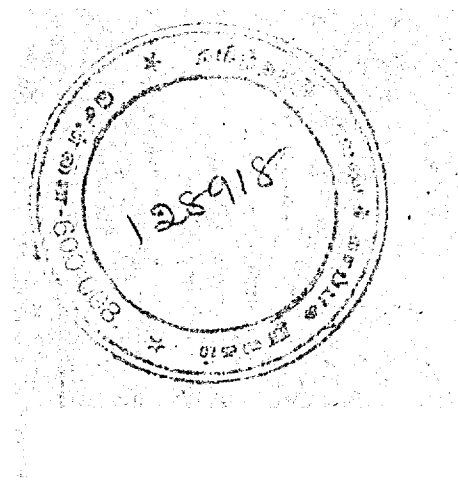


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been formed to deal with Adult Education, and for the first time funds were provided in the Madras budget for this purpose. A four-fold programme of Social Education has been drawn up and put into operation.

First, it provides for adult literacy schools for spreading Social Education, among adults;

Secondly, training of teachers for Social Education work;

Thirdly, starting of Rural Colleges to provide higher education to adults who had some kind of education;

Fourthly, Audio - Visual Education, that is, education through sound and silent films which have been specially selected for adult-appeal and effective propaganda in rural areas through well-equipped Mobile Units.

To achieve this object, the Government of Madras have purchased 5 (five) Austin Vans of 26.8 H.P., each van being equipped with (a) a 16 m. m. sound - projector, (b) a generator, (c) a radio-gram, (d) public address equipment etc. These mobile units, each under an officer-in-charge, are to operate in four educational divisions of the Presidency and also in Madras City and suburban areas. They are planned to work more or less on the same lines as the Propaganda Vans of the National War Front during the recent World-War.

The aim of these Mobile Units is to attract masses particularly in rural areas, during fairs and festivals and other special occasions when people gather in large numbers, and to do intensive propaganda through entertainment for the spreading of literacy among adult illiterates and at Social Education Centres, Adult Literacy Clubs, Youth Leagues, Citizenship Camps and Social Workers' Associations etc.

The Madras Government first prepared an elaborate scheme, on the presumption that a grant of Rs. 17.79 lakhs would be made available. But the Government of India, while approving the scheme, cut down the provision on account of their present financial position to Rs. 1.57 lakhs, subject to the condition that the Provincial Government should contribute at least an amount

equal to that of Central Government towards the scheme within a period of three years. A grant of Rs. 1.57 lakhs has already been made in the current year's budget for the continuance of the scheme of Social (Adult) Education. This is a supplemental grant of Rs. 1.57 lakhs, so that with the Provincial contribution Rs. 3.14 lakhs may be spent on Social Education. We earnestly hope that provision of the grant originally contemplated would be made available by the Central Government as soon as the financial position improves to facilitate a further expansion of Social Education.

The adult is quite different from a child in the matter of learning. By virtue of his age and experience he is well-versed in several technical matters affecting his welfare, though he may not be able to read or write. He may also be culturally backward and may not come up to the level of his educated brethren. It is, therefore, the work of the adult-educator, so to adjust his instruction as to suit his convenience, taste temperament and inclinations. Being a hard worker throughout the day in the fields, especially in rural areas, there is a lethargic tendency in him for rest and a sense of disinclination to learn or to do anything after a day's work. Unless we provide him with education of a recreational type, essentially through entertainment, there is no incentive on his part to attend Social Education Centres or Clubs

have all the good qualities of the foreign public schools, but they should preserve their Indian character.

In India where many funds are raised for various purposes, some rich donors should come forward to help the right type of

teachers in starting such schools in each district of each province. The various associations of teachers should undertake this very important and urgent task before them and the governments of the provinces should help such undertakings with the maximum generosity.

RELIGION*

BY DR. R. N. DANDEKAR, *Bhandarkar Oriental Research Institute, Poona.*

OF all the forces, which have worked and are still working to mould the destinies of the human race, none certainly is more potent than religion. Almost in every sphere of human activity, personal or social, the influence of religion has proved to be of a very vital character. In our country particularly, we cannot think of any aspect of individual or social life which

simple it may be. The child is thwarted with stern looks and rebuffs. Buoyantness and freedom of activity, mistaken by the parents as naughtiness, are discouraged. The new baby is left to be fed up and grow in his own way after some sweetly worded benedictions are showered upon him at the time of observing the ceremony of his birth by his beloved parents and wellwishers. We seem as if to refuse shouldering a responsibility in the building up of the children in the most scientific way.

