1941 census according to which 22.6 per cent of the men, six per cent of the women or 14.6 per cent of the total population was literate.

According to the estimate for Part A and Part C States, Delhi, with 81.6 per cent literacy, stands first, with Coorg (30.5 per cent) coming second. Bihar (11 per cent) has the lowest literacy, while Uttar Pradesh (11.1 per cent) is just above. The figures for other States are: Assam (17.9), West Bengal (22.5), Bombay (29.5), Madhya Pradesh (14.7), Madras (21.5), Orissa (14.1), Punjab (17.0) and Ajmer-Merwara (20.4).

Continued from preceding page

a maximum limit of Rs. 4000 for Engineering courses, Rs. 2500 for Agriculture and Rs. 2100 for Secretarial courses. This is a welcome move although belated. It is to be hoped that a similar policy will be adopted in the case of the other proposed courses also. There is no use introducing reforms on paper alone. They should be translated into practice and in a country like ours where managements are both poor and unenterprising no practical reform is possible unless it be with the help of liberal government grants.

As regards former Indian States while figures for 1949 are not available, according to the 1941 census, the C. P. States (4.3 per cent) had the lowest literacy while Travancore (56.1 per cent) had the highest literacy. Cochin coming second (41.7 per cent). Baroda, the third State, is far lower down with 27.1 per cent.

ADMISSION TO LONDON SCHOOL OF ECONOMICS

The Ministry of Education, Government of India have been informed that the London School of Economics and Political Science is again holding an examination in India on February 27, 1951 for admission to the B. Sc. (Economics) course beginning from October 1951. The examination will consist of two 3-hour papers of a general nature, one in English and one in General Knowledge, and all candidates taking the examination will be required to pay an entrance fee of £ 1.

The examination will be held at various centres in India under the supervision of regional universities. It will be open only to graduates of at least second class honours standard.

Applications for permission to take the examination must reach the Registrar of the London School direct by January 1, 1951.

For further information regarding its examination enquiries should be addressed to the Registrar of the university concerned.

UNESCO BOOK COUPONS

An additional quota of UNESCO Book Coupons of the value of \$ 20,000 has been obtained from UNESCO for distribution during the next year, among the educational, scientific and cultural organisations in India. Individuals working in the field of education, science and culture may also participate in the

scheme. The Book Coupons are valid till December 31, 1951. Applications for allotment of quotas should be addressed to the Deputy Secretary to the Government of India, Ministry of Education, New Delhi.

INDIA GOVT. CULTURAL SCHOLARSHIPS

SCHEME TO BE CONTINUED IN 1951

The Government of India Cultural Scholarships Scheme, which was inaugurated in 1949, will be continued in 1951.

The scheme is intended to foster cultural relations by affording students from Asian and African countries educational facilities in India.

Scholarships are awarded by the Government of India to students domiciled abroad for studies in India in arts and humanities, science, agriculture, medicine, technology, education, law, forestry, etc.

BOOKS ON SCIENTIFIC SUBJECTS IN HINDI

The Board of Scientific Terminology today recommended the immediate setting up of machinery to prepare a dictionary of scientific terms, and later text-books, in Hindi. It was estimated that if the work was to be finished in 5 years, Rs 5,00,000 would be required in 1951-52.

The Board, set up by the Government of India to prepare a dictionary of scientific terms and science text books in Hindi, endorsed the view of the University Education Commission and the Central Advisory Board of Education that international scientific and technical terms be used in books in Hindi and the principal languages of India.

MADRAS

SHIFT SYSTEM IN SCHOOLS TO CONTINUE

The Education Minister, Mr. K. Madhava Menon, stated in the Legislative Assembly that, considering the demand for additional schools and the difficulty of having new buildings and

teachers it would not be proper to give up the shift system in schools.

GRIEVANCES OF TEACHERS

At a meeting of the Executive Board of the South Indian Teachers' union on Nov. 18, Mr. S. Natarajan, President, presiding, the following resolutions were passed:

"The Board deplores the Government's attitude of apparent indifference to teachers' representations for an increase in the scales of salaries, and takes note of the consequent serious discontent among teachers, and the unwillingness of capable young men and women to take up teaching.

"The Board views with grave concern the rapidly deteriorating conditions in the matter of the staffing of schools, the provision of accommodation, and equipment, playgrounds etc.

About the recent announcement by the Government that non-teachers could stand in the Teachers' Constituency for election to the Legislative Council, the Board expressed its view that such a procedure would defeat the very object of functional representation, and resolved to request the Union Government not to accept the recommendations of the Madras Government.

