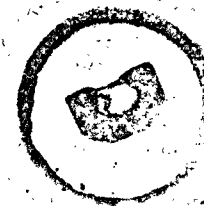


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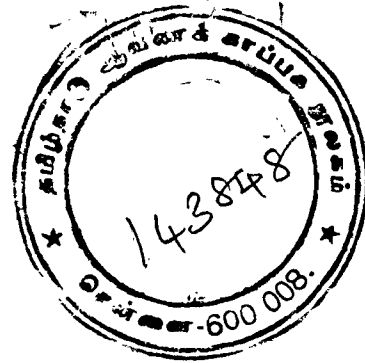
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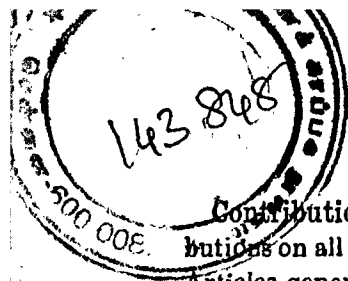
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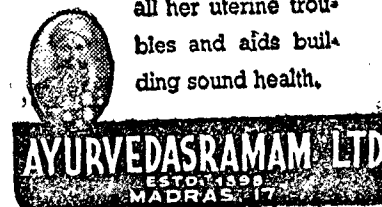
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The Educational Review

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VOL. LVI.

JULY 1950

No. 7

SCIENTIFIC TREATMENT OF DELINQUENCY IN CHILDREN

By RAO SABIB T. N. S. RAGHAVACHARI, B.A., *Retd. Public Health Bacteriologist*
St. Thomas Mount.

I HAD occasion recently to peruse the annual report of the Institute for the Scientific Treatment of Delinquency of Dr. Dennis Carroll. The clinic, on the recommendation of the Council of the Institute, had affiliated itself to the National Health Service of Great Britain; though the Institute continued to be a private society pursuing its other activities. The institute had initiated several important researches and experiments during the year, into the ever fascinating subject of child welfare, and amongst the novel developments Dr. Carroll described one which had attracted a good deal of attention—namely, play therapy as a method of dealing with highly aggressive children, between the ages of 8 and 11. Some of these children in ordinary life were dangerous and all were aggressive enough to be considered generally unmanageable. They were asked to play in a room, specially designed and having play materials that can cause no injury. They were permitted to be as aggressive as they liked; it really took two adult play-therapists to control four aggressive children, placed under this treatment. They also received in addition individual attention. After three months, they became spontaneously—without coercion, or external pressure—constructive instead of destructive. They were thenceforth trans-

ferred to another block of buildings where they could be constructive to their hearts' content. This new technique is reported to be in the still experimental stage, in the sense that its limits were not yet ascertained; it was however sufficiently well established to make the experiment well worth trying.

In his report, Dr. Carroll rightly emphasised the need for referring the children before they had a history of some years of delinquency. When referred late, it became necessary not only to overcome the original cause, but to drive out an extremely bad habit. As we all know, it is easy to get a child learn a new good habit, but extremely difficult to make him unlearn a bad habit even of a few years' duration.

The Earl of Feversham who also addressed the meeting, considered that the stage had been now reached when the conscientious citizen was aware of the excellent work being done at the Institute. "People," he said, "were at last beginning to ask why some children were naughty at all, and once the beginning of an answer to that question was made, the problem of juvenile delinquency began to be solved."

I believe the Earl of Feversham must have had at the back of his mind when he

said this, the same firm conviction that I have always had, viz., that elementary and Kindergarten Schools have failed in their duties to study, assess and correct the wayward and naughty habits of the children under their care, to the extent that by devoting individual attention to each child and his proclivities the existence of any secretive tendencies and naughty supercilious behaviour in a few may be promptly detected and effectively remedied in good time.

SCOUTING AND SOCIAL SERVICE

By DR. K. N. KINI, M.A., (HONS.) A.M., Ph.D., DIP-IN-EDN. (Columbia University),
Director of Education, Jodhpur.

MAN is a gregarious being and hence lives in Society. From nearly the first month of the life of the child, he is uneasy, if left alone. He gets satisfaction, if he is brought into physical contact with another person, not necessarily the mother. The close presence of another person is adequate to give him satisfaction. Though, as the child grows, he exhibits a tendency to wander away from others, still he wishes to live with others and does not like to be alone all the time. He is ready to do service to others, however small, and he also desires to get service from others. This great urge in the child to do a good turn to others should be fostered from his very early age, so that that urge is strengthened for the good of society. Society will be strong and beneficial to its members to the extent that each member shows solicitude for the welfare of the other members and society shows solicitude for the welfare of the individual constituting it. Scouting is pre-eminently an organization for fostering this attitude of service in human beings.

Service is the motto of scouts. Scouts can do social service in a number of ways, some small and some big. In our country, in towns as well as villages, people make their surroundings dirty. Our streets are often used as latrines and urinals. On account of the ignorance of the rules of sanitation and hygiene and also from a lack of a sense of decorum, the people have cultivated this evil habit. Whenever the ignorant people commit this nuisance, the scouts should advise them not to do so.

People can be seen standing in the middle of the road, sometimes with cycles in hand, and talking among themselves, much to the detriment of traffic. Scouts can courteously ask such people to walk on the foot-paths and carry on their conversation as they move on and not to block the road.

Spitting everywhere, that is, on the roads and footpaths, on the railway platforms, in cinemas, in the carriages of the trains, nay, wherever they stay, is a common affair in our country. This habit should be stopped, as has been done in the progressive countries of the West by constant education of the people. In various other ways, too, scouts can bring about a better environment.

Adult education offers a vast field for social service in our country, where only five to fifteen per cent of the people can read and write. Scouts could organise adult education classes in the evenings or at nights and help in the removal of illiteracy. They can read newspapers to the illiterate and keep them informed of the events going on in the world and also stimulate a desire in them to acquire literacy. A number of scouts have been already taking part in the Adult Education Movement. More scouts should interest themselves in this most important national service.

Rural uplift work is another big field for service. Some scout troops have been of late holding their camps in villages. They clean streets, construct soak-pits, give medicines for minor ailments, plant trees,

teach illiterates to write their names, read the *Mahabharata* and the *Ramayana* and journals to the rural folk and in various other ways stimulate the interest of the latter in education, hygiene and industrial and agricultural advancement. The villages have been appreciating all this work on the part of the scouts and have been asking them to hold camps in their villages more often. I wish that every scout troop would undertake rural uplift as an important item in its programme and do this national service for the betterment of our motherland.

Scouts do not care for caste or creed. They live like brothers and sit like brothers, to whatever caste or religion they may belong. They have no communalism. Scouts should visit the quarters of the Harijans and see how they can help them in removing their disabilities. The rovers specially should give prominence to this aspect of service.

Many of our women are under the *purdha*. This is a great disability which hampers the all-round growth of one half of our population. Scouts and rovers could talk specially to the older women and explain to them the disadvantages of the *purdha* and thus help in its removal. They would also explain to the women the advantages of educating girls and fostering learning among women.

Volunteer organisations to offer help to the needy people during *melas* and *jatras* are a great need. Some scout troops have been offering their services on these occasions and the public have been appreciating their services. This activity of the scouts should be extended and scout troops should consider it as their duty to be of service on these occasions by turns.

We are an independent nation now; and on the solidarity of our nation lies our safety. This solidarity can be brought about by making the lives of its members cheerful and happy by social service rendered by its component members to one another.

EDUCATION OF THE ABORIGINES*

By SRI S. R. VENKATARAMAN, B.A., B.L., *Servants of India Society, Royapettah, Madras*

THE aborigines or the tribal people in India, like the Harijans, are a class of people who have been wronged by the more advanced sections for the past several hundreds of years. They are distributed all over India, numbering in all about two and a half crores, according to 1941 census:

Bihar	...	50 lakhs.
Central Provinces	...	29 do.
Assam	...	25 do.
Bengal	...	19 do.
Orissa	...	17 do.
Bombay	...	16 do.
Madras	...	5½ do.
United Provinces	...	8 do.
Other parts of India	...	1½ do.

Roughly, about one crore and 70 lakhs of people are in India proper, and the rest are distributed in the several states.

A large majority of the aborigines live in forests and regions that are inaccessible; they live a miserable life. By profession some of them are head-hunters, others earn a living as fowlers or as fruit-sellers, by hunting and gathering edible roots and tubers, collecting forest honey, by fishing, as cattle breeders etc. Many of the tribes follow the profession of agriculture though of a very primitive type. Some of the tribes are nomadic and are averse to any settled life.

THEIR SOCIAL CONDITION

Harassed and exploited by townsmen like landlords and merchants on the one

* Paper read at the All India Education Conference, Mysore.

hand, and the state officials on the other for forest offences and other offences under the rules of the Forest Department and the Criminal Tribes Act, the tribes in general occupy a position in society which can be characterised as primitive and helpless. Having lost their land and wealth, their proud upright spirit and their honesty—it is no wonder that they have become timid and suspicious. They are poor, illiterate and deprived of many of the amenities to which they are entitled as citizens of a civilised state.

WHAT SHOULD BE DONE NOW?

Everyone is agreed that something must be done immediately both by the State and social workers to improve the lot of the aboriginal all round. But unfortunately we have been confused by the views and attitudes taken by the Missionaries who have been working among these aborigines for several years on the one hand, and also the views of the anthropologists in our country, on the other.

The question of the education of the aboriginal should be discussed dispassionately from all points of view and a conclusion reached which will be advantageous to the State as a whole and to the tribals. The one main problem that has to be tackled in any scheme for the education of the aboriginals is the problem of language, and aboriginal culture. There is a school of thought represented by Mr. W. W. Grigson, Mr. H. Haimondorf and Mr. Verrier Elwin that the medium of instruction should be in the tribal language and that the tribal culture should be preserved.

Mr. Grigson in his report on the aboriginal problem in the Balaghat District of the C.P. says as follows:—"Gondi is not a dying language, but a vigorous receptive peasant speech, racy of the soil with a fine folk poetry. This is entirely shut out from our schools, so that at once there is a fundamental barrier between teacher and pupil if the former knows only Hindi. The District Inspector maintains that there are no purely Gond villages or even mohallas in Balaghat District; he should tour more

before he says so. I agree with him that the mixture of Gondi and Hindi speaking castes may be greater in many parts of Balaghat than in South Chanda and that Gond children who play with other village children soon learn from them a smattering of Hindi.....But there are many villages where no child at the age when he should first go to school knows any Hindi. There cannot be the slightest doubt that where Gondi is the mother-tongue of a predominantly Gond tract, a school with Gondi-knowing teachers, preferably themselves Gond or Pradhan, would be far more successful because popular, than anything that we have. *Is the school to be something entirely alien or something akin to the culture of the parents? I absolutely agree that all the children must learn Hindi and in this district at least I would not worry about Gondi after the first two classes except to encourage children always to continue to sing and to compose Gondi songs.*"

Christoph Von Furer Haimondorf in his essay on the "Tribal populations of Hyderabad yesterday and today" observes that it is essential to provide the aboriginals with educational facilities and that the education must be of a type adapted to their needs. He says: "An aboriginal child knowing no other language than his tribal mother tongue, is obviously at a disadvantage if placed in a class where instruction is in another language and the teacher is unfamiliar with the tribal tongue. *It was therefore felt that the education for Gonds must be in the elementary stages in Gondi and imparted by Gondi teachers.* The Gond Education schemes now in operation in Adilabad district provide, therefore, for the training of literate young Gonds as village teachers and for the creation of a Gond literature partly consisting of school books and partly of the beautiful Gond epics, hymns and songs which have never been recorded in writing. *The script chosen for the transcription of the Gondi is Nagari script simplified by the exclusion of difficult consonant combinations.....In the aboriginal areas of Assam, it has been experienced that a literacy upto 50 per cent can be*

attained, if instruction is in the tribal tongue and an easy script is chosen."

Mr. Verrier Elwin suggests that till we have a sufficient number of efficient staff of workers we should go very slowly in promoting among them the process of cultural changes and their contacts with civilization. "The aboriginal culture is quickly destroyed when it comes in touch with external influences. The aboriginal loses his religion, his morals, his artistic sense, his poetry and sinks down into a sort of untouchable, without life, without colour and without beauty."

The points that arise for discussion from the views of the writers mentioned above are:

1. Whether it is desirable and necessary to invent scripts and produce literature in the several tribal languages;

2. If so, what should be the numerical strength of the tribe speaking that language; and

3. Whether it is desirable and necessary to have separate schools for the aboriginals in areas where they are in a minority uninfluenced by external contacts.

In this connection, it will be worth while to know the opinion of Sri A. V. Thakkar than whom there is not a greater friend of the aboriginals, the Harijans and the downtrodden. He has devoted the greater part of his life in the service of the Harijans and the aboriginals. The Bhil Seva Mandal founded by him in West Khandesh and the Gond Seva Mandal in the C.P. working under his guidance and inspiration, are two of the most outstanding achievements of Thakkar Bapa, not to speak of the Harijan Sevak Sangh. Both the organisations have been working for the advancement of the aboriginals in several spheres, cultural, social, material and moral. Therefore, the views of Sri Thakkar Bapa, an authority on the problem of the aboriginals in India, have to be considered alongside those of the three authorities mentioned above. Mr. Thakkar is of the view that a healthy comradeship should develop between the aboriginals and the major Indian communities and that each should profit culturally

from the other and in course of time, work hand in hand for the welfare of India as a whole. Mr. Thakkar is also of the view that to separate and isolate the aboriginals will strike at the root of national solidarity.

In devising, therefore, a scheme of education for the aboriginals, we must carefully consider the various viewpoints expressed above in a dispassionate manner and arrive at conclusions which will be reasonable and acceptable.

I am certain that most will agree with the views of Sri Thakkar that in course of time the aboriginals should take their legitimate share and place in the Indian body politic and that it is neither advantageous for the country nor for the aboriginals that all contacts between these two should be prevented as is desired by the three authorities mentioned above.

Let us first take the question of the language. The three authors mentioned above would like that each of the tribal languages should be provided with a script if they do not already have one and that literature and grammar in those languages should also be produced. In fact, they have already adopted scripts for the Gond and the Savara languages, and one student of the Savara language has been awarded a doctorate for producing a book on the Savara language and grammar. As a piece of research and academic study, it is all right. But to go a step further and introduce the Savara grammar in the schools for the benefit of the Savara children is tantamount to shutting them off for ever from the beneficent influence of the regional language and contact with the outside world, not to speak of the difficulty it will create in the way of the tribal children taking full advantage of the educational facilities later on in the regional language. Again the three authors draw a distinction between the aboriginal culture and the outside culture, meaning thereby the Indian culture in general of the people of the plains. This distinction is made mainly to keep the tribals apart from the general masses of the people, so that they

may serve as specimens for the study of the anthropologist, both of the West and the East. This proposal, if adopted, will result in creating more language rivalries and divisions in the country. Again, to speak of the culture of the aboriginal as being different from what is broadly termed Indian culture, is meaningless. For aboriginal culture is a part of Indian culture, as much as the aboriginals form part of the population of this country. Therefore to treat the aboriginals separately apart from the general masses of Indian population is not only unjust, but is fraught with serious consequences. The process of integration of the country will be greatly hampered if the thesis of the abovementioned three eminent anthropologists is adopted.

Again, it is worthwhile considering whether scripts should be invented for every spoken language, irrespective of the number of people who speak the language. From a practical point of view it is desirable not to add to the already existing languages in the country which are far too many and which raise no end of problems. It is, therefore, the part of wisdom that a language spoken at least by ten million people should be treated as a language for purpose of education and public purposes. Tribal and other languages spoken by a small number of people should not be given the status of a regional language, which the three authors mentioned above seek to give them. But what are we to do now with those tribals who speak a language which is different from the regional language? The problem is not so insuperable, if it is approached with sympathy, understanding and practical wisdom. In South Canara, the Depressed Classes Mission founded by the late Kudu-mal Ranga Rao and now managed by the Servants of India Society has been running schools for the benefit of an aboriginal

community, called the Koragas, who speak a language which the members of that community alone can understand. The teachers appointed to teach the Koraga children were all no doubt trained teachers who knew the regional language and who also spoke and understood the Koraga language. The Koraga language has neither a script nor grammar, and the vocabulary, too, is not more than 300 to 400 words. But while taking the first and second classes the teachers used more of the Koraga language in the class room and gradually introduced the Koraga children to the regional language, namely, Kannada. After the children have acquired sufficient knowledge of Kannada to follow simple Kannada words, that is from the second standard onwards they were taught through the medium of Kannada.

The charge of Verrier Elvin that external influence undermines the aboriginal culture and makes the aboriginal lose his faith in his religion, his morals and his artistic sense, is applicable mainly to the activities of the Christian Missionary agencies and unscrupulous merchants and traders who, taking advantage of the good nature of the tribals, have exploited them to the utmost. The charge, in my opinion, cannot be true in the case of Indian agencies such as the Bhil Seva Mandal, the Assam Tribal Welfare work under Sri B. K. Bandhari or the Gond Seva Mandal. I am supported in my view about the Missionary agencies by the statement of Mr. Wills about the Assam tribes. Mr. Wills accuses the Missionaries of having completely destroyed the traditional values prevalent among the aboriginals and of having infused in them, ideas and habits which have brought about their moral, social and religious degradation.

(To be continued)

UNIVERSITY REFORM IN CONTEMPORARY INDIA

By SRI S. R. RANGANATHAN, M.A., D. LITT., L. T., F. L. A., University of Delhi.
(Continued from page 191).

This happened for example in the United States to a large extent between the two world wars. But it was soon discovered that utilitarian research had to depend for its very success, more and more on fundamental research. An examination of the research papers produced, for example, by the Bell Telephone Company will corroborate this.

With the scarcity of man-power and the undeveloped state of our universities and industries alike, it is unwise for India to set up rival research organizations both in universities and in industrial houses. We should take advantage of our universities being young and abstain from developing in them any exclusive or high-brow attitude towards industries, commerce and other enterprises in the nation and on the other hand persuade the industries to entrust their research requirements to the care of universities and to give them the necessary financial help.

162 RELATION TO SOCIAL SUBJECTS

There is again blind imitation in the country of the practice of setting up of *ad hoc* institutions for the pursuit of social subjects like world affairs and economic matters, which obtains in the developed countries. It leads to the frittering away of the all-too-small man-power of the country. It is best that this tendency is arrested and all such work is brought under universities. The next best is, for the universities to make overtures to such institutions and link them with themselves as best as possible.

163 RELATION TO GOVERNMENT

The relation of the university with the government of the country will be examined later.

Our universities should also work in close association with international bodies like the UNESCO, which approximate to becoming limbs of a world government.

These are the assumptions implied in the details which follow.

2 MEDIA

We shall next examine the different media which are available to the university to achieve its purposes.

21 CLASS ROOM

The class room is the most common of such media. At one time when there was a sudden expansion of the universities far in excess of the teaching personnel available, classes assumed colossal sizes. Personal touch became impossible. Ineffective mass-lecturing was resorted to. These factors corrupted the teacher and the taught alike. We have not yet completely escaped from the effects of this corruption. There is the danger of this corruption being re-inforced by the hypertrophied colleges brought about by the movement of population consequent on partition. There is already evidence of teachers using their huge classes as assured markets for their cram-books packed with guess-questions and reach-me-downs. This needs immediate attention. Otherwise its infection will kill all university enterprise.

22 LABORATORY

A similar phenomenon in the already developed countries, on a considerably smaller scale, was counteracted during the 19th century by the institution of laboratory work in the physical and natural sciences. During the last thirty years the laboratory has come to be used as a regular medium in our universities too. But here there is evidence of universities undertaking to do more than space and equipment allow. Again laboratory work requires the development of techniques. These techniques are not altogether impersonal. They are often specific to particular schools. They are handed down and developed from batch to batch through successive groups of young men associated with a master. In developed countries it is as easy to guess the school to which a laboratory man belongs as to guess the home of rural folk from their apparel and intonation. Indian universities have not yet made their laboratories such living institutions. They are

still most used for dull, mechanical, repetitive work. The addition of laboratory work of this sort does not illumine the path of learners. The needs of scientific advancement in renaissance India call for immediate correction of such faults in the use of the laboratory as a medium for the fulfilment of its purpose by our universities.

23 FIELD WORK

In applied sciences like engineering, technology, agriculture, medicine and several useful arts, field-work has become a recognised effective medium. Its very nature makes it difficult to do it as a mere ritual. Indeed its efficacy make us extend this medium with equal intensity to other subjects like biology, geography, archaeology, geology and sociology. Departments which can use this medium with profit have to be equipped in a special way. Their organisation too has to be different. There is much less room for pretences or scamping in the use of this medium.

24 LIBRARY

Another medium which the universities should use in increasing measure is the library. Library is essential for teaching work as much as for research work, for laboratory subjects as much as for non-laboratory ones, and for the pure and applied sciences as much as for the humanities and social sciences like literature, linguistics, history, political science, economics and law.

241 TEXT-BOOK LIBRARY

Two or three decades of experiment in the organization of library work has led university libraries to see wisdom in setting up a separate text-book library for ordinary undergraduate study. This collection should contain not merely the prescribed text-books but also all possible books of the text-book variety for preparatory, follow up and other kinds of collateral reading. It should contain not one copy but many copies of most of the text-books. The poverty of our students on the one side and the inadequacy of the text-books on the other, call for a well-administered rationing. The

library profession has already evolved the necessary technique to handle the problem. At the beginning of each year, the text-book collections should be examined, renewed and replenished jointly by the library and the faculties. The text-book library should be kept for long hours. It may be an advantage to have not a single text-book library in the central building, but to have duplicates in the halls of residence or colleges as the case may be. The introduction of the undergraduate to the text-books will be largely made by the members of the faculty in class rooms or tutorial meetings. The need for reference service will therefore be slight. Indeed, the text-book libraries can be managed with a proportionately smaller staff.

242 DEPARTMENTAL COLLECTIONS

In addition to the system of text-book libraries, there should be a system of Departmental Collections. Each such collection should have a permanent element consisting of oft-used reference books, and books like those dealing with flora and fauna and those for the manipulative technique in laboratories, which one should find at one's elbow at any moment. This permanent element will not ordinarily exceed about 100 volumes. Each departmental collection should also have a mobile element. Its mobility should normally be brought into use just once in a year. The volumes constituting it will be listed during the vacation between two academic years and requisitioned for the departmental collection. At the same time the volumes of the previous year, no longer required, will be returned to the central library. An important principle to be observed in this matter is that practically for every item which goes into the permanent element, there should be a duplicate copy in the central library. This may not be always necessary in the case of every item which goes into the mobile element.

There are at present many faulty traditions which have developed in the relations of the departments to the library. Text-book collections are maintained in the

departments. It is a matter of experience that students are not able to have access to them as widely and to have as long hours as they could in the central library. This is due to various causes. The department does not have the necessary special staff to keep it open for long hours, because it is wasteful to do so. There is not enough occupation for one man. It is a professor who is often in charge. He cannot be available at all times. Moreover, the students are repelled from troubling a professor often. In actual practice, it turns out that the library is entrusted to a semi-literate or illiterate peon. One can imagine the fate of books in charge of such a person.

If a proper text-book library is formed and maintained as suggested in section 241 and kept open for long hours and on all the days of the year, there is no doubt that the students of a department will have the greatest and the most comfortable chance to use the books. The departments should therefore shed their desire for accumulating text-books.

Another unhelpful habit has been for a department to hoard books indiscriminately on the mere ground that the books had been debited to the financial allotment made to it and without any relation to the actual work being done from day to day in the department. This tendency to accumulate practically dead materials serves no purpose. It calls for unnecessary library space and book shelves in each department.

Having charge of a large collection of books adds unnecessarily to the administrative time of the department. Each department should be jealous of its teaching and research time and should be ready to avoid everything which increases administrative responsibility and attention. There is no doubt that a long line of book cases cramped with books adds dignity to the appearance of a department in the eyes of a casual visitor. It gives easy opportunity to take him round the department in a splashy, entertaining way. All such demonstrative advantages should be under-written by university departments. The justification for each volume which is kept in a department

should be looked for in the answer it gives to the question: "Is it constantly wanted for the research work on hand in the Department? Does it not add unnecessarily to the lumber of the department? Will it not serve more people if it were in the central library?"

243 RESEARCH LIBRARY

The central library should function not only as the depository of all the books of the university not sent to the text-book libraries or to the departmental collections, but should also function at a high level as a research library.

Large reading rooms crowded by undergraduates will not produce the atmosphere needed in a research library. Carrels, where private study can be done and books, notebooks and typing machines can be kept on from day to day by scholars with the full assurance of privacy, should surround the stack-room in adequate number. In the stack-room itself, there should be plenty of reference librarians on floor-duty to help each reader to formulate his needs exactly and to find his reading materials expeditiously. There should be an exhaustive collection of reference books including bibliographies and complete runs of learned periodicals including abstracting ones, in the regions of the knowledge pursued by the university in advanced research levels. The staff themselves should specialise in different subjects and practise intensive documentation service. It should be a matter of honour for the staff that no research worker goes without every material relevant to his work being brought to his notice at the proper time and that no recent thought appearing in the periodicals loses its nascent before it is put in the hands of all its probable readers. Indeed the reference librarians should be able to talk the language, as it were, of the research staff, should follow closely the work of the several research departments, and be on the look out for relevant published materials and be partners in the pursuit of research. Reciprocally, the research departments should treat them as equals. For this pur-

pose, the status and salary level of the reference librarians should be comparable to those of the research staff. For the research staff, who are after all human, will not accept the service of the library in full measure if it is rendered by men of status inferior to their own.

244 FUNCTIONAL AND PHYSICAL SEPARATION

The failure to effect this functional separation and the implementation of it by physical separation and to provide equality of status and salary is overpowering the spirit of true library service which is just seeking to establish itself in university libraries. The staff are confused, frustrated and unfulfilled. This is a matter that needs immediate attention and correction.

245 PERIODICAL PUBLICATIONS

The circulation and display of the current numbers of the periodical publications taken in a university library are of vital importance. All issues of periodicals should be promptly displayed in the central library. They should be on display for at least one week in the case of weeklies and two weeks in the case of the others. In these days, periodicals are getting more and more multi-faceted. The assertion of certain specialists that they and they alone would be users of certain periodicals is becoming baseless. Moreover, it is one of the essential functions of a university to accustom the rising generation of advanced students and research workers to the perusal of nascent thought embodied in periodical publications. These considerations should convince the teachers—particularly the senior members who have been exercising special privileges in the past, to surrender the privilege of ordering a periodical to their table before it has been on the display table for the prescribed minimum period. A university library is not like the library of a business house or a Government Department. Its periodical publications are not for the sole use of a handful of the members of the staff. It has the much larger purpose of accustoming the students to use periodicals. It has also a much larger

clientele. It caters to persons with a far greater range of interest, which is often unpredictable. It is therefore improper to imitate the methods of libraries in business houses and send periodicals to the rooms of individuals as soon as they arrive.

If the teachers make it a habit to visit the periodicals room of the central library for the preliminary perusal of the periodicals and register their names for the articles in which they are immediately interested, the central library will keep them for them, and they can collect them on the earliest day when they can be released. If the number of registrations for a particular article is more than what can be met by a comfortable queue system, the central library should make mechanical re-productions of such articles in great demand and give them to the departments. Moreover, if any department desires to make a file of select articles on a topic in which it is intensively engaged, it is desirable for the library to supply them with photographic copies for their exclusive file. Whenever a number of a periodical is borrowed by a teacher—none but a teacher should be allowed to borrow it—he must make it a point to return it on the due date without any exception. There must be an effective sanction to enforce this rule.

The bound volumes of all periodicals and particularly the abstract ones, should all be kept normally in the central library. But if there are severely specialised periodicals about which the librarian is satisfied that there is not likely to be any demand for a particular year among other departments, such of the bound volumes of them, as may be wanted incessantly in a department for the special work it is doing, may be included in the mobile element of the departmental collection.

25 PLAY FIELD

While the above-mentioned media will be of help in the sharpening of the intellect, the universities should use the playfield as the medium not only for physical training but also for including the capacity to work together for teamwork and group activities.

(To be continued)

LET US LIVE WITH AND FOR OUR CHILDREN

BY SRI S. JAGANNADHAN, Kindergarten Assistant, Teachers' College, Saidapet.

1. INTRODUCTION.

CHILDREN are the living embodiments of truth. To be living in the realm of children is to be living in the Kingdom of Truth leading to the land of Bliss. The triumph of Truth lies not in the acquisition of material gains, but more in the mastering of moral and spiritual forces to combat against the odds that array themselves against Truth and its seeker. Is Harischandra remembered for being the King of Ayodhya? No, Not for adorning the throne of Ayodhya. It is more for his cool submission to the ordeals and sufferings he was put through and his bold resolve to fight against the demons of untruth and his finally emerging as an embodiment of Truth.

The whole life of an individual cast with the lot of children in their young years of school life is a rare piece of fortune more preordained than voluntarily undertaken. Here again the material gain is nothing in the nature of wealth, but in living with and for children and serving them to the utmost of one's abilities and opportunities. It gives one very great pleasure to look back upon one's work covering a long stretch of period of useful service with and for children. At the same time, it is a difficult task to give an accurate pen-picture of the motives which inspired one to do the work, the extent of work done and the sum total of achievements. Duty for Duty's sake, Duty for the sake of God, conscience and humanity, Duty for children and to self, occasionally resulting in the sudden lightning flash of self-satisfaction in the culmination of a certain piece of work, spontaneous desire to work, experiment and learn—all these may be said to be the guiding motives behind the long period of wholehearted work. One essential point that cannot be forgotten is that without the Good Grace of the Great God nothing could be achieved. This faith has been mainly responsible for deriving the neces-

sary physical and mental strength to preserve the uniform equilibrium of mind in such silent and indefatigable work. No doubt it brings in with it the the kind approbation and good wishes of friends and admirers here and there. Living in the midst of over 100 graduate-teachers for a continuous period of 8 years also adds to the circle of well wishers and friends which, I think, is a great asset for a worker of my type.

2. TEACHER OF INFANTS

It was 35 years ago that I became a teacher of infants, a post I clung to for 12 unbroken years. It was this happy and close contact with all types of children of 4 to 6 that gave me the necessary life in work. Teaching children not only in the school according to a prescribed syllabus but getting into touch with them outside school, and getting into touch with books and magazines concerning children helped me in my task. The most outstanding one is the voluntary and inspiring model and guidance from Miss R. Mcleod, a personality that knew nothing else in the world except a close identification with this work of training and educating children as well as their teachers to that sacred task. This is the only thing that I heartily cherish even to this day. When we follow a set scheme thoroughly and systematically, we learn to know wherein its drawback lies and how to improve upon it in the light of our own experiences. We find newer paths of work.

3. LANGUAGE WORK

When at first I prepared a set of 14 covers for the children's word-building work, it became a sure foundation for further preparation of materials connected with word-making, word-grouping, sentence-making, substitution method materials in cardboard, plywood board, sliding scales and rotating boards. From the beginning I had the satisfaction of making these in waste materials and producing them as use-

fully as possible. Only later I turned to the direction of adding polish to these materials. During this period I concentrated my work, thought and study on the methods of teaching language to children. The printed book was unknown in my days and my own manuscript books for children served as reading materials for home and class reading. The class room itself with its reading charts all round would serve as a place for reading. The charts grew as weeks went on and got improved as years rolled by. The form and nature of reading materials also improved with experience of years. I used to write spare reading sheets with the aid of carton papers some of which are preserved even to-day. I may add here that my own first reading book for children saw the light of print only 25 years after work with children. Only a year before this publication a printed book was prescribed for the children for their reading in the first year at school.

4. THE TEACHER'S LABORATORY

Teachers and lovers of children interested in child study cannot but base their work on systematic observation of children. Their laboratories are the children of their homes, schools, houses of relations and friends and the large world of children outside their spheres such as in streets and lanes, farms and fields, trains and theatres, and around temples and tanks. Stray observations of certain characteristics of children cannot but evoke in them the thirst for further observation and verification on the basis of the first observations. To the teachers themselves, their own children, I consider to be their greatest gifts. At least to me it is so. And the beginnings and growth of speech is the happiest phase of childhood. In this huge laboratory of tiny tots, there is ample scope for study of children's vocabulary, behaviour and similar characteristics.

5. CHILDREN'S VOCABULARY AND THE LANGUAGE LADDER

Resuming my observation on the teaching of language, I had the curiosity to jot down all the familiar words of children at

different ages and stages as 4 to 5, 2 year and 2 months, one year and 9 months etc. These gave me very good food for further study and thought. It was my firm conviction that the Children's First Reading Book should relate to the children's vocabulary in their pre-school stage. I remember that in 1931 while I was also on census duty, I took pains to study nearly a dozen primers for children and took census of all the words used therein. This enabled me to notice that in many cases words unfamiliar to children had been freely resorted to. However, since then, times have changed certainly for the better.

It was this contact and long experience in teaching that revealed to me the play-way method and materials in the building-up of children's vocabulary. I can count upon more than 20 methods of building up the vocabulary suited to the several ages and stages of children from 7 to 12. To take a child from the mother's lap to the literature game and leisure-time reading, it certainly requires some kind of planning. Language grows naturally and wonderfully, and I can only compare this to the climbing up of a ladder through its various steps. It is again these children's ways of looking at the language that leads me to the appreciation of the language as a whole and its entire make-up. Some lovers of children and language really admire how the language adapted itself to so many easy forms of building up the children's vocabulary.

I felt an urge to make a list of children's familiar words and the extent of their vocabulary between the ages of 9 and 12 and also the several familiar words that form the synonyms of one word. My children at school greatly helped me, and to go through their several note books with and without pictures gives me joy even to-day, leading me to look upon that work with pleasure and pride. When the New Education Fellowship led by Dr. Ziliacus visited Madras, the leader was struck with very many things that I was asked to put up, specially for the occasion. I consider that an exhibition is a place where the cream of thought is perfected in the

concrete. Very many of my charts on children, their growth etc., are in the form of a circle. My own conception is that many things emerge from one and merge into one. While answering in the negative his question as to whether I had travelled to foreign countries I pointed out to him my head as the place wherefrom I got these ideas. The same year, I was asked to contribute a paper to their organ "The New Era." It is this fascinating subject of the building of the language ladder that formed the topic for their magazine. In this connection I prepared a good number of boxes of words for grouping and pairing according to directions. Building up of vocabulary with the same prefixes and suffixes is one very interesting form of work in the Tamil language. Synonyms, antonyms, long and short forms, masculine and feminine genders, hard and soft sounds, and choice exercises in the peculiarity of language lend themselves admirably to building up the vocabulary of children.

6. READING CARDS

Cards containing homely and useful reading matter from part of the reading material of the first stage of reading. These centre round the familiar talk and conversation at home amidst children. The children must know through such reading the language of courtesy, politeness, respect, love and kindness. There is also the other side of language recreation through riddles, puzzles, language squares, fun and frolic. All these do enrich the children's language, and it is these that make the children love the language.

Teaching poetry is an art in language teaching. It is not the word that matters here. It is the idea contained in the whole piece. Incidents in life, natural scenery, visions of seers, ancient folklore, all are clothed in the lines of poetry. I try to bring these required natural specimens, or to clothe the whole poetry with pictures all round it. These pictures in a way depict the truths in the lines. A study of children's errors in spelling and pronunciation undertaken out of a desire to give graded exercises

in language, enabled me to chalk out a good number of exercises in language composition. These are now in book form also.

7. SELF-EXPRESSION

We always learn to know the fulness of the children by their speech, spontaneous action and written work such as drawing, painting and little pieces of composition. A casual perusal of the files of children containing their questions and their thoughts at a particular time really brings to me thrills of joy and sometimes sorrow too. Through these questions and records of their thoughts, they have revealed themselves more fully to me than even to their parents. I could even go further. They have revealed to me things that they would not have revealed even to their parents sometimes out of fear and sometimes out of shyness. It is no small joke to dive deep into the hearts of children and their secrets and get at the lurking secrets.

Children's dramas and dialogues must be educative and also provide scope for self-expression, song, humour and pleasure. In recent years, I directed my attention to this aspect of language by writing playlets and short dialogues and had them acted by children to great satisfaction.

8. THE PRE-SCHOOL TRAINING

The house is the best nursery and the parents are the first best educators, provided of course, they conform to the ideals. The birth of children at home after a period of ten years of work at school naturally roused a desire to dive deep into the manifestations of children at still lower stages of school life. Whether I succeeded or not in bringing them up on right lines, the passion for similar and further work grew in me. I took it into my head to make locally a set of Froebel's gifts relating to building and playing. My own reading of the Montessori method as early as 1913, a study of her materials and the handling of these materials by children set me thinking.

What one may call local patriotism was also strong in me. I used to collect the tiny

fruits of cocoanut and broomsticks and help the children in building cars, cots, towers and pyramids etc. I would make use of the ordinary reeds, bangles and things of such sort for their constructive work. Their home atmosphere was responsible for the adaptation of some of the grandmother stories and plays, cradle songs, nursery rhymes and songs, to modern conditions of schooling. I was over-joyed to see how nice and educative and interesting these were. By ransacking some of these things of old, I used to tell myself that if we call our father fools, our own sons will call us so.

The abundance of nature all-round, plants, beasts and birds and the make-up of the surroundings by the hand of man make their own contribution to the training and education of children. My regular walks with children in the evenings, have had their desired effect on them. It was an object of fun and mockery for others to see me taking up children to the market, bazaar, the garden and the temple, the tank, the river, the fields and the grove. It was a purposeful activity. They knew not the motives behind. It is not only to have the pleasure of taking children to these places. It is also the satisfaction of doing the right thing for children's growth and development. The parents are by these acts aiding the nature's law of transmission of culture, a mysterious, unperceived and yet potent factor in the development of the child's personality. My day-to-day observation and record of children from the very first day of birth makes me conclude that it would be a paradise to be in a paradise of childhood. The organs enabling the feeding and the nourishing of child, such as lips, tongue, palate, throat, and teeth, in turn, form the organs generating the child's speech and its development.

It is this close contact that evoked in me a desire to keep careful records of children's work and activity with precision to age, date and time. As a teacher and parent, I sincerely think that it would be a very pleasing thing for curiosity and study to see a baby play in the early hours of morning, and more fortunate and profitable it

would be to see hundreds of babies in arms at a certain place. I am sure, their very looks will manifest themselves the miracles of God in the make-up of these most subtle human machines.

9. BRINGING UP CHILDREN

I consider that the mother in feeding her child with her breast milk is not merely nourishing the child in building up the physical frame, but is passing on to the child her light of wisdom and the moral and spiritual forces of her full personality. Similarly close and constant contact with a watchful eye and a guiding hand on the part of the father is as much essential for healthy and desirable development. Though sometimes unperceived, the secret of the success of the child's life depends much on the influence and guidance of the parents. Has not Mahatmaji, as an experienced parent, truly said: "We labour under a sort of superstition that the child has nothing to learn during the first five years of its age. After birth, the child imitates its parents and for a considerable number of years entirely depends on them for its growth." Their virtues, cherished thoughts and ambitions would be passed on to the child, the most sacred and powerful seed of the human race.

This atmosphere of activity by my own self in my house and school occasionally drew the attention of my children. Their handling the appliances helped me to improve them to a very great extent. Though I may not have personally contributed anything substantial to the education of my own children, yet the atmosphere of the home in which they are brought up and the occasional help which the elder one gave the younger as a result of his or her experience roused up the initiative of the other.

I could also say the same with school children. The children always looked forward to the use of their materials with supreme joy, and while returning home with smiling faces will express the hope that they would get more occasions to use them. These things rouse up their

own initiative for learning, and this kind of carefully improvised environment with a definite purpose cannot but leave a good impression in their minds. These also direct children for furthering up similar activities in their own way. How happy would the kingdom of children be, if only all the children had opportunities to develop themselves by these means? But I also see that children grow in spite of parents and teachers. The growth and development go ahead simultaneously. No doubt, there is

great scope for parents and teachers to aid and promote this harmony in children's life. In the quest of knowledge of children, it should be our endeavour to observe and study the child in the ages of bliss, blossom creative activity, play and dramatics, their natural and spontaneous performances, behaviour and language of speech—a period full of life for observation, study and comparison and a period that, if missed once, can never be got back.

(To be continued)

LATEST LANGUAGE SCHEME IN MADRAS

ON July 18th, an extraordinary meeting of the Headmasters' Association was held at the Chintadripet High School to hear the Hon'ble K. Madhava Menon, the Minister for Education, announce the latest policy of the Government in respect of the study of languages in secondary schools. Apart from the members of the Association, the Director of Public Instruction, Mr. D.S. Reddy, and the District Educational Officer, Mr. R. Narasimhan Naidu, were present.

There was a reception to the distinguished guest who was entertained to tea. Then Sri P. Doraikkannu Mudaliar, Headmaster, Chintadripet High School and President of the Teachers' Guild, welcomed the Minister and requested him to speak.

The Minister's Speech

In the course of his speech, announcing the new scheme for the study of languages, Sri Madhava Menon said that he deemed it part of his duty to get into contact with teachers as often as possible.

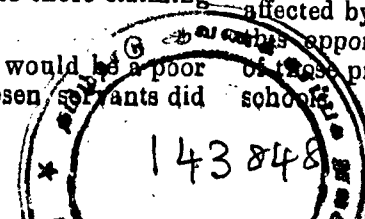
He was the Minister of Education, but he was not an expert in Education. He was not apologising for it, he said, because Democracy denied to experts the right to rule as strongly as it did to those claiming it by hereditary right.

But, the Minister said, it would be a poor Democracy, where its chosen servants did

not keep their ears open to three sources of guidance. "First, enlightened public opinion; second experts and thirdly permanent officials whose patriotism is not inferior to that of anybody else. But, ultimately the decision has to be that of the Ministers; they cannot take shelter behind the advice that is given to them.

"Again if the advice coming from different sources is conflicting, theirs is the responsibility to decide which they will accept. They cannot obviously accept all of them. The fable of the old man with the son and the ass is a warning against the attempt to please everybody."

Referring to the new educational problems facing every country, Mr. Madhava Menon said: "Educational problems, more than others need for adequate consideration an atmosphere free from passion, preconceptions and prejudices; in solving them, we must look to the distant future as much as to the present; in fact they want the calmness of cloisters for their examination. For reasons into which I need not go over, one or two of such problems have recently escaped into the public forum. That fact creates complications for a Minister, however little teachers may be affected by it. I wish to take advantage of this opportunity for consideration of one of these problems, namely languages in our schools."



ENGLISH

"Education is for the good of our boys and girls; but our boys and girls are not sacrifices to be offered to the spirit of a cult called education. Among the good things education offers to our children is knowledge of a language or languages of a higher standard than what any child picks up in human society. It opens out to them the knowledge available in the talks and writings of our contemporaries and in the vast store of the writings of these who have gone before us. Shall we then remember that we teach languages not as an end in itself but as a means of acquisition of knowledge which is the heritage of man?"

MOTHER-TONGUE

"First of all, a boy should improve his ability in the understanding and use of his mother-tongue. I do not think it is necessary to labour the point; the proposition has merely to be stated to be accepted. The main consideration is the child himself. The toddler who has learnt to walk on his feet can run best on his feet; he may learn later to balance himself on his hands as an acrobatic act. For a boy, his mother-tongue is the best medium of instruction and in the language which is the medium of instruction he must acquire some proficiency.

"The Universities Commission has said: 'We think largely with the use of words, which are symbols for ideas. Unless we learn to use and to organise words clearly and effectively our thinking will lack precision and accuracy. Effective use of language is a powerful help to good scientific thinking and especially to communication in science as well as a necessity in humanities.'

"When I said that a boy must acquire proficiency first in his mother-tongue, I was referring to normal cases. It may happen that he is in a place where no school provides instruction through his mother tongue. Then the place of his mother tongue is taken by that language which is the medium of instruction. Thus, first of all, the mother tongue or the regional language up to a certain standard must be compulsory."

"Secondly every boy must read English. This is a consequence of the past and is necessitated by the requirements of the present and the immediate future. I need not spend any time justifying compulsory study of English as it is not questioned by anybody excepting rhetorically.

"If these two languages are compulsory what should be the standard of proficiency? The standard should be that which would enable the students at the end of the school course 'to use and to organise words clearly and effectively.' This should be the purpose of the compulsory study of the mother tongue and English. The students should be able to obtain and transmit knowledge. Study of languages may have other purposes. People derive aesthetic pleasure through literature; some may write poetry and give others this pleasure. But this is not for everybody; those that have the talent or the bent of mind should be encouraged and given facilities.

OPTIONAL CLASSICAL LANGUAGE

"Others may desire to study a classical language or any other South Indian language besides the two compulsory languages. There must be room for choice for these also.

"Students may therefore choose according to their desires and talents. They can take up specialised study or a more advanced study of their mother tongue or regional language and this can be called Part II of the mother tongue or the regional language or, on the other hand, they may be content with the compulsory Part I and offer a classical language or any other South Indian language. There are students who are keen on acquiring some knowledge of a classical language like Sanskrit, Arabic or Persian; there are others whose compulsory language in the school available to them may not be their mother tongue and they may desire to have some instruction in their mother tongue. All these can take advantage of this choice.

LATEST LANGUAGE SCHEME IN MADRAS

CHOICE OF HINDI

"We have not yet finished with the languages the demand for which we have to reckon with. An increasing number of pupils desire instruction in Hindi. We must therefore give them an opportunity to learn this language also. There is provision for Hindi in all our schools, but one disadvantage at present is that people have to choose between Hindi and a classical language. If they take one, they cannot have the other. You would have noticed that I said that students must have a chance to study Hindi; those that do not choose Hindi can take up an additional craft, or occupy themselves during the Hindi periods in some other approved activity.

NEW POLICY

"To summarise, the provision for languages in the schools may be as follows:—

I. The mother tongue or regional language Part I should be compulsory.

II. English should be compulsory.

III. Choice may be allowed between Part II of the mother-tongue or the regional language and any classical or South Indian language.

IV. Choice may also be allowed between Hindi and an additional craft or approved activity.

"Thus it will be seen that a pupil can be content with only two languages, his mother-tongue and English. This will satisfy the view that teaching too many languages to young children is educationally unsound. It also avoids retarding the progress of those who may lack the talent to pick up several languages, but whose intellectual ability may be quite good. But those that have the particular talent can take one or even two more languages. They can take up a classical language, without losing the chance of studying their mother tongue or Hindi. I have received numerous representations from the teaching profession, suggesting changes on these lines. I have most seriously considered these and all other suggestions that have been offered. I have consulted experts with long experi-

ence of school education. Government are therefore issuing orders for making provision for languages on the lines indicated above in the First Form from this academic year. It will be progressively extended to the Second Form next year and the Third Form in the year after.

"This is merely carrying a step further the achievement of the object with which the diversified courses have been started. Years ago, the old Matriculation required every student to take the same subjects. The School Final course first provided for an optional subject, chosen by the candidate. Our diversified courses have enormously widened the choice to still varying abilities and needs. The change now proposed for languages has the same end in view. Let a boy take two or three or four languages according to his choice."

Mr. Jacob's Speech

After the Minister's address Mr. K. Kuruvilla Jacob, President of the Headmasters' Association, spoke welcoming the scheme.

He said: "The masterly statement you have made will be welcomed by the teaching profession as well as by all others interested in education, for in the scheme you have announced you have shown a sympathetic understanding of the problems and wise judgment which rises above prejudices and party politics."

Emphasising a few of the various aspects of the new scheme Mr. Kuruvilla Jacob said: "This scheme has elasticity to suit the different types of pupils and localities.

"This scheme which you (Minister) have evolved after considering the various constructive suggestions given, specially by the teaching profession, is a solution of the vexed problem and it should satisfy all."

Mr. Kuruvilla Jacob further observed: "We would request Government to aim at achieving one more thing for schools, namely, stability in the courses of study."

"While certain changes are sometimes necessary, the educational system should

not be thrown into the kind of confusion that we have seen during the last three years.

"The teachers, pupils, parents and publishers have all been confused by the many shanges in the system. Some of these changes, we are afraid, were the result of party politics, more than educational considerations."

"In a country like Britain a change in the courses of study will be effected only after very careful study and reports by a Constructive Committee and not by a G.O. after a political meeting. We want stability

to build up our education which is already backward in many respects,

"We request the Minister, therefore, to set up a tradition that the educational system which affects thousands of children will not be allowed to be the play-thing of party politicians."

Mr. Kuruville Jacob concluded: "You (the Minister) have given a lead in this direction today and we can assure you that the teaching profession all over the State and I daresay all well-meaning public will appreciate the stand you have taken,"

EDITORIAL

ELSEWHERE we publish details about the latest scheme of the Madras Government for the study of languages in secondary schools. The scheme is admittedly a compromise among many warring points of view, but everyone will admit it to be an honest attempt at reconciling almost irreconcilable differences.

The reorganisation of education has presented many difficulties all over India, but Madras has had to pass through crisis after crisis in the matter of the provision for the study of languages. This has been due largely to the influence exercised on the Government by totalitarian lovers of Tamil. They were anxious to discourage the study of Sanskrit and Hindi. The first scheme of reorganisation tried its best to accommodate itself to this point of view. But the status of Hindi as the Federal language protected it to some extent. The heaviest blow fell on Sanskrit, and the scheme, as at first adumbrated, practically ensured that the language should not be effectively studied in the schools. Then

came a modification making three languages compulsory—the regional language, English, and Sanskrit or Hindi or the mother-tongue in the case of those whose mother-tongue was different from the regional language. This too did not materially improve the position of Sanskrit. We believe that under this scheme, out of nearly 70,000 students studying for the S.S.L.C. hardly 1000 have taken up Sanskrit. Then came the announcement that Sanskrit could be taken as the first language in the place of the regional language. There was at once a prompt protest by Tamil lovers, who pointed out that while Hindi was compulsory, the study of the mother-tongue was made optional under this scheme. The Government then announced a further reconsideration of their policy. Finally, it has been laid down that the study of the mother-tongue is to consist of two parts, one compulsory and the other optional. As an alternative to the optional part of the mother-tongue, a classical language or another South Indian language can be taken up. Choice is also offered between the study of Hindi and an additional craft. English remains compulsory.

Thus an attempt is made to cater to different tastes. A pupil, if he so likes, can study four languages—mother-tongue, Sanskrit, English and Hindi. If he prefers it, he can be content with only two languages—mother-tongue and English. He has to study a minimum of two languages and he may choose upto a maximum of four.

Details of the scheme regarding the allotment of hours are not yet available. One hopes that they will be so devised as to make the scheme workable and widely acceptable.

We hope that this will settle for some time at least the vexed problem of the study of languages. The frequent changes of policy have tended to demoralise teachers and students alike. We heartily endorse Mr. Kuruville Jacob's appeal not to mix up politics with education. Some kind of stability is required on the educational front, if only to have time for observing where our reforms are leading us.

In the *Teachers' Journal*, Calcutta, Sri Tamashranjan Roy makes an interesting suggestion. He recalls the Inter-State scheme of the Government of India for an international exchange of teachers and how the plan to start the experiment with Tasmania was for some reason or other abandoned. He then pleads for an inter-state exchange of teachers as a measure to 'root out provincial jealousies. "The scheme would enable educationists of different states," he says, "to come into intimate personal contact with each other and exchange their respective views on different subjects of educational and cultural value... Teachers in the exchange scheme will... have the precious opportunity to gain useful knowledge and information regarding the different forms of administration as prevalent in the different states... To put the exchange scheme in operation, however, a few good schools, preferably in the district headquarters, should be selected for the purpose to begin with, and with each of these schools, one of the arrivals from

outside should be linked up. Special time-tables should be framed to accommodate these teachers, affording, as far as possible, adequate facilities for their close contact with top-form boys."

The scheme is well worth serious consideration. Difficulties exist on account of the different media of instruction in different provinces. But a start may be made with neighbouring states, where these will be minimised. And teachers may be encouraged to study other Indian languages especially for this purpose.

The great progress made in college and university education for Negroes in the United States during the last 50 years is reviewed by Negro Education Dr. Charles H. Thompson in America. in the *Pittsburgh Courier*, one of the leading Negro weekly newspapers in the United States. Dr. Thompson, a member of many educational societies, is the Dean of Washington's Howard University, the largest Negro school in the country. His account of the great progress achieved by the Negroes by their own hard efforts and with the help of liberal-minded whites, will be read with interest in India.

"The growth of higher education in the United States in general during the past half-century has been singularly striking," Dr. Thompson writes, "and in the case of the Negro minority it has been only a little less than astounding. To cite just a few examples. In 1948, there were more Negro students enrolled in and graduated by higher institutions in the country as a whole than there were pupils enrolled in and graduated by all the high schools in 1920. And there were as many Negro students enrolled in and graduated by higher institutions in 1949 as there were Negro pupils enrolled in and graduated by high schools in 1930."

Dr. Thompson noted that more money (\$1,500 million) was spent to run the higher education institutions of the country as a whole in 1948 than was spent (\$1,200

million) on U. S. secondary schools in 1946. He added: "The progress of the Negro in higher education has paralleled—in fact, since 1922 it has outstripped—the advance made in higher education in general. Starting farther behind, because of well-known historical reasons, the Negro has not only kept pace with the population as a whole, but has succeeded in closing the gap to an encouraging extent."

In 1900, Dr. Thompson continued, about 2,100 Negroes, or 24 out of every 100,000 of the Negro population, were enrolled in American institutions of higher learning. This compared with a total enrolment, irrespective of race, of 237,600 students, or 810 out of every 100,000 of the total population. By 1948 the number of Negroes enrolled in higher institutions was 116,190, or 789 for each 100,000 of the Negro population. This compared with a total enrolment of 2,66,000, or 1,783 out of every 100,000 of the country's total population. "Thus, Negroes have cut down the gap," Dr. Thompson wrote, "from a ratio (of Negro students to all students in colleges or universities) of a little less than one-to-thirteen to a little over one-to-two."

For the first 30 years of this century, he recalled, most Negro colleges were colleges in name only. Actually, they served primarily as college preparatory institutions. But in the past 10 or 15 years, the Negro institutions have improved tremendously. Whereas in 1930 only one Negro college was accredited unconditionally by an authoritative educational board as a "Class A" institution, in 1948-49 there were 61 Negro institutions so rated and 11 others accredited conditionally. This is out of a total of about 100 Negro colleges and universities in the United States.

Dr. Thompson emphasized that this progress was achieved only by great effort on the part of forward-looking citizens of both races. He also pointed out that racial equality had not yet been fully achieved

and that there was still a low proportion of Negroes in the learned professions, such as doctors, lawyers and teachers, as compared to white professional men and women. This was primarily due, he held, to the fact that in the South—where from 85 to 90 percent of all Negroes now obtained their higher education—there had been little opportunity for them to obtain such training.

"Without doubt," Dr. Thompson continued, "the outstanding need in the higher education of Negroes of the next decade, as is true in all other aspects of his life in the United States, is the elimination of segregation and the complete integration of the Negro into every part of the American social order. When race, colour and creed are removed as the number one barrier to educational opportunity in America, automatically one of the main barriers to greater professional opportunity for Negroes will have been eliminated overnight. Events of the past five or ten years suggest that such a hope is not merely wishful thinking. During the past ten years, some 133 Negroes have served on the faculties of 72 northern and western universities, whereas hitherto only a handful were so employed. Negro scholars have been more recognized by national learned societies; in the past three or four years two have been elected as presidents and four as vice-presidents, in addition to a large number serving on official committees. State-supported and private universities in the southern states have admitted Negroes to various curricula without untoward incident. A recent poll of the teachers in white universities and colleges in the South revealed that 68 per cent favour the immediate admission of Negroes to their graduate and professional curricula. And especially significant, the United States Supreme Court for the first time has agreed to review the 'separate but equal' dictum and will render a decision on the question of whether segregation is discrimination *per se*."

BOOK REVIEWS

PAST AND PRESENT By Parkhurst & Mair.
Pages 189, Macmillan & Co., Ltd, Price
Rs. 1-14-0.

In this book the authors give an interesting account of the slow transformation that has taken place in the arts and industries of the world, with special reference to India. There are chapters on Indian industries, Indian agriculture and Indian fine arts, as they existed in the past and as they are today. There are two chapters more on India: one on India, the land of wonders, and the other on ancient Indian Universities. In an account of the seven wonders of the ancient world, the reader is taken to ancient Egypt, Greece and Rome. The miracles of modern science are treated in chapters on modern medicine, transport and wireless. The lives of some pioneers of science are then described. Travelling gets its own share of attention, and there are chapters on Marco Polo and some heroes of the Antarctic.

The book is a valuable mine of information and the facts are presented clearly and interestingly. It will serve as a good textbook for nondetailed study in the high schools.

There is a glossary of difficult words for each lesson, and suggestive questions are indicated.

COOPER'S ENGLISH COURSE, BOOK I. Second Edition. K & J Cooper, Bombay. Pages 258. Price Re. 1-8.

The reorganised scheme of education has postponed the study of English to the first form. This means that the study of English will be begun by grown-up pupils who have already learnt to read and write their mother-tongue. Primers suitable for toddlers just beginning to learn the arts of reading and writing will not suit them.

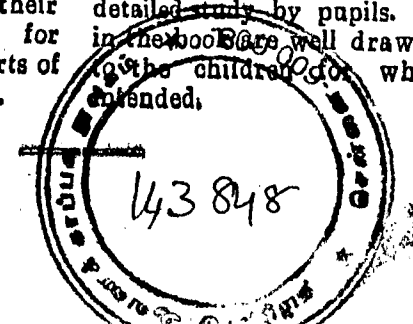
Messrs. K & J Cooper, the well known educational publishers of Bombay, have brought out this book primarily keeping in view the needs of such pupils. It is based essentially on the new syllabus in English for the reorganised secondary school courses issued by the Education Department of Madras State. All the essential words listed in the syllabus have been used. Starting with the alphabet, the book takes the pupil through a series of graduated exercises to simple passages of prose and poetry. Simple exercises in grammar and composition are given at the end. A scheme is drawn, suggesting how the study of the text and of grammar can proceed along parallel lines.

In the preparation of this text book, the publishers have drawn freely on many of their previous text books in English. Every attempt has been made to adapt them to the requirements of the present day. The lessons are of graduated difficulty and varied interest. The poems included have been selected with a view to their appeal to Indian children.

The book is profusely illustrated and elegantly printed and made up. We recommend its use in our lower secondary classes.

SIRUVAR KATHAMALAI (Tamil) Second Book
By K. Sabanatha Mudaliar, Macmillan & Co. Lt., Pages 54.

This contains four simple stories and is intended for the third class. One of them is an interesting adaptation of the story of Cinderella. The language is clear, lucid and easy to follow, without pedantries of any kind. The book is suitable for non-detailed study by pupils. The illustrations in the book are well drawn and will appeal to the children for whom the book is intended.



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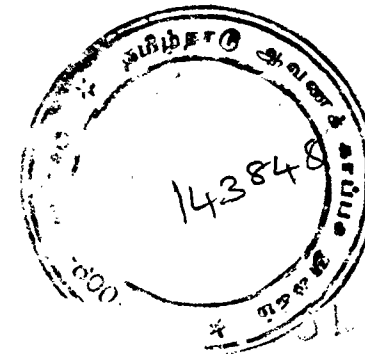
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