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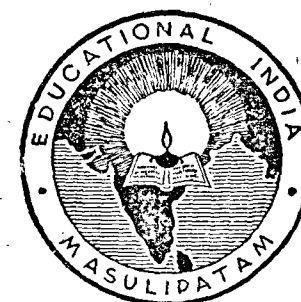
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EDUCATIONAL INDIA

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The Progressive Deterioration of the Standard of English *

V. MUTHU AIYAR, M. A., L. T.

THE Lecturers and Tutors of the English Department of the Hindu College, Masulipatam, in meeting assembled, discussed at length the question of the progressive deterioration of the standard of English. They feel that the fall in English standards is not confined to the Andhra University but that it is, more or less, a general feature of University education in all the provinces of India. It is due, among other things, to the uncertainty of the position of English in the future set-up of the country. So long as the general feeling is prevalent that in fifteen years more, or even earlier, English is to be dislodged from the proud place it is now occupying as the state language, it is impossible for teachers and students to summon to their study of English the amount of enthusiasm, earnestness and attention which alone will make the attainment of a high standard in the subject possible. The change in the medium of instruction in the High Schools is also responsible for the deterioration of the standard in English. Again at every stage moderation is resorted to for inflating the percentage of passes and English education is thrown open to the intellectually unfit. Boards of Examiners are whittling down standards from an unwholesome fear of public criticism. When there is even a slight fall in the percentage of passes the hounds of the press

are in full cry and this has an adverse effect on the psychology of examining Boards. Irrespective of the actual performance of the students they tend to lower the standard to ensure a high percentage of passes. The deterioration is also to be attributed to the inefficiency of tutorial work in English Composition. Not a few Colleges are understaffed and the adequate number of tutors is not appointed to cope with the steadily-increasing volume of tutorial work. There is also a general tendency on the part of students to neglect their text books and to depend upon guides and "cribs" of indifferent quality. The fall in the standard of English is the penalty we have to pay for admitting to College courses students whose equipment does not make them worthy of this privilege and opportunity. English education has become more wide-spread than it was, say, a quarter of a century ago and it has resulted in the fall in the general attainments of the students. What has been gained in width has been lost in depth.

Obviously teachers of English who are anxious to stem the rot, can do nothing to ensure for English a better position in the scheme of things in the body politic. But they can strive after the maintenance of a high standard in the subject only by limiting the study of the subject to those who are fitted by their aptitude and their attainments to benefit by it and by doing their work as efficiently as

* Notes submitted from the Hindu College, Masulipatam, to the English Teachers' Convention held at Guntur in December 1950.

possible. The admission to University courses of study must be carefully regulated and the study of English should be thrown open only to students who, as judged by their performance in the S. S. L. C. examination, are capable of reaching a high standard. The rules of eligibility must be drastically revised and we must insist on a high percentage of marks in English as a necessary qualification for admission to the University. We must carefully guard against lowering standards in examinations by any weak-kneed submission to the Molochs of the press. We must pay considerable attention to the tutorial work in English composition, as composition is the very key-stone of the edifice of English. Tutors possessing the right type of qualifications and competent to do the work must be appointed in sufficient numbers, exercises must be written regularly and more frequently, and effective steps should be taken by holding tutorial classes to bring home the mistakes to the students. The tendency on the part of the students to depend upon "guides" and "examiners" must be combated by their being given clearly to understand that answers which bear on their faces evidence of blind cramming will be seriously discounted. The model of the question papers may be modified so as to make it impossible for the student to scrape through merely by conning by rote one or two essays for each paper. It is also possible to pay greater attention than has been done in the past to the prescription of suitable text books and the setting of the right type of question papers.

Composition in the College Classes

The present disconcerting phase in the teaching of English consequent

on the deterioration of the standard of English has been brought about in some measure by the sad neglect into which Composition has fallen in recent years. The importance of Composition in the curriculum is not fully realised. Bacon said, "Reading maketh a full man, conference a ready man and writing an exact man." We cannot pay too much attention to the training of our students in the habits of correct expression. Composition is the corner stone in the edifice of English and any attempt to raise the edifice without bestowing proper attention on the placing of the corner-stone is bound to be attended with unsatisfactory results. We must, therefore, devote to Composition in the classes of the College department the necessary amount of attention and care.

The work of correction must be entrusted to competent Tutors under the guidance of the lecturing staff. In some colleges the adequate number of tutors is not appointed. It has been laid down in the Standing Orders of the University Syndicate that no tutor may be entrusted with the correction of more than 140 exercises in the course of a week. For every 140 students, therefore, there must be one Tutor. It is meaningless to saddle a Tutor with the correction of an overwhelmingly large number of exercises and feel chagrined that the work is not done at a high level of efficiency. The Tutors must also be persons possessing the necessary qualifications. It is far more difficult to amend and put into proper shape a badly-written composition than to produce a good one and it is not every graduate that we turn out by a process of examination with which we are none too pleased that will be able or can be expected to do the work efficiently. Not often the qualifications prescribed

by the University are not strictly insisted upon and exemptions are sought and given with a readiness which is quite surprising. If persons possessing the qualifications stipulated by the University are not forthcoming, it is just possible that the emoluments recommended by the University for Tutors are not sufficiently attractive. It would not be amiss, therefore, to revise the scales so as to attract men of the right type who have not merely the prescribed qualifications but also the requisite zeal and aptitude of the work. It is also of great importance that the Lecturer in charge for the Composition class and the Tutor in charge of the correction of the exercises should work in the closest and most harmonious co-operation.

Exercises should be set regularly at the rate of one exercise per week. In some colleges where Composition is entrusted to a Lecturer who has also to do some other work with the same class, the Lecturer is now and then tempted to draw upon the Composition period for compensating the inadequacy of the provision of periods made for Prose or Drama. Such a treatment of the Composition period as a reserve to be tapped for enabling the Lecturer to make up lee-way in other subjects is pernicious and ought to be steadily discouraged. The exercises set should be of various kinds and the whole work should be carefully planned at the beginning of the academic year.

In correcting the exercises the temptation to make elaborate comments should be resisted. The endeavour in the process of correction is to bring home the mistakes to the students and this is best done by adopting a notation of symbols which are understood by the stu-

dents. The corrections should be suggestive and must make the students reflect for a moment and realise their own mistakes so that they may avoid committing such mistakes in the future. Very often the Composition period has to be used for the double purpose of making the students revise the previous exercise and of writing the new exercise for the week. In such a case the students find very little time to go through the previous week's exercise. But if the pains taken by the tutor are not to be a mere weariness for the flesh, time must be found for making every student glance through the previous exercise and understand the mistakes and corrections.

The tutor should be afforded frequent opportunities of meeting the students whose exercises he corrects and of impressing on them the mistakes they have committed and should avoid in the future. Tutorial classes should be arranged during the regular sessions if possible and outside the normal working hours if necessary, and the students should have the benefit of the spoken word of the Tutor in addition to the numerous directives in red ink with which the exercise books are generally crammed. The Tutor in the Special Tutorial period and the Lecturer in the Composition hour must make an effort to impress upon the students the commonest mistakes—words ordinarily mis-spelt, phrases habitually maimed and mangled, prepositions used with ludicrous inappropriateness and punctuation marks either strewn with amazing prodigality or treated with withering contempt.

If students can be made to evince greater enthusiasm and diligence in tackling their composition

exercises and if the Tutor and the Lecturer co-operate to bring home the defects to the students, some thing can be done to raise the standard of English or, at any rate, to stem the rot in the progressive deterioration of the standard of English.

The Selection of Text-Books

It is to be feared that the selection of text-books does not always proceed on the right lines and by some accident the Board of Studies now and then happens to prescribe books which provoke some dissatisfaction. One factor that is responsible for the maladjustment between the pabulum needed by the student and the diet that is prescribed for him is the vigorous canvassing carried on by the representatives of the Publishers on the eve of the meeting of the Board of Studies. When to this is added the canvassing by the author himself, either directly or indirectly, the chances of the Board of Studies putting personal considerations before strictly academic ones, become all the greater. Books should be prescribed on their own merits and not for extra-academic considerations. One or two instances can be easily named of books prescribed in recent years which do not satisfy the academic criteria.

For the Intermediate examination books should be chosen not for their historical importance but for their linguistic value. The language must be of the proper standard and must serve as a good model for the student who is groping his way towards mastery of the instrument of expression. Outmoded turns of expression like those of Izaak Walton and Leigh Hunt and 'hard nuts' like Emerson and Hazlitt are, it seems to me, not the

proper models to place before the young student.

The same consideration ought to weigh in the selection of the Non-detailed text. It looks as if, whatever books the University may prescribe for non-detailed study, the students go not to the originals but to the indifferent 'translations' of the industrious annotators. There are still, however, a few students who read the original set books and for their sake at least the University will do well to prescribe the right type of text-book. *THE MAN-EATERS OF KUMAON* and *UNVEILING OF LHASSA* provoked some criticism so far as our knowledge goes.

To make a constructive suggestion, we may regularly prescribe some of the writings of Addison, Goldsmith, Washington Irving and Macaulay, and Selections which hit the right standard like *THANKAM'S INTERMEDIATE PROSE*. As regards Non-detailed texts, *OLIVE GARDEN* is one of the absolutely good books that have been prescribed in recent years and more books of the same kind may with advantage be prescribed.

In prescribing additional set books for perusal for the B. A. degree examination, books like *SCIENCE IN INDUSTRY* had better be avoided. While there is something to be said in favour of the desirability of widening the intellectual horizon of the student, a book like the one mentioned above is a stumbling block to the teacher and the taught. No purpose is served by prescribing such books. Even the best student puts the book in cold storage and attempts to scrape through by preparing one or two comparatively easy topics with the help of the Guides of which we

have a glut in the market, particularly when books of this kind are prescribed.

The Question Paper

The setting of question papers of the right type may also be regarded as having a bearing on the standard of English. It is obvious that when the questions are puzzling and incomprehensible or do not admit of treatment at reasonable length, the student is at a loss to know *what* to say and is much more helpless as to *how* to say it. Speaking of the question papers in English of the last ten years, one must confess that paper-setters have occasionally displayed their freakishness or ignorance in setting questions for the Intermediate and B. A. degree examinations. To give a few examples: in the Intermediate Prose paper relating to *MACAULAY'S LIVES OF JOHNSON AND GOLDSMITH* there was a question on the *relations between Johnson and Goldsmith* and in another paper a question on *Johnson and Boswell*. Now in the prescribed text-book there is only a short paragraph bearing on these points. These questions are given as alternatives to such questions as *Goldsmith as a man*, *Notes on TRAVELLER