The Board reiterated a former resolution on the formation of a Teachers' Council, and requested the Government to take speedy steps in this connexion.

HEADMASTERS' ASSN.'S DEMANDS

A resolution requesting the Government and the Corporation to amend suitably the relevant Acts so as to exempt all educational institutions from the payment of Property Tax, was adopted at a meeting of the Madras Headmasters' Association held at Pachaiyappa's High School, George Town, on Nov. 17 with Mr. K. Kuruvilla Jacob, President, in the chair.

The Association considered the question of enhancement of tax on school property and school buildings and expressed the view that since the

managements of schools had to spend a large amount on the maintenance of schools, which were serving the public, they should be exempted from the payment of this tax.

With regard to the non-availability of sites for school playgrounds, the Association resolved to wait in deputation, along with representatives of the Association of Managements of educational institutions, on the Chairman of the City Improvement Trust, the Collector of Madras and the Commissioner of the Madras Corporation.

BOMBAY

MODEL PRIMARY SCHOOLS

In order to provide necessary facilities for the expansion of upper primary education (standards V to VII), the Government of Bombay propose to open a number of central schools at suitable places throughout the State, says the Director of Publicity. This decision is taken by Government on the recommendations of the Bhise Committee on Upper Primary Education which submitted its report some time back. Such central schools will act as models for other schools and they will be located at most convenient places and run in ideal conditions.

BENGAL

MARINE ENGINEERING STUDIES

The Expert Committee, set up by the Indian Institute of Technology, to advise on the Institute's course of study in marine and harbour engineering and naval architecture decided to survey the facilities available in Calcutta and Kharagpur for starting these courses of study, and practical training.

Two sub-committees were set up, one on marine engineering and naval architecture, and the other on harbour engineering, to prepare the syllabi, and courses of study in these subjects. The Chief Minister of West Bengal, Dr B. C. Roy, inaugurated the meeting.

BIHAR

FILM CLUBS FOR STUDENTS

The Government of Bihar have suggested to the heads of high schools that film clubs be started comprising of student members paying a maximum subscription of five annas each per month and to arrange for shows of educational films with the funds thus collected.

HYDERABAD

RURAL LIBRARIES IN HYDERABAD

The Hyderabad Government have opened fifty libraries in various parts of the State to help those who became literate as a result of the "literacy drive" launched by the Inspectorate of Adult Education.

Thirty of the newly opened libraries are in the rural areas of the State.

The State Government is spending about Rs. 1,15,000 annually on the "literacy drive."

MYSORE

EXEMPTION OFFER FOR DEPRESSED CLASSES

The Government of Mysore has sanctioned the continuance of exemption of Depressed Class pupils from the payment of admission and class fees in educational institutions in the State, for a period of three years from July 1, 1950, "in the interests of the further betterment of and to give an incentive to the education of the Depressed Classes."

The Government has also approved the action of the Director of Public Instruction in having issued instructions to the District Educational Officers not to collect such fees from the Depressed Class pupils this year, pending the approval of the Government.

Communism in Schools

[Editorial in "Education" — The Official Organ of the Association of Education Committees, November 17, 1950 London.]

We report elsewhere in this issue the Debate on this subject which took place in the House of Commons last week. It is clear that there are many people who are tending to lose a sense of perspective in this matter. We hold no brief either for communism or communists, but we believe it is fundamental to the welfare of the educational service that teachers should be free from religious or political tests.

It may be well that the official position should be set out clearly. A Local Education Authority in appointing a teacher in one of their schools have no right under the present statute to apply a religious or political test. On the other hand if any teacher because of his belief abuses the responsibility of his office by indoctrinating children in schools with particular "ism" in which he believes, then he is guilty of conduct which would entitle the Local Education Authority to terminate his contract. We believe that every association of teachers in the country would uphold the decision of such an authority in those circumstances. So far as we can gather there has been no evidence produced to that effect. What is said reduces to this; because we dislike the communist view, we should ban those holding that view from the teaching profession. There are many both now and in the past who have disliked views held by certain people and who, had they had the power might well have banned people holding such views from the schools. This country has a tradition of liberty

of thought and of speech which is held too dear to tolerate that kind of action.

It may well be true that there are some teachers who are communists. There are almost certainly teachers, who firmly believe in other 'isms' which it would be highly improper should they influence their teaching. Local Education Authorities are not concerned with the views which their teachers hold either in politics or religion. They are concerned that, whatever their views, teachers should undertake their professional task without introducing any kind of prejudice into their teaching. The issue therefore is whether a teacher fails in his professional task. If he does, he should be dismissed from the service, but he should not be disallowed from practising his profession because his private views are such as rouse the violent disapproval of the great mass of the people.

In days gone by this country by its tolerance and its great capacity for humcur reduced belligerent minorities to impotence. It was laughter that killed pseudo-fascism in Britain. Let us therefore keep our sense of perspective in this matter. We must not destroy freedom of thought because a few teachers are known to hold views with which most of us are in total disagreement. We must not imperil the liberty of 200,000 teachers because of perhaps one in a hundred of them is foolish enough to subscribe to a particular political doctrine.

Thirteenth International Congress of Psychology

16th — 31st July, 1951

STOCKHOLM

SWEDEN

1. Application for membership in the Congress are to be submitted on Form I and sent in to the Secretariat at the earliest possible date.

2. The titles of proposed lectures are to be submitted to the Congress Committee not later than March 15th. It would greatly facilitate the organizational work of the Congress if these lectures were registered at the earliest and if a summary of from 300 to 500 words could be in the hands of the Committee by May 15th. These summaries are to form the basis of the publication of the "Proceedings of the Congress". The duration of the sectional lectures is to be limited to 15 minutes.

3. Requests for hotel reservations are to be made through the American Express Co., which is to be the official travel agency of the Congress, by filling in Form 2 and forwarding it to the nearest American Express Co. office. This office is also at the entire disposal of prospective participants with regard to travel information, visas, currency regulations, etc.

4. The Congress fee is 50 Swedish Crowns for Members and 25 Swedish Crowns for Associates. The fee is payable to the cashier of the Congress, Mr. Nils Ostrom, c/o the Secretariat, or to the Congress post check account No 450650, Stockholm.

5. There will be an informal reception on Sunday July 15th at 9.00 p. m.

6. The opening meeting will take place on Monday July 16th at 11.00 a. m.

7. Projectors for slides and films will be at the Members' disposal.

8. There will be an opportunity for Members to demonstrate technical equipment and trained assistants will be at their disposal. Members are cautioned to advise the Congress Secretariat well in advance of their intention to demonstrate technical equipment, in order that the necessary customs formalities can be attended to.

9. The Members of the Permanent Committee will hold a first meeting in the afternoon of July 15th.

10. Additional copies of this notice can be secured from the Congress Secretariat.

— DAVID KATZ.

Education of Africans

Africans from outside South Africa will, in future, be banned from studying at South African universities, missionary colleges and other institutions, Dr. H. L. Van Der Walt, Secretary of Education, has announced.

He said in a letter to the institutions that there were insufficient educational facilities available in the Union for the African population. Africans from "foreign territories" already admitted may complete their training, but no others would be admitted, he added.

No similar ban against white students entering Union colleges has been notified. Hundreds of African students from the British protectorates and from tropical Africa at present come to the Union for secondary and university education.

Book-Reviews

REPORT OF THE FIFTH ALL-INDIA BASIC EDUCATION CONFERENCE 1949. Published by the Hindustani Talimi Sangh, Sevagram, Wardha, C. P.

The latest discovery of the unique Spiritual Laboratory of his Inner Being in which the Father of our Nation carried on his Experiments with Truth, Basic Education was sprung upon us in 1937 in his characteristic manner, in the form of a mantra, a slogan 'craft-centred education'.

The novelty of the idea and the high prestige of the source of its inspiration drew to it the immediate and earnest attention of social workers and educationists all over the country. It was widely and hotly discussed, debated, criticised and justified as no other educational theory had ever been at its very inception. Within a few months a regular conference was convened, a formula was evolved, a committee was appointed, syllabuses were drafted and a scheme prepared to work out the idea.

The adventitious circumstance of Congress Ministries functioning in several provinces in the country gave the scheme a good start. By 1939 several Basic schools, as many Basic Training schools, and short courses of training for teachers were started at several places in the various provinces. The first conference of Basic National Education was held at Poona in 1939 in an atmosphere of extraordinary hopefulness and enthusiasm.

But soon after, the Congress went into wilderness and there was a great set back to the new scheme. Many institutions more abruptly closed down and almost all were wound up in a short time for lack of Governmental and, strange to recollect, even public

support. But the faith of Gandhiji never wavered, on the other hand it was at this stage of its history, he conceived the Nai Talim in a wider setting as Education for life through life including in its scope the education of every body in the country at every stage from the infant to the adult. A considerable number of his sincere followers who caught the vision of the Master dedicated themselves to the noble course and in the most discouraging circumstances, persisted faithfully in their attempt to work out the scheme.

The wheel has turned a full circle in the political field. In 1946 the Congress accepted office once again and public interest in the scheme revived. Basic Education is now the accepted policy of all governments of Bharat, Provincial and Central. Almost all the provinces have made a start in a systematic attempt to introduce the scheme and the Report of the Fifth Basic Education conference of 1949 held at Perianaiken Palem near Coimbatore in South India, published by the Hindustani Talimi Sangh, Sevagram, Wardha gives a concise and clear account of the progress achieved so far in this national endeavour and the problems yet to be solved.

To all concerned with the future of Education in our country and Basic Education in particular, the most interesting part of the Report is section II dealing with the survey of Basic Education in Practice in the different provinces.

It is not surprising to find that in Bihar where the experiment started by the Congress Ministry in 1937 was kept alive during the Advisers' Regime, when the Congress came back to power they could build on the basis of continuous work during the previous ten years, the first batch of Basic School students having completed the full seven years' course even by 1947. The basic schools of Bihar are therefore enabled to demonstrate with facts and figures, not only the feasibility and

efficacy of the scheme in general but also the possibility of realising to a considerable extent and without any harmful consequences educationally, the merit of selfsufficiency claimed for it by its original author. They are also in a position to undertake experiments in Post Basic Education corresponding to the secondary and university shaps in the existing system. In the other provinces where the work started in 1937 was interrupted in 39, it had to be taken up afresh in 46 and naturally the progress of the scheme reported is neither so satisfactory nor so instructive.

One lesson is obvious from the deliberations at the conference of which only brief summaries and conclusions are incorporated in the report on the various practical problems of teaching and organisation which confront the actual field-workers such as syllabuses, Text-books, correlation, examinations supervision, and suitable literature for the students and the teachers. The scheme makes demands on the enthusiasm and initiative of the teacher to an extent that no other system of education in any country has ever done before, and we have as yet only a bare outline of the new system. The conclusions reached on many important questions are of a tentative nature admittedly subject to revision in the light of further experience and with regard to many others no decisions could be taken for want of adequate data. Much work of an experimental nature has to be turned out before it can be considered to have a sufficiently definite shape to be introduced on any large scale through out the country.

Especially now in these initial stages it has to be worked out patiently and faithfully by proper type of men possessing adequate general knowledge skill in the crafts, love of teaching, aptitude for research and experimentation, faith in the fundamentals of the new scheme and a spirit of dedication to the noble cause of true education and the new social order of a classless co-operative commonwealth which the

independent Indian Republic has set out to evolve.

Also it may not be wise to be in a hurry to start new Training Schools to train teachers of Basic Education in large numbers with the help of teachers who are themselves not sure of their ground, having had no adequate first hand experience of the new scheme and without the benefit of demonstration and practice in well staffed and well conducted model Basic Schools.

It is very disappointing to find no information in the Report regarding the progress of Basic Education in Uttar Pradesh and in the premier national educational institution at Delhi, the Zamia Millia which has been the source of a steady supply of trained workers for the scheme to various provinces.

A perusal of the Report convinces every one that on the whole Basic Education has come to stay. There can be no longer any doubt about it. It is our only hope for providing with secure foundations the entire educational system of our country which has to be remodelled into conformity with our national needs and aspirations. It is likely to prove the greatest contribution and a characteristically Indian contribution to the progress of educational Theory and practice of the modern world.

—M. S. K.

VILLAGE A B C by F. L. Brayne.
Published by Oxford University Press, 1950, P P 136.

Mr. F. L. Brayne is not a stranger to that section of the Indian public which is interested in rural reconstruction. He has written very many books on that subject and some of them like "Socrates in an Indian Village" have also been translated into Indian languages. He is not interested in mere theory. He is a practical worker and all his observations are based on first hand acquaintance with conditions as they exist in Indian villages, the lines on which improvements should be

brought about and the difficulties and obstacles that have to be overcome. In this Village A B C he has given 456 brief hints on rural reconstruction touching on almost every aspect of village life. It is a sort of encyclopaedia. There is no aspect of rural life—economic, social, intellectual and even political—which is excluded from it. It is quite up to date and suggestions are given on every important topic—one leanliness, co-operatives, panchayats, women, reading rooms etc. The book is also well illustrated. It is both informing and attractive, and deserves to be read by all sections of the people.

M. V.

DELINQUENCY: Published by T.C.E Journals and Publications Ltd, Lucknow. 1950, P p. 100, Price Rs 1/8

In recent times the subject of penal reform has attracted the attention of many Students—educationists, philoso-

phers, lawyers and psychologists. Much has been done as a result of numerous Studies for improving the lot of criminals and for making them real citizens. It has also been found that the treatment that has to be accorded to juvenile delinquents should be entirely different from that accorded to other criminals. In this symposium the publishers have collected a number of papers and articles on delinquency written by experts on the Subject. Among the contributors are Dr. Sampurnanand, Minister of Education, U. P., S. N. Mehrotra, Dr. C. M. Bhatra the psychologists, Dr. Pires, Prof. Mukerjee, Prof. Somanath Dhar and Dr. A. V. Mathew the educationists and Mr. Kochavara and William Hookens. Well-thought out answers to questions like the causes of delinquency, the duty of society towards delinquents and the way in which delinquency should be controlled are found in the book.

—M. V.

The Andhra Teachers' Federation Special General Body Meeting at Rajahmundry

A special meeting of the General Body of the Federation will be held in the Veeresalingam Theistic High School, Innispet, Rajahmundry at 2 P. M. on Monday the 8th January 1951 to consider the further steps to be taken by the Federation consequent on the Government refusing to grant recognition. One of the steps for consideration is whether the Federation is to be affiliated to the South Indian Teachers' Union.

It is requested that each Teachers' Association and District Teachers' Guild will make it a point to send at least one delegate to the meeting in consideration of the importance of the subject to be discussed at the conference.

A. L. NARAYANA RAO,
Secretary.

Correspondence

The Second South Indian Adult Education Week

The success of the celebration of the First South Indian Adult Education Week in 1950 has led to the idea of repeating that experiment and experience and celebrating the Second South Indian Adult Education Week from 17th to 21st February 1951. Such a celebration will not only canalise the growing public enthusiasm in a very good cause but will also be a powerful lever of social and economic and political progress.

A Central Committee has been formed of able and enthusiastic individuals representative of as many as thirty-seven institutions and organisations, with the Hon'ble Sri K. Madhava Menon, Minister for Education & Law as the President. Also, an executive or Working Committee has been formed with Hon'ble Mr. J. L. P. Roche Victoria as the Chairman. The fact that the first Adult Education Week was piloted by these two Ministers of State in 1950 insured its success not a little. That they have come forward to play a leading part also in organising the Second Adult Education Week is at once a guarantee for its success in an even larger measure in 1951.

The programme of the Week is as under:

- 1st day: (17-2-51) Inaugural day.
- 2nd day: (18-2-51) Mobilisation day—arranging entertainment and propaganda meetings and exhibition.
- 3rd day: (19-2-51) Flag day.
- 4th day: (20-2-51) Distribution of books, charts and Adult Education materials and collection of books to start and strengthen a library in the locality.
- 5th day: (21-2-50) Visiting and starting Adult Education Schools and Adult Education Clubs, and libraries.

The Hon'ble Sri K. Madhava Menon has given us the assurance that the Government would do all in their power to make the second Week a success. I have no doubt that the Government will do their very best and that every Department of Government will be set in motion, I am particularly concerned with what official agencies will have to do. The Central and the District Committees and all other Committees will have to approach and enlist the support of the Presidents and Executive officers of quasiofficial bodies like the Corporation of Madras, District Boards, Municipal Councils and Panchayat Boards and get the best out of them.

I appeal to Adult Educationists to set up Committees at the Head quarters of all Collectors, Deputy Inspectors of Schools, Rural Welfare Officers, at all Arts and Professional Colleges, Training Schools, Secondary Schools and Higher Elementary schools, at the place of Social Service and Political organisations, and in all the villages and in all the wards of Municipalities. Reports of formation of Committees should be sent to the office of the Central Committee along with the lists of members and office bearers of the same.

Madras —K. S. Ramaswami Sastry,
5-12-50 President.

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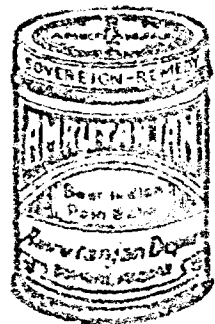
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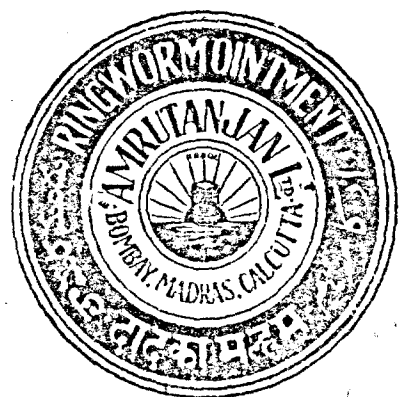
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