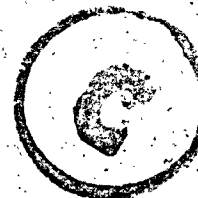


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EDUCATIONAL REVIEW

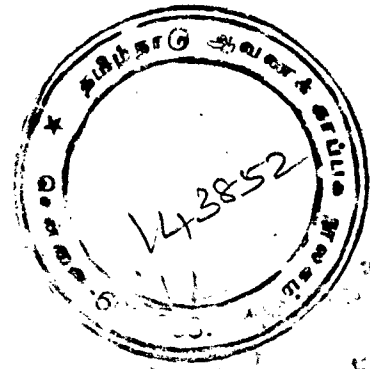
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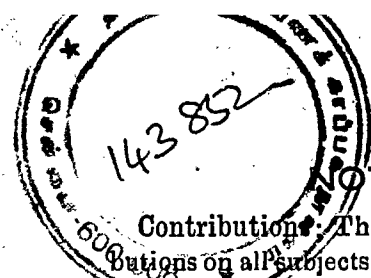


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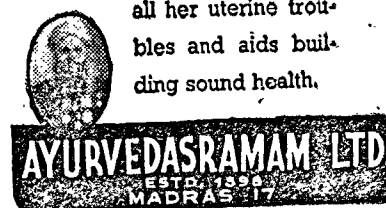
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# The Educational Review

A MONTHLY RECORD FOR INDIA

VOL. LVI.

SEPTEMBER 1950

No. 9

## MODERN TRENDS IN EDUCATION IN BRITAIN

BY KENNETH LINDSAY, *Parliamentary Secretary to the Board of Education, London, 1937-1940; and Member of Parliament for the Combined English Universities, 1945-1950.*

IT was a few weeks before the invasion of Normandy in June, 1944, that the Education Act—the most far-reaching ever placed on the statute book—was passed into legislation by the United Kingdom Government. For the first time in British history a comprehensive view was taken of the scope of education from the Nursery School to the University, including such matters as school-feeding, the school medical service, youth and adult activities, provision for the mentally and physically handicapped.

At the same time the Act made considerable changes in the structure of the system. For example, all fees were abolished in schools under the national system, and all children were regarded as entitled to secondary education. To achieve this objective the school-leaving age was raised to 15 (later to be advanced to 16) and all children now have to be allocated after some six years of Primary Education to one of the many forms of Secondary School. The number of education authorities or local districts has been reduced from over 300 to about 150, and the amount of money they each receive from the Ministry of Education has been increased, and thus a more genuine equality of opportunity has been effected. No child is held back because it happens to live in a poor or remote district. Then again, all

teachers receive a basic salary of £300 a year (slightly less for women) with additions for full University training and high standards of scholarship.

Dr. Maurice Jacks, a former headmaster and now Director of the Department of Education at Oxford University, surveys in a recent book,\* "Modern Trends in Education" some of the problems that have arisen as a result of the Education Act of 1944. He finds himself in general sympathy with the new horizons presented by the reforms, but is quick to point out the dangers that may accompany increased control. Although he calls his book "Modern Trends in Education", he is in fact attempting to face the major problems which beset modern education in all the free countries of the world. Perhaps the educational system in Britain which is in process of transition, can throw some light on those problems.

### PARENT-TEACHERS ASSOCIATIONS

Britain is in the midst of expanding education from a limited number of school-years, from a congeries of disconnected and highly specialised parts to a life-long process, unified and continuous, embracing the whole human body, hand and heart. This transition involves the fullest use of modern psychology, a freshly equipped body of teachers, constant experiment, the use of

\* Published by Andrew Melrose, London (15 sh.).

many agencies outside the school room, notably parent-teachers' associations which are springing up all over the United Kingdom.

But, alas, there are two problems in the path, finance and buildings. Moreover, the situation has been complicated by a large increase in the birth-rate during World War II. It must not be forgotten that not only was all school-building halted by the war, but over 2,000 schools were bombed. At the moment the building programme can barely keep pace with the demands made by an increased child population. It is well known that the secret of child development is individual attention; indeed, the new Act expressly refers to education "according to age, ability and aptitude", and elsewhere says, "pupils are to be educated in accordance with the wishes of their parents as far as this is compatible with efficient instruction and the avoidance of unreasonable expenditure."

Britain has a minority of about nine per cent. Roman Catholic population. The State pays almost the entire total costs of administration in Roman Catholic schools, but with increased building costs there is an additional difficulty when it comes to new schools. The supreme question, therefore, for the Ministry of Education is not reform, but priority within several lines of reform. These are some of the growing pains, inseparable from carrying into practice such a far-reaching Act in times so difficult.

#### EMERGENCY TRAINING COLLEGES

But much has been accomplished. No less than 30,000 ex-Service men and women have been trained as teachers in Emergency Training Colleges. Nearly £40 millions have been expended on training other ex-Service men and women for the professions. All the Universities are full to overflowing, with an increase of 60 per cent. on pre-war numbers.

More than 200,000 boys and girls are experiencing part time education during working hours. These young people are

between the ages of 15 and 18, which was a veritable no-man's-land before the war. Youth clubs, Scouts and Guides, and scores of Church and Cadet organizations abound, financed and assisted by the State and Local Authorities.

Education in Britain has grown out of practical necessities rather than blue-prints. There is a constant tug-of-war between efficiency or tidy administration and the freedom of the individual school. Dr. Jacks is conscious of this dilemma throughout his book; hence his chapter headings, "Mechanization", "Humanism", "Freedom and Control".

The English tradition, inherited from the independent schools (hitherto called Public Schools, such as Eton, Winchester and Beaumont) is that the essence of education is a personal relationship between teachers and taught. This is as true of a Nursery School, a Modern Secondary School, or a Workers' Education Seminar. A school is regarded as a spiritual and miniature community, where citizenship and tolerance are practised rather than taught. The emphasis is on learning activity rather than on lectures given, on character-building rather than on the accumulation of factual knowledge. It is for this reason that there is constant concern over the increasing size of schools, over early specialization and narrow examinations, over fussy interference by administrators with the actual conduct of schools.

#### PERSONAL VALUE

The names of Rousseau, Pestilozzi, Dewey and Margaret Macmillan (the pioneer of Nursery Education) still mean much to teachers in Britain. The Christian doctrine of personal value has been re-asserted in every enquiry and report produced in modern times. Dr. Jacks, while never under-rating technical efficiency and good administration, comes down definitely on the side of the humanists.

In the last 50 years education has become more and more an instrument of national

policy, and in some countries prostituted to serve the exclusive interests of the State. Dr. Jacks in a special chapter entitled "Education as a National and Social Service" has some wise words to say on the social function of the school.

It is the belief held in Britain that children and adults learn most by practising democracy in the scores of societies from Youth groups to Trades Unions, from

Women's Institutes to Co-operative Unions. It is notable that all these voluntary societies, where self-government is the rule, have expanded their educational activities, in many cases establishing summer schools or even permanent Colleges. These, together with the Primary and Secondary schools, are the real workshops of democracy where a sense of social responsibility is engendered.

## THE EDUCATION OF TALENTED PRECOCIOUS CHILDREN

BY RAO SAHIB T.N.S. RAGHAVACHARI, B.A., *Retired Public Health Bacteriologist, St. Thomas Mount, Madras.*

THE Ministry of Education in England recently circularised school teachers to give special attention to the "gifted" children under their care. There has been a tendency to leave these more or less unoccupied and without attention, while those with slower mental perception plod through their lessons. A study of the school life and habits of people who have become famous in history, revealed many new ideas. Modern research on gifted children, after the intelligence tests were introduced, has confirmed many of the assumptions of earlier studies of people who became famous in their later career. There is a popular belief, that the naturally gifted child is usually and characteristically sickly and shows poor growth physically. It has now been found that this is not true and in fact the gifted children *as a group* are often more robust and healthier than the average boys and girls.

The new intelligence tests, in trained competent hands, are a reliable measurement of ability to think, to reason, to argue and to utilise new ideas to advantage. They afford the observer a positive basis on which to proceed. A certain section of our people consider that the precocious and talented children are a 'problem' in schools, and difficult to handle; for they question

authority and resent any punishment or disciplinary action by the teacher, at an age when the majority of children would accept it as a normal hazard in their scholastic career. Others take the view that these so-called talented children, should be treated and handled just like the average ones, but given some more freedom to follow their own bent and hobbies. Creative imagination, as we all know, has a great deal to do with the growth and development of real genius. But, I wonder, if any one has evolved any accurate method whereby creative imagination could be measured with any degree of accuracy.

The precocious child with inherent gifts has a vivid and lively imagination, invents make-believe realms of thought and creates imaginary friendships. These bright children, be it noted, are not usually communicative (if not altogether secretive) and keep their thoughts and fancies to themselves. Fairy tales do not interest them. Such children usually come from respectable families, have intelligent parents in the higher ranks of society, but they are found also in all kinds of houses.

With regard to their education there are two schools of thought. One school holds the view that they should be placed in special classes and given special coaching as

that they may compete on equal terms intellectually and play with children of their own age and mental make up. The other school considers, not without reason, that special classes arouse self-consciousness and a false sense of superiority in the child.

He is thus taken far away from the rank and file of his generation. The National Baby Welfare Council of England, is of the opinion that "special opportunities for bright pupils and an enriched curriculum for everyone are the compromise proposals."

## A VETERAN EDUCATIONIST OF SOUTH INDIA

(Contributed)

WITH the beginning of the current school year Sri R. Srinivasa Iyengar, in his 30th year of headmastership, retires from the teaching profession. He started his career as a teacher in June 1916 in the National High School, Negapatam, and became headmaster of the Victoria High School, Papanasam, in February 1921. He left the Tanjore district and joined the Sarva Jana High School, Peelamedu in July, 1926. All these 30 years, he has been a dynamic personality, evincing unbounded zeal in all educational work and making the influence of his personality and views felt in the educational world.

As headmaster of the Victoria High School, Papanasam, he was a pioneer in certain spheres of education. He held that, even under the deadening influence of the educational system under the alien rule, it was possible for each school to have a soul, a spirit, an individuality and a uniqueness that must be all its own. Reacting to the campaign of boycott of schools during the years of noncooperation, he framed, in concurrence with the management, the School Self-Government Act and inculcated in his pupils democratic spirit and behaviour. The celebration of national days, the all-round diagnosis of pupils' faculties, physical, intellectual, aesthetic, moral and spiritual, the patrol-system in the class-room and the handicrafts-exhibition formed the main-spring of his activities. He will be remembered as the first headmaster in Madras province to present pupils for the S.S.L.C. examination for answering in Tamil such

non-language subjects as History of England and Chemistry in 1926; and he established that pupils acquired easy mastery of information-subjects without strain and that the standard of English would not be adversely affected if proper steps were taken to utilise the time saved by the mother-tongue medium for extensive reading of English. He conceived his educational mission to be to put into practice the ideals of national education as propounded by Dr. Besant, Tilak, Tagore, and Lajpat Rai. National Education again is, for him self-realisation, as religion was to Swami Vivekananda. National education is not a fixed commodity, the quality and quantum of which could be measured and defined in an exact manner; its essence is its variability, adaptability to the changing needs of the times. Its basic aim is national efficiency based on the all-round development of each individual child. Hence national education can be fostered only in an atmosphere generated by a living personality with an innate understanding of the requirements of national efficiency and a capacity and genius for organising and directing the wild nature of youth along channels of national genius and culture towards national efficiency. To give body and soul to national education as he conceived it, a headmaster required utmost freedom; and he was lucky that he enjoyed the greatest freedom all the 30 years to shape the body, mind and soul of his pupils according to his ideas of national education.

He was an elected member of the Tanjore District Secondary Education Board

## A VETERAN EDUCATIONIST OF SOUTH INDIA

for three years, and was honoured with the Presidentship of the Provincial Elementary Education Conference held in Madras in 1924.

In July 1926, he joined the Sarva Jana High School, Peelamedu, with a great reputation behind him. He spared no pains to promote its efficiency and popularity. He continued his educational experiments with greater intensity and had developed a technique of his own in the matter of administration, organisation and supervision, the technique varying from time to time to meet the changing exigencies of the situation. He has portrayed his difficulties in his definition of 'school traditions' in one of his annual reports. "School Tradition" is an undefined and indefinable thing, to be visualised by the dream of an educational artist, to be brought into play so as to be sensed by the staff and students in an atmosphere of struggle, understanding and misunderstanding, requiring perseverance to give form and shape by continuous reiteration with courage and conviction of sound educational maxims; and yet its nature and form will remain, in the end, elusive of exposition and explanation. He has sketched his educational work in a number of articles contributed to educational magazines. Sri C. Rajagopalachariar wrote to him on the Silver Jubilee of his headmastership in 1946: "You have done *great work*. How I wish I had done as *good service* these 25 years!" Sir C. P. Ramaswamy Iyer wrote in the Visitors' Book of the school in August 1948: "Mr. R. Srinivasa Iyengar has been long known to me for the freshness of his ideas and his anxiety to serve the best interests of his students in the scholastic, physical and moral spheres. He has been responsible for the introduction and implementing of many new ideals which have subsequently been adopted in the educational world." His reputation was, by the grace of God, kept sustained till the end.

His work in the field of scouting was unique. He was secretary of the Tanjore District Scout Council and later of the

Coimbatore District Scout Council, Camp Commandant at the famous Provincial Jamboree of 1925, Assistant Commissioner, Rover Leader, Headquarters Commissioner for Rural Scouting etc. Not only his school scouts attained a high standard and distinguished themselves at the provincial moots and rallies; he organised training camps in both the districts for patrol-leaders, cubmasters, scoutmasters and rover-leaders. He edited district scout gazettes, bulletins and an All India Scout Diary. He served in the provincial executives of the Boy Scout and the Hindustan Scout Associations and in the executive of the All-India Council of the Hindustan Scout Association. He conducted an intense campaign against officialdom and imperialism in scouting and for nationalising the movement. He wove scouting into the fabric of the school curriculum, made the scout law the school law and worked out the patrol-system in the school organisation. He had anticipated the present citizenship-training in his school.

An outstanding part of his life-work has been his contributions to the daily Press and the magazines all over India. His writings cover a wide field, and reveal 'eternal vigilance' as the maxim of his life. He would not find peace of mind, till he had typed his article on a current topic and sent it to the press. Dr. A. Lakshmanaswamy Mudaliar wrote to him that he never missed reading his articles in the daily press or the weekly and monthly magazines. He has expressed his views on almost every aspect of education and maintained an independent outlook. It requires courage of a rare type to predict in September, 1942, Churchill's unfitness to handle post war reconstruction problems and deal with India chivalrously, plead in 1944 for independence as against Dominion Status, criticise the Congress acceptance of Lord Wavell's offer or agitate to throw out the Governor's Bill about the Annamalai University Act during the Advisers' regime. The Rt. Hon. V. S. Srinivasa Sastriar used to compliment him, saying that he had done as much work as a full-time member of the Servants of India Society.

He feels that he has lived a very active and useful life without having had a moment's rest all these 30 years. He conceives it the function of a robust intellectual to study public questions and offer his opinions on them without fear or favour in the larger interests of the nation, and hopes to exercise this function during his retirement. He has not availed himself of even half the quota of eligible casual leave in any year, and has taken no other leave. The vacations and holidays gave him more work than rest. He is proud of the fact that the institutions with which he was associated have prospered progressively; and he is still more proud of finding many of his old pupils as industrial magnates of this generation and almost everyone of his pupils in prosperous circumstances. It was given to him the great privilege of exempli-

fying in his daily life high devotion to duty and imparting for thirty years the great moral and spiritual truths and the patriotic utterances of our national leaders as they were made, at the Morning Prayer Assembly. Teaching is a noble profession; for here alone, he used to say, "we can put our spiritual life into our work and feed our own spiritual life from our work." He constantly reminded himself of what Matthew Arnold wrote about his father, Dr. Arnold:

"And thro' thee I believe  
In the noble and great who are gone:  
Pure souls honoured and blest  
By former ages—souls tempered with  
fire,  
Fervent, heroic and good,  
Helpers and friends of mankind,"

## LET US LIVE WITH AND FOR OUR CHILDREN

BY SRI S. JAGANNADHAN, Kindergarten Assistant, Teachers' College, Saitapet.  
(Continued from page 163)

### 20 CHILDREN'S LIKES AND DISLIKES.

DO all children like all that we teach and do for their sake at school? Do they reap the entire benefit as we all anticipate and expect? This curiosity was roused in my mind when I started testing children of my class in 1932-33 on their likes and dislikes of school subjects. I knew well that only under an atmosphere of love and freedom would children express truly what they felt and liked best. Under other circumstances, there is always a tendency to hide their thoughts and desires even from parents. Hence I started first by asking the children to record what they would like most under the following: cakes and eatables, sweet and savoury (mixed together), games (those for children and girls mixed together) and the vegetables they would relish. I wrote a list on the blackboard. A piece of paper was given to them to record their likes and dislikes. A small minority strikingly differed from the majority. This

realisation of individual differences is strikingly seen. Coming back to the subject of the school curriculum, the following questions were asked: the most 'easy' and the most difficult subject of the school curriculum, the most useful and those not so very useful, and thirdly the most favoured ones and the least favoured ones. By conducting these for the last 14 years with two breaks in the middle, I could say that the results uniformly agree. Drawing and drill are the least liked, and the three "R's" including English were the most favoured. A good many reasons may be adduced for this, but the fact is there. The general knowledge subjects like history, geography, civics, nature study, handwork etc., rank next in the order of less favoured ones. Even here the reasons may be manifold and need not be taken in all seriousness. But the fact cannot be altogether brushed aside for want of more data. A casual talk with teachers and inspecting staff testifies to

## LET US LIVE WITH AND FOR OUR CHILDREN

the justness of these results. Even when I ceased to be a class teacher or a subject teacher, the results of observation synchronised with those of the past years when I held charge of that class. The above tests to children of 9 to 12 gave me further desire to ascertain the children's likes and dislikes in other respects: e.g., fruits which they like most (same age); flowers and colours which girls of 9 to 12 love most; toys which children of 5 and 6 like most etc.

### 22. ACTIVITY UNITS

These led to the other side of the problem of children's education. How best can we group these subjects together instead of pursuing this kind of dissection of knowledge? What is required is unification and not vivisection. The latter must go. I have seen it in the holidays how young children group together and celebrate temple festivals, play kites and conduct kite-flying competitions. These involve play, activity, learning, planning and organization. They used to collect money, buy the necessary things for their palanquin, decoration and lighting, approach some elders and get necessary directions regarding the construction of the palanquin etc., and thus conduct this festival in a grand way. Children's *Dasara* is also thus celebrated. This aspect of learning is also to be pursued in the school. This led me to the belief that the essentials of life such as food, clothing and shelter provide the necessary major and minor projects for these activity units where the 'doing' work forms the main feature of children's work. The teacher's work is in planning and getting the necessary materials required by and for children and in pursuing the activity to a successful completion. It is this aspect of education that enabled the framers of the Wardha scheme to draw a detailed, coordinated curriculum round a craft. My own experience centres round food, gardening, animal friends, a cup of tea, children's own books, monsoon, lights and lamps, children's magazines and books for the babies etc., and confirm my belief, that in coordination and unification lies the essence of education. At the same time, it is certainly a difficult job to draw up a

coordinating curriculum, execute the same to perfection and repeat the same incorporating the modifications and suggestions revealed to us in the first attempt. This kind of experiment has to be adapted to the several ages and stages of children. Piles of note-books and files of charts and lots of children's handwork will reveal the careful planning of these activity units. I feel that major projects of gardening and house-building will be productive of very good results, if planned with forethought and precision in the same manner as the one with spinning. I have given careful attention to the planning of these two projects and in some measure carried out the first of these in practice too.

### 22. THE MAKE-UP OF OUR CHILDREN

We always get at books written by teachers of children foreign to us. The soil and surroundings, birth and parentage and outlook of the teachers and children differ to a great extent. The data and conclusions are based on the experiences of these teachers and authors gained through experiments in teaching conducted by them under the limitations in their places. Surely, these could guide us in carrying on our own lines of work. But the best part consists in doing the work itself in our own soil even under the limitations under which we work here. We must be able to read from our children who form our living and speaking books in our class room, our library and laboratory. I think it necessary that instead of quoting from books written by others, we must be able to quote from our own observation and records made on our children. No doubt this is a job not for all but for a select few possessing that gift of study of children and humanity. But it does not prevent others interested in children from making an earnest attempt in that direction. I had the curiosity to study some aspects of the children such as the following:

1. Children's questions.
2. Lightning flashes of thoughts at a particular time.
3. Children's recollection of their early childhood.

4. Children's fears and dreams.

5. Children's ambitions.

6. Circumstances under which children exhibit love and anger towards others (parents, teachers, relations, children and strangers.)

7. Children's falsehoods.

8. Circumstances under which elders exhibit love and anger towards children (parents, teachers, relations, children and strangers).

9. Physical growth—height and weight.

10. Children's definitions.

The motive is to satisfy my own self regarding the individual make-up of my own children. I do not propose to run to hasty conclusions, and it is not my ambition at all. I consider I am ill fitted for the task too. But this could be construed as an earnest endeavour to collect data regarding them. Even here, the data under certain items cannot be perfect. This work is of a strenuous nature, requiring correct classification, getting more data and further verification, etc. Even these imperfect data reveal very many strange things concerning children. By a perusal of the answers under 1 and 2 shown above, I was struck with the following observation. My children, apart from putting questions on the surroundings and material side of life, also ask questions regarding Divine Mysteries. These questions are difficult to be answered, yet these questions are there in their minds, waiting for clarification. With regard to the second, I could read into them an abiding affection to their parents and other near relations. The bond of family tie is very strong in our children. The first outcome of these tests is the growth of mutual affection and love between the teacher and his children. By a careful preservation of this kind of data and passing these on to experts in that direction, our teachers will be learning to take an abiding interest in the complete make-up and the full personality of our children. We have the sole right and duty to study our children. Let us no more wait, but at least start to collect

data even from now. A careful collection of these data for each pupil in a separate file will greatly help us in having a peep into the inner self of the individual. These tests also help in developing the powers of self-expression, as children have to express their thoughts in their own language. On the whole, it is a revelation of unity in the midst of diversity.

#### 23. SERVICE TO CHILDREN THROUGH THEIR TEACHERS

The unceasing work with children somehow or other catches the more watchful eyes of some of the other teachers and inspecting officers in and outside the Presidency. I responded to their occasional calls to go and tell them about some aspects of children's education in all sincerity. Conducting Refresher Courses to elementary school teachers in summer holidays, holding educational exhibitions, giving talks to teachers at their monthly meetings and annual conferences are some means of unostentatious propaganda undertaken during this period. Thousands of teachers have participated in all these gatherings.

For this little act of service, they give me their hearty love and blessings. The organisers printed and distributed to the teachers a small hand-book giving the salient features of my talks, as also a list of exhibits of child education prepared and collected and used by me for my children. I have in some measure written out my experiences concerning children's education in more than 25 magazines distributed in several parts of this country. These are mostly in English and Tamil. I try to present to the teacher personal experiences of my day to day work. Whenever circumstances were favourable for getting children during those refresher courses, I undertook to give a few lessons to the children of those places. It gave me real pleasure to meet and teach the children. The teachers attending the courses not only sat and heard my talks, but also they did make an honest attempt to prepare some of the teaching aids and tools for the successful conduct of their own school work.

Thus in some measure my voluntary educational sojourns were benefitting me and teachers in those parts. The greatest benefit accruing to me through this service to children is the pleasure of seeing places and people and the widening of my vision and outlook on life. Casual readers of these magazine articles had occasion to approve and appreciate some of my thoughts and experiences. In all other spare moments, I have given my whole-hearted co-operation to Mrs. C. Fearon in bringing out a number of books for children and teachers; she has very kindly acknowledged this service in many of her books and bulletins. To some others also engaged in research among children, I extended my helping hand, being a student of children.

#### 24. ADULT EDUCATION

In the later half of this long period, it was God's will that I should do some service for the education of adults in my locality. Twenty years of such voluntary work had passed away so quietly and quickly as though it were only of 20 days duration. Though it is not a direct service to children, I am sure it is an indirect service to children. If only these fathers and brothers had the benefit of learning they would pass on the same to their own children and brothers in their turn.

As a teacher of children, I realise that education of the masses is as much necessary as imparting elementary education to the children. A large percentage of illiteracy in the population is a drag on the literate minority. How often have teachers felt that much of the teaching is undone at home and that they have in their turn to undo a good number of notions carried from the home!

In order to attract them and sustain their interest in adult education the following features have been attempted:—economic survey, co-operative society, savings bank, news boards in pictures, newspaper reading, travelling library service, story reading, variety entertainment, short dramas and dialogues, leisure time handwork, terminal

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lunches, fortnightly talks, social service, preparation of reading charts and records, specially for adults, visits to homes etc.

The foremost acquisition to me is the close human contact of nearly 1700 people who passed out of this experimental adult school in the course of their 20 years and the winning of the love of these people. I can also add that it has benefitted many adult day-labourers. Some are really proud of having been pupils of this experimental adult school. I am convinced of the urgent need for this kind of mass education for teaching the grown-up to make real adjustments in these times of speed, machines and other complexities. This is but a squirrel's service in the building of the long bridge from darkness to light, ignorance to learning, and illiteracy to literacy.

Training and education of children at home in their pre-school age, the education of children at school from 6 to 12 and education of adult pupils late in the evening for these 20 years drive me to the belief that education is a continuous growing and unifying process. There is education from the beginning of life to the end of life.

#### 25. MY TREASURE

Firstly, my children form a treasure. I treasure three sets of note-books containing the names of my children from the year 1912 up to this day. An occasional perusal brings to me some thoughts of joy and perhaps a tear in my eyes also. Visits, letters, reports, circulars, questionnaires and hand-books to parents brought me into close contact with parents. My prompt attention to children at times of necessity brought me closer to them. They have all given me their blessings and good wishes.

Stray and accidental meetings of these children after a long spell of time brings with it indescribable pleasure and joy. I think I met a boy once after nearly 30 years of absence from his home. Such occasions are very rare, yet their touch on the soul is mysterious. It stirs up the soul, it is a quick and rejuvenating topic. I wish more such

occasions to come and refresh and lift up the soul.

Some of these are no doubt fathers and mothers of children, and it is pleasing that their own sons and daughters come to me as my pupils. Before educating my own grandson, I had the pleasure of educating grandsons and granddaughters through my own boys and girls at schools. Are not children of our children our grandchildren? Love begets love.

#### 26. CHILD EDUCATION MATERIALS

To some extent I treasure some of the materials made by me. These teaching aids and tools of teaching are the ready-made goods of a teacher. No doubt these things bring out the thought-essence in a concrete form. No one can forecast anyone's future in definite terms. But one thing I could say is that only through a Providential act they escaped from being a prey to fire. I know the drawbacks that these lack in perfection, finish and polish. It is for others to come up and improve these in various other directions. I must also own that, instead of buying new materials as wood, cardboard etc., I very often used up all available materials in these respects. A head of the Education Department from an adjoining state remarked that these were very ingeniously devised. Another remarked that the joy of doing duty for duty's sake came from within and not by looking for encouragement from outside. I know that many school and individual teachers wrote to the carpenter here and ordered some of these materials for the use of their children at school and at home. Beyond these means, no attempt has been made to systematise and do propaganda.

I could cite one instance in the homogeneity of Indian village life. I have taken help from the carpenter, the painter, the binder, the potter, the tinker, the weaver and the tailor for making my things, and to them all I feel very much indebted. Drawing masters and artists here and there added beauty to them. If not, a few pictures

from my collection will adorn some of the illustrated charts. Businessmen, publishers and shopmen have also made indirect contributions. Thus the co-ordination of activity leads me to see the oneness of life and living. At the invitation of the South Indian Teacher's Union and All India Khadi and Swadeshi Exhibition Committee these materials were kept on show for the benefit of the great many visitors to these places.

In this respect, the opinion of Mrs. C. Fearon, a retired superintendent, would be significant. "His apparatus for language and number teaching is unique, and in any other country but India, he would be able to patent these and not only profit himself but schools doing that sort of work which would be in elementary schools." This view is shared by many others also. By a perusal of these in some local magazines, many teachers have already copied these for use among their children at school.

#### 27. CONCLUDING THOUGHTS

A story from the Tamil country says that a boy devotee by name Tirugunana Sambanda obtained divine wisdom at the age of three through the grace of Parvathi, whom we cherish as the Divine Mother. Immediately after, the child was able to sing hymns in praise of God. The language of the heart flowed in abundance in garlands of verses. The story is dated 1000 years back. Nothing could have happened without divine grace on people. It gives me pleasure to claim kindred in this respect as his descendant. No one can do even one thousandth of what the divine child did thousand years back. The great satisfaction comes from the fact that if that child of God lived for the emancipation of humanity, this human life is cast with the children of humanity.

I can speak in my own case that on section of the activities, experiments and experiences described here are reaching any stage of finality or any stage of nearing

completion or perfection. Is there any finality to man's doings on earth? He merely does the will of God and is merely a tool in His hands. So long as He wills, he does his part on the stage and when that hand of grace is removed, he disappears from the stage. Others walk in and play their own parts. He has been pleased to bring me into contact with many experiments in the education of man from birth to death.

The whole narrative here is the outcome of my honest and humble efforts with and for children these 35 years and with the mind and heart of a child. It is said that an ounce of practice is worth more than tons of theory. Instead of saying: "I know", "I have read it", "I have heard about it", "I have written about it", "There are books on it", it would be better to say, "I practise it". I rely more on the direct knowledge gained by personal observation of children.

At the request of Dr. V. N. Sharma, Secretary of the All India Council of Child Education, and with some hesitation, I undertook this work with the hope and belief that this might be an incentive for others in the field to improve and act. It is no doubt imperfect. Let it not be said by teachers of the present that nothing has been attempted in the matter of child's education and child study on modern lines and of bringing out the full personality of the child. Here and there, many more things have been attempted on more sound lines by others. This is an opportunity to come into touch with others in the field.

I must also own that I have not conducted all these small experiments in a single

year in my life as a teacher. I attempt one thing one year. While continuing the same next year, I take more items for study. I may also say that I undertake them without anyone dictating me to do one or the other. It is entirely due to a force from inside that I perform this work, never minding the small or large inconveniences, physical or mental. There is a proverb that if you practise carrying the calf from the time of its birth, you will not feel the burden even when it grows up.

What is the sum total of the work of this long period? At one time, it appears as though something has been done or at least started in the way of new trends in child education. The magnitude of the work looms large only, when one goes through the long time and strain caused in the course of the work. But very soon at calmer moments, it fades away into nothingness, as one looks up at the enormous work that lies in store for the future.

I must certainly stand before Him with bent head and folded hands in silent prayer for His Divine grace, all these years, enabling me to do at least this much—perhaps little drops in the ocean of work awaiting us. And may His good grace continue till it is His pleasure to recall this humble being to Himself. I believe in the saying of the Lord in His *Gita* that if we do His duty on earth whole-heartedly, He in turn looks after ourselves and our children. This is what sustains me all through life. May I close this with the usual benediction, "Let all people on earth be happy." *Sarve Janaah sukhino bhavantu!*

(Concluded)

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Manager

THE EDUCATIONAL REVIEW

## 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 158)

### 343 MAXIMUM NUMBER OF STUDENTS

The number of students who register themselves in a university for a particular subject may be too small to make its pursuit effective or worth-while. Wisdom will therefore lie in offering only those subjects in which a minimum number of students will be available.

### 344 LOCAL NEEDS

Another basic factor will be local needs—industrial and other. It will not be wise, for example, for the Annamalai University situated in an agricultural area to specialise in metallurgy or textile technology; nor will it be wise for the University of Bombay to specialise in agriculture. The order of priority among the subjects for specialization in the University of Delhi, for example, may be perhaps international relations, economics, history, public administration, library science, modern languages, textile technology and so on, in addition to the fundamental sciences and certain professional subjects for which there is sure to be demand in almost all the universities.

### 345 AVAILABILITY OF TEACHERS

Another factor which should determine the subjects for specialization will be the availability of teachers. Within a broad subject of specialization, the particular branch which may receive attention may vary from time to time with change in teachers. There should be enough resilience in a university to make such changes within a subject.

### 346 SPECIALIZATION BY MUTUAL AGREEMENT

Still another factor which should determine the subjects of specialization is that of considering the universities of the country as a whole. There should be provision for all the worthwhile subjects in one or other of the universities of the country. It is here that a common platform is necessary for the universities to meet periodically and

divide the field of knowledge among themselves by mutual agreement—providing of course for the necessary overlapping in a liberal measure, but avoiding uneconomical duplication.

### 347 LIMITATION BY FINANCE

Finance is another factor which points to specialization in universities. It is fatal for all universities to take up all subjects and run them all in a miserable manner. A striking example of this fault which has been developing during the last few years, is the different universities vying with one another for opening courses in technology. A technology course requires more capital expenditure than many other subjects. With the present financial resources of the country, it would be wise to make a few universities specialise in technology in an efficient way, resting assured of the necessary finance, rather than open third-rate make-believe departments in all the universities. Resistance to interprovincial migration of students may be raised as an argument against such specialization, but sentiments of that kind should yield before considerations of finance and efficiency. The universities should be able to agree among themselves about fixing an equitable quota for all the province in subjects that have to be concentrated in a few universities.

### 348 QUANTUM OF NATIONAL REQUIREMENTS

Lastly, the number to be trained each year, academic efficiency and national economy may argue for the concentration of certain advanced courses in single universities. For example, the course in advanced diplomatic work may reach only a few students taking India as a whole. It will be sufficient if one university offers it. The presence of the embassies of all countries at Delhi will make the University of Delhi the best agency to give that course. Similarly, the archival work of the Union Government and the governments of all the constituent States may not require advanced

## UNIVERSITY REFORM IN CONTEMPORARY INDIA

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training in the subject to be given to more than a dozen persons each year. It will therefore be sufficient if a single university specialises in it. Delhi being the seat of the National Archives, Delhi University is the appropriate body to specialise in that subject. For a similar reason, specialisation in jute technology may be concentrated totally in the University of Calcutta. Aeronautics is another subject whose specialisation may be confined to a single university, and the prior establishment of the Air-Craft Factory in Bangalore decides that this course must be in the academic care of the University of Mysore or any other university which will absorb the Institute of Science at Bangalore. In Library Science, there will be need for producing about a hundred post-graduate diploma-holders to be produced each year in each constituent State, and therefore Library Science will have to be established to the diploma standard in one university in each constituent State. But the number of men with an advanced training or research degree required by each constituent state in a year may not exceed three. For India as a whole, it will be enough if about fifty Masters and ten Doctors in Library Sciences are produced in a year. Thus it is enough if advanced teaching and work in Library Science is concentrated in a single university. Since Delhi has the greatest concentration of specialised libraries calling for intensive documentation service, the University of Delhi is indicated as the most suitable university to specialise in the subject to an advanced degree. Thus the small annual quantum of the nation's requirement will call for specialization.

### 4 ACADEMIC FREEDOM

#### 41 AUTONOMY

Education at the university stage is concerned with intellectual work at a high level. It is not a thing which can appeal to the primary senses. Its connection with what touches the common people in daily life is invisible and indirect and often also deferred. The attitude, sincerely held by many, about the money spent on the re-

search side of the university—the most vital, productive and beneficial side—is like that of a rich landlord who could not understand a word of music, but engaged, for prestige reasons, the most reputed musician of the day for a performance at a heavy cost. When the musician was fluttering at great heights beyond the reach of many with but a handful of experts following him in rapt attention and ecstasy and keeping time with their hands, the musicless landlord stood amazed for a long time. When he got bored beyond endurance, he shouted at the musician: "What a fraud! What are all these queer noises and odd gestures!! Is it for this you demanded a thousand rupees!! Away with you, with all these fellows who have conspired against me." The early stages of democracy through which we are now passing make this the most common attitude among some of those who have political and administrative charge of the country. Even a few who know better and happen to be in the cabinet, sometimes feel powerless against such an attitude. The economic aristocracy has a pull among politicians, but not the intellectual. And yet, the intellectual aristocracy is not like the economic aristocracy. The latter may be neither necessary nor sufficient for the betterment of society. On the other hand, the work of the intellectual aristocracy is indispensable. The world will go to the wall, if the intellectual aristocracy is not keeping itself ever ahead of the times, preparing the ground for the democracy to reach increasingly higher levels of life. It is therefore necessary that the work of the university should not intimately or directly be subjected to the vicissitudes in the political machinery of the country. This is not an unusual claim made for universities alone. There are other bodies in whose case this has been conceded.

#### 411 ANALOGY OF JUDICIARY

Consider for example the judiciary. Its work also belongs to the intellectual aristocracy. Since the time of Aristotle, it has been a matter of fairly common agreement among thinkers, that the judicial power

should be regarded in its nature and even more in the persons who administer it as separate from other aspects of political authority. Modern constitutions therefore make the judiciary quite independent of the legislature and the executive. By making the judiciary a body of men separate from either and authorised to regulate their work by themselves, society gets an assurance that it can escape the result of party interference, manouvres for temporary gain and such other evils which would otherwise become rampant.

#### 412 ANALOGY OF PUBLIC SERVICE COMMISSION

Another more recent organization which has been given independence is the Public Service Commission. Here it has been held that it should be non-political in character, that it should faithfully enforce merit principles, that it should be in professional guidance, that it should not be made subservient either to the legislature or to the executive and that it must be given a certain amount of autonomy. This degree of autonomy is being given to the Public Service Commission by modern constitutions because the benefits of its work to the realm are of an invisible and deferred nature.

For a similar reason the universities which are the path-finders for the nation, should not be tied by the thong of the government set up by democracy. Giving autonomy to them is equivalent to a premium paid for the progress and future welfare of the nation.

#### 42 GOVERNMENT AND UNIVERSITY

The first responsibility of the Government in regard to universities is in the legislative sphere. Every modern constitution starts with the assumption that sovereignty is equally distributed among one and all of the citizens. It then provides the means for collecting together and putting the sovereignty in the legislature and the executive which should form the Government. The Government again is made to distribute its powers and responsibilities to

competent bodies. These competent bodies have to be created by legislation. The extent of the autonomy of the several statutory bodies varies. The Government should give to the university the greatest possible autonomy. It should not interfere with its day-to-day administration. It should have nothing to do with the courses of studies. It should not seek to dictate the subjects for research. It should not meddle directly or indirectly with the selection of teachers. It should not dictate what departments of study should be established. All these should be left to the discretion of the universities. This does not mean that the Government should not seek the advice and the co-operation of the universities on matters in which their wisdom and experience will be of value. No doubt these restrictions may have to be partially set aside during periods of war. Even as the freedom of every citizen is surrendered during such periods, the universities too have to submit themselves to the requirements of war, in deciding which the opinion of the Government should be taken to be paramount. With this exception, i.e., in normal times, the Government should take off its hands from the universities.

#### 421 VISITORIAL POWER

As will be seen in section 6, universities have to be maintained mostly out of public funds. It is therefore but proper that the Government should have the right of audit of the university accounts. It should also have in its own hands or in the hands of the head of the Government certain visitorial powers which can be invoked when chronic trouble sets in or an acute crisis develops suddenly. Even this visitorial power should be exercised not administratively, nor by executive order, but through a judicial machinery. In the recent past, when the Indian universities were transitioning from the status of quasi-departments of government to autonomous bodies, the approval of the statutes, ordinances and regulations made by universities from time to time was vested in the government either directly or indirectly through the Chancellor who was

by law the head of the Government. This has been by convention reduced largely to a mere ritual; but there have been cases where this provision led to undue interference derogatory to the autonomy of universities and injurious to the academic freedom so essential for the fulfilment of their social purposes. It is therefore desirable that all vestiges of such temptations should be taken away from the hands of the Government.

#### 53 SAFEGUARDS

The first safeguard of the academic freedom of universities is legislation. The second safeguard should be the development of a healthy convention. The third safeguard will lie in the way in which the judiciary upholds academic freedom. A fourth safeguard should be the formation of a healthy public opinion in the university circles of the country as a whole. The fifth and the most effective safeguard will be that the teachers of the university pour themselves into their academic work. Their single-minded devotion to the pursuit of knowledge, their utter avoidance of courtier life and their meticulous abstention from party politics and avoidance of intriguing will be the means by which they could ward off outside interference with their freedom.

#### 331 UNIVERSITY GRANTS COMMITTEES

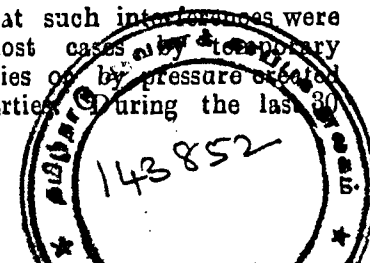
Since it has been said that the funds for the universities should come mostly from public finance, there will be a temptation for the Treasury and the Ministry of Education to interfere in many subtle ways with the academic development of universities. There have been cases where the government challenged the utility of the pursuit of certain subjects and threatened cutting off of supplies if their dictates in the matter were not followed. It has always been known after the heat of the moment had subsided that such interferences were inspired in most cases by temporary political exigencies or by pressure exerted by interested parties. During the last 30

years, developed countries have not only seen the unwisdom of making such interference possible, but have also taken away the opportunity for interference to creep in through the grant-in-aid system. The tradition which has been built up by the University Grants Committee of Great Britain, is a wholesome one which should be emulated in our country whole-heartedly. The full-blown democracy without a buffer like the University Grants Committee of Great Britain between Government and the universities, may at any moment spell disaster. It will be of no avail if a Grants Committee is appointed but is made up of bureaucrats or honorary politicians and entrusted to the lead of another bureaucrat drawn from a lower level or if it remains inactive or if it is made merely a reporting body and the Ministries of Education and Finance are allowed to have still the last say or to exercise a veto.

#### 44 ABUSE OF ACADEMIC FREEDOM

The greater the freedom, the greater will be the chance for its abuse. Having too much freedom is like hanging by too many ropes. In the latter case, great skill is necessary to escape disaster. In the former, great moral integrity and a powerful public opinion among the teachers are necessary to minimise abuse. The term "academic freedom" may be cleverly brought down to the level in which a teacher may raise an alarm, if the Vice-Chancellor or the Head of his Department calls him to order when he abstains from taking his class, stays away at home as he likes or refuses to show his plan of work even to the Vice-Chancellor. What is worse, academic freedom may even be used as a camouflage to cover the absolute freedom taken by a teacher to do whatever he likes, say, even to set up students against the university or to create intrigues among the staff. It may be so degraded as to mean the freedom of disgruntled incompetent stickers-on to professorial posts, to delude the public through the press and other forms of propaganda.

(To be Continued)



## A DRAFT SYLLABUS IN ENGLISH FOR BOMBAY

By SRI R. V. KOPPIKAR, Hubli.

THE framing of a suitable Syllabus and fixing the courses of Studies in English for Std. VIII and IX should be governed chiefly by two Factors.

1. The G.R.No. 7900 of 22nd Dec. 1949 on the "Abolition of English" in Secondary Schools, and at the same time retaining it in Std. VII as an Optional Subject, on the one hand, and (2) the S.S.C. Exam. Syllabus in English, recently issued giving the Courses of Studies in English in all their aspects and details, on the other. In this connection it is of great importance to note the following points mentioned and stressed, as an Introductory Note to the English Syllabus for Std. VII prepared by the Dept. They are,—

(1) That the Course of English will now cover FIVE years instead of SEVEN.

(2) That pupils beginning the study of English will be roughly of the age of 12+.

(3) That greater Emphasis will now have to be laid on the ability to read and comprehend the Language.

2. For reasons stated above, and the factors governing the preparation of a suitable Syllabus and Courses of Studies in English for all the Classes beginning with Std. VII (though Optional in that Class), and ending with Std. X, as preparatory for Std. XI (S.S.C. Class), it will not be enough if a Syllabus for Std. VIII-IX, as a Unit by itself, be prepared to serve the purpose intended, unless it is in continuation of the one now before us for Std. VII, and secondly the same proceeds on to the Syllabus for Std. X as well, i.e., the Syllabus should be a unit as a whole, and should cover all the said Classes (VII-X).

3. Secondly, in view of the retention of English for another 15 years, and its international status, as also the cultural value it has attained, though the policy is to reduce it to the status of a Second Language,

it will continue to command the attention of many at least; and thus it would be in the fitness of things, at least in the interest of the above class of people, to make it a compulsory Second Language throughout. Otherwise it would be relegated to the position of Sanskrit, as at present, or any other Classical Language serving as it does only an examination-passing purpose. In preparing the Syllabus in English, this factor cannot be forgotten.

4. Then the next aspect to be considered, in this connection, is the retention of English in Std. VII. Though it is said that English in this class should be taught as an optional subject, it must be vouchsafed that the pupils coming to this class (Std. VII), particularly in urban areas, seek admission to a Secondary School solely with the object of learning English as a subject, the benefit of which is denied to them in Std. V-VI. Hence though the policy is to teach English in this class as an optional subject, it will be only in theory. In practice, and to be consistent with reason, it will have to be taught as a compulsory subject.

5. Thus the objective in preparing a Syllabus in English for Std. VII-IX, should be to give a continuity to the teaching of the subject in Std. VII as a starting stage and as the basis for its study, and subsequently to prepare the pupil for the smooth and successful study of the S.S.C. Exam. syllabus, by bringing him to that level by the time he completes his course in Std. X.

6. Hence the standard of attainment will have to be a little higher than what is foreshadowed in the Introductory Note of the Draft Syllabus before us. The study of the subject should not only give the simple rudiments of the Language so that the student can keep on growing in proficiency by constant reading of easy and useful literature helpful to his special aptitude, interest and needs, without the direct guidance and direction of teacher, though it

may be 'simplified and made more domestic' as the Abbot-Wood Report says, but also in addition, should initiate him for higher studies in his future courses and careers, if he chooses to take them up. Therefore not only the utilitarian aspect of learning the subject should be kept in view, but it should enable him to follow the cultural as well as literary pursuits.

7. With this aim in view, the study of English should not stop with the COMPREHENSION and UNDERSTANDING of the Language, but should also develop in the pupil the power of EXPRESSION. And this aspect of the study need be duly stressed in oral as well as written work. Hence all these aspects of the study of English should receive their due share and prominence, viz. Understanding and Comprehension with Appreciation as well as Expression with due regard to Pronunciation with proper Intonation, etc., with all the other Language habits, as part of the study of a living language.

8. Considering all the above viewpoints and the content of the Study of English, and the general lines of approach and broad outlines of the said Study, as indicated in the Draft Syllabus, the time allotted now to the Study of English will be inadequate. At least ten periods, if not more, will have to be devoted for the teaching of the Subject to do justice to the portions to be covered, and the lines on which they are to be covered. And these may be tentatively distributed, as an experimental measure, as under viz:

- (a) Three for Texts,
- (b) Three for General Work.
- (c) Two for General Reading, and
- (d) Two for Writing Work, with an extra period if necessary.

9. As regards the Method of teaching the subject, and the lines of approach as indicated in the Introductory Note appended to the Draft Syllabus, the same may be adopted, but with due modifications and adjustments suited to the cases in question, considering the material. However, in order to make

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the teaching of the Subject more practical and business-like, the undermentioned aspects may be duly emphasised, viz.,

(a) Oral Work should be given its due importance and place in language study.

(b) Building up of a suitable and essential vocabulary useful for day-to-day work.

(c) Training to develop the ability to read fluently with correct pronunciation, information, etc., simple English with ease, and understanding and comprehension;

(d) Training to speak fluently, and to exchange ideas in a simple work-a-day English; and

(e) Training to develop the art of writing correct English, though simple, in an easy style.

10. In order to achieve these Objectives, due adjustments may be made, as indicated in the Draft Syllabus, in the Methods of Teaching, and the golden mean between the Direct Method and the Translation Method may be struck, and adopted to suit the purpose in view.

(a) At the first stage, which should cover Std. VII-VIII, the Mother Tongue may be freely used to initiate the pupil to the intricacies of the Language.

(b) At the next stage, i.e., Std. IX-X, also the Mother Tongue as an aid may be used, but its use should be gradually minimised and restricted to only essential aspects of teaching, so that English as a language may serve as the vehicle of instruction and study, for those at least who desire to go up for the university or other professional courses in the stage of Transition.

## THE CONCLUSIONS

11 (a) The Syllabus as prepared by the Dept., may be adopted as a measure of experiment.

(b) Since the work to be done is heavy, at least ten periods may be allotted for the teaching of English.

(c) The Syllabus presupposes and is in continuation of the one prepared for Std. VII; hence the Series (of books) recommended for that Class (VII), may be used.

(d) There is greater emphasis on oral work, and at every step it is being stressed; hence teachers in charge of the subject may work on those lines.

(e) The oral work and picture composition done in Std. VII may be continued in Std. VIII.

(f) The lines of approach to the subject will call forth greater resourcefulness on the part of the teacher; hence experienced teachers may be put in charge of the class.

(g) Since a major portion of grammar has to be completed in Std. IX, the time lost in Std. V-VI (by the abolition of English) may be made up in Std. VIII-IX.

(h) The major portion of Grammar and Composition will have to be done in Std. X to bring the pupils to the level of the present Pre-Matric Class.

—*The School World, Belgaum.*

## EDITORIAL

LAST month, we had occasion to notice the attempts of the Brazilian Ministry of Education to use Radio

An Experiment for educational work. We in Education by now propose to refer to Radio, an elaborate experiment by the University of

Louisville in U.S.A., in conducting courses by Radio. In the *Journal of the Association for Education by Radio*, Mr. W. M. Strickler describes this experiment. During the 1948 summer term, the University put on the air two radio-assisted correspondence courses—one on the problems of modern society and the other on contemporary American literature. The courses were broadcast in two half-hour periods a week over a number of weeks. Each course was in the form of discussions. Students could do part of their regular College work by following these courses and answering written assignments on them. Those who wished merely to undergo the courses, were also given all facilities and supplied with the necessary study material. It is interesting to note that over 500 students enrolled in the two courses. The University believes that the experiment was a success and is going ahead with new courses.

"An important part of the University of Louisville's education philosophy," writes Mr. Strickler, "is the belief that, in order that higher education in America may play its role adequately in American democracy and international affairs, colleges and universities must find ways of extending a pro-

gramme of adult education beyond the limitations of the campus or the class room."

We wish to commend these experiments to the notice of our Universities and the All India Radio. Very little has been tried in this direction in India. The only educational experiment of any importance conducted by the All India Radio is the course in Hindi offered to South Indian listeners recently. Even here, there were no facilities for written work by the students. And not much has been done to follow up.

If the All India Radio takes the initiative at least some colleges may be prepared to cooperate. One of the primary objectives of the Louisville experiment was to use the Radio as a means for imparting education to those who desired a college education, but were prevented for one reason or other from going to a university. In other words, if sought to bring the college to the homes of the students. Is there not much greater need for this in India to-day?

The Standing Committee on education of the Uttar Pradesh Legislature has recommended some important changes in regard of Holidays and hours of work in schools. They are of the view that the working days in schools should be raised to 225 for every year. The summer vacation is to be from May 21 to June 30 in

Higher Secondary Schools. But in Primary and Junior High Schools, it is to be confined to the month of June. In addition to this, one week vacation during the harvesting of the *kharif* crop and two weeks vacation for the *rabi* crop are recommended. As regards School hours, it is suggested that they should work for four hours every day during the summer and five hours in other seasons.

The problem of revising holidays and hours of work is undoubtedly complicated, and we would deprecate hasty changes and reforms. But it has long been clear that neither the hours of work nor the holidays bore any rational relation to the social, climatic or economic needs of our country. It is desirable to make a series of experiments in small areas and observe the results, before making any drastic changes over the whole of a state.

After the attainment of independence, our Governments have shown a laudable zeal for the cause of primary education. While this is welcome, it is often accompanied by a thinly veiled hostility to higher education. This is really understandable. It is absurd to look upon higher education as a superfluous luxury, and it will be a folly of the first magnitude to curtail the present meagre facilities for higher education in India. National standards may be disastrously lowered if there is any retrogression in higher education. India will become a clog on world progress if she sacrifices higher education for the sake of extending primary education.

In the circumstances, it is hard to believe the report that the Madhya Pradesh and Orissa Governments are contemplating the withdrawal of all financial assistance to High Schools, Colleges and Universities in order to concentrate on compulsory primary

education. We trust that a more comprehensive approach may be made to the problem and that the States will not disown their paramount obligations towards higher education. Let it be remembered that this is not merely inexpedient but also against the immemorial national tradition of respecting and encouraging disinterested pursuit of even obscure and remote branches of knowledge.

In his Convocation Address to the University of Poona on 28th August last, Dr. Jayakar suggested the starting of a faculty of Indian Culture in our Universities. One of the inevitable results of the system of University Education devised for us during the British regime has been a tragic divorce between national culture and higher education. Prof. Humayan Kabir in his recent volume, *Our Heritage*, has drawn pointed attention to the yawning gulf which modern education has dug between the classes and the masses in India. A faculty of Indian culture may well succeed in bringing the educated intelligentsia nearer the sentiments and ideals of our masses, who still continue to cherish, in spite of illiteracy, ignorance and superstition, the basic ideals which have made Indian culture fresh, vital and continuous over five thousand years of recorded history. Dr. Jayakar laid special stress on the dangers of provincial and parochial loyalties and saw in the study of Indian culture a powerful antidote to their disintegrating influence. It is the glory of Indian culture to reveal in all its aspects an all-inclusive and integral vision. There can be no surer foundation for a healthy nationalism than the reverent study of Indian culture. Our universities will be discharging an essential but long-neglected duty, if they make it incumbent on every graduate to go through a course in the basic principles of national culture.

## LETTER TO EDITOR

Sir,

In view of the recent case in the High Court of Madras about the prescription by the Government of communal ratios for admission into the technical colleges in the state, and the American cases referred to in that suit, your readers may be interested in some recent judicial decisions regarding higher education in America.

In a Carnegie Foundation publication called *Colleges and Courts* Mr. M.M. Chambers writes: "Highlights regarding the ever-important right to admission as a student include the United States Circuits Court of Appeals decision in 1945 that the Enoch Pratt Free Library in Baltimore, though managed by a private charitable corporation, cannot exclude a qualified Negro applicant from its library training class solely because of her race. In this instance, the library, supported in large part from municipal public funds, is subject to the restraint of the Fourteenth Amendment just as the state and their instrumentalities. To what extent and how soon the principle may be extended in the field of privately controlled higher education is problematic: but the possibility becomes substantial on reflection that although only a few private colleges and universities now receive direct

appropriations of public money, they almost universally receive the practical equivalent thereof in the form of tax exemptions, and currently in many instances a substantial portion of their income from tuition fees is paid by the national government.....New York has a statute forbidding tax exempt institutions from denying their facilities to any qualified person solely because of race or religion. In 1945 a litigant challenged the continuance of tax exemption on the alleged ground of failure of the state to investigate and determine the fact of non-discrimination—unsuccessfully but due only to his premature and inadequate procedural approach. A New Jersey court, required to determine the eligibility of institutions for the privilege of tax exemption, based its negative decision in part on evidence that the institution discouraged the admission of Negro students and declared that such a policy was not indicative that a corporation is charitable in operation. These inklings may constitute a handwriting on the wall presaging modification of the once widely accepted doctrine that a tax-exempt privately controlled institution may admit whom it will."

Madras 31.8.50.

Yours faithfully,  
Interested,

## NEWS AND NOTES

### SOCIAL STUDIES SEMINAR AT MADRAS.

Sri T. P. Srinivasavaradan writes:

The South India Teachers' Union is organising a Seminar on Social Studies in secondary schools. The Seminar will last for three days from 30th September to 2nd October 1950 both days inclusive and will be held in The Teachers' College, Saidapet. Special arrangements are being made for boarding and lodging of delegates. Separate accommodation will be provided for women teachers attending the Seminar.

The Seminar will concentrate on the following:—

1. Aims of a Social Studies syllabus.

2. A critical review and evaluation of the syllabus.
3. Teaching methods and equipment.
4. The use of the Library and the Film.
5. Practical activities.
6. Testing and Recording.

### THE 20TH SOUTH INDIAN EDUCATION WEEK.

In accordance with the decision of the Executive Board of the South India Teachers' Union, a Central Education Week Committee consisting of representatives of 15 associations interested in education has been constituted for planning for the effective observance of the 20th South Indian Education Week from Wednesday the 25th

## NEWS AND NOTES

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October to Tuesday the 31st October 1950 Dr. R. M. Alagappa Chettiar has kindly agreed to be the Chairman of the Central Education Week Committee. The central theme chosen for this year's observance is "Children—Our Nation's Wealth."

The following programme has been suggested—

25.10.1950—The Child and the Welfare State.

26.10.1950—The Child and Society.

27.10.1950—The Child and the Home.

28.10.1950—The Child and the School.

29.10.1950—The Child and its Personality

30.10.1950—The Child and the Training for the future.

31.10.1950—The Child and its Teacher.

The Central Education Week Committee is preparing a hand book of suggestions and helpful materials. A set can be had for Rs. 3.

### CENTENARY OF THE HINDU HIGH SCHOOL, MADRAS.

The Hindu High School, Triplicane, Madras, will be celebrating in February 1952, the completion of 100 years of service to the cause of secondary education in the State of Madras. This institution has produced distinguished young men who, in later life, have achieved success in different spheres of public activity. It has been serving the educational needs of the children of all classes in the locality. Under aided management, the school has expanded from small beginnings, to its present stature.

The school has had a succession of distinguished headmasters and teachers. The late Mr. K. B. Ramanatha Ayyar, the late Rt. Hon. V.S. Srinivasa Sastri and Mr. P.A. Subramania Iyer were some of the former headmasters.

As it is proposed to celebrate the centenary in a fitting manner, the alumni of the school are requested to give their addresses to the Headmaster to enable the celebration committee to enlist their co-operation and associate them in the celebrations.

### ANIMAL WELFARE DELEGATION TO INDIA.

A Delegation organised by the India Society for the Protection of Animals, London, is proceeding to India.

Among the objects of the Delegation are:

To focus attention upon the plight of defenceless animals at this time of national reconstruction in Free India, and to strengthen public opinion for mercy, kindness and justice in the treatment of animals in accordance with the noble traditions of India: and

To make contact with the younger generation and teachers in Schools, Colleges and Universities, to advocate inter-school, inter-collegistic and Universities' Federations for Animal Welfare and, in co-operation with Heads of Educational Institutions, to stress the importance of incorporating the subject of Humane Education in the curricula of Schools and Colleges.

The Delegation is to be led by the President of the Indian Society for the Protection of Animals, London, Dr. M.D. Thakore, B.Sc., M.B., Ch.B. (Edin.) D.O. (Oxon), D.O.M.S. (Lond.), and to consist of three other members, including Mr. Geoffrey L. Rudd, Editor of *The Vegetarian* and President of the Bournemouth Vegetarian Society, Mrs. Dorothea Kapur, and Mr. T.J. Beskine, Ramakrishna-Vivekananda Centre, London; and Dr. P. D. Kapur, M.A., B.Sc. (Hons.) M.B., Ch.B. as its Hon. Secretary. The Delegation will arrive in India at the end of September, 1950.

### THE 13TH INTERNATIONAL CONGRESS OF PSYCHOLOGY

In accordance with an agreement reached at the 12th International Congress of Psychology in Edinburgh, Scotland, in 1948, the 13th International Congress of Psychology will be held in Stockholm from 16th July to 21st July, 1951.

Psychologists and also scientists working in fields bordering on psychology are invited to take part in the Congress. The Congress fee will be 50 Swedish Crowns for Members and 25 Swedish Crowns for Associates. A volume of the "Proceedings of the Congress" will be published containing abstracts of the papers read.

The official languages of the Congress are English, French, German and Italian.

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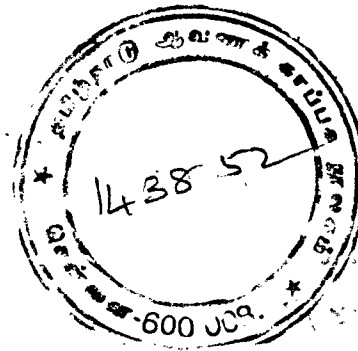
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