India needs the Montessori basis of child training for all her children. It is upon such a spiritual superstructure that she should build her children before they go up for actual class room exercises. Dr. Montessori has shown some marked periodical tendencies in children, which are clear so far as a scientific study of children's psychology is concerned.

Children are, at a very early stage of their existence, possessed of some inner sensibilities. But they disappear when some developed characteristics are attained. These characteristics, when gradually expressed, leave a lasting effect on the mind indicating the stage of growth. This growth definitely precedes an urge to activity. Free-play of activity in children holds a potent influence in child-training. There should not be any hindrance to activity at this period, or it will end with a "spiritual martyrdom". If you check him in any way in his spontaneous activity, he will violently

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But the glorious tales of the past and the valiant heroes and warriors should be told him their true and proper perspectives. The lesson about establishing peace, goodwill and harmony throughout the world is to be taught. It is also essential on the part of the students to maintain a close contact in the context of the complex international situation.

The students should be encouraged to a greater extent to foster the team spirit and team games. The public schools are the proper places to build the characters of the students. An onerous responsibility rests upon the teachers to mould their pattern. They should be wedded to learn morality, liberality and tolerance. Discipline is another element that constitutes the life-line of students' life. Its breach is destructive. But its robust growth is led up with healthy building-up of characters in future life. Cultivation of team games among the students is deemed to be an essential factor. Its effects are manifold. Firstly, it helps to build health. Secondly, it is an aid to infuse a spirit of unity and uniformity. And inspiration dawns to maintain good relations. Thirdly, as a result, a more spirited set of young men is produced.

Educational and industrial films play an important role in educating and training youthful minds. The exhibition of such films eliminates extensive study and research.

Science is one of the great achievements of man. It aff

BOOK REVIEWS

WORK, WEALTH AND WAGES. By Earnest F. Row, B.Sc. (Econ.), L.C.P. Adapted by P. C. Wren, M. A. (Oxon), K. & J. Cooper, Educational Publishers, Bombay 4. 101 pp. Price annas twelve only.

This is a book intended for high school boys and explains at their level many of the complicated economic facts of the modern world. There are chapters on different types of workers, where wages come from, employers and capital, how prices are fixed, money, banks and cheques, government and taxes, imports and exports, rent and interest, wealth and capital. It gives valuable information to the budding young citizen on questions which affect his daily life and on which he will be called upon to exercise judgement when he becomes entitled to vote. The book deserves to be widely studied by our school boys and girls. In our own State, the theme of the book would be part of the vague and comprehensive course in social studies.

ANIMAL BEHAVIOR (*Jiva - jantukkalin - pazhakka vazhakkangal*): in Tamil: By Sri T. N. S. Raghavachari, B.A., Teachers' Publishing House, Coral Merchants' Street, Madras 1. 93 pp. Price annas twelve only.

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consideration for the peculiar aptitude of the educand, all possible limitation of the material dealt with, all possible extension of the opportunities of observation, creation and expression, all possible encouragement of self-activity and moral independence, these appear to me to be the cardinal points in a programme of the reconstruction of our secondary, as of all education.

ROLE OF UNIVERSITIES

The great national enterprise of the reconstruction of our basic and post-basic education depends in a considerable measure on our universities. Leaders for this enterprise must come from the universities. Our universities seem to keep themselves aloof from all problems that are not academic. Our knowledge seems to be imprisoned in the lecture room and fights shy of social usefulness. But it seems to me that the universities are the only base from which we can organise future operations with any hope of substantial results. They have some traditions, they have some standards, they have been able, by and large, to select their personnel. They are more or less equipped for work. What they need is a re-orientation of their function in national life and equipment for the new functions that are to be assigned to them. The introduction of free and compulsory basic education on a nationwide scale will, I am afraid, take time. The re-organisation of the entire secondary education in a big way will also have to wait for more prosperous days. But the universities, which should help in doing all this, have already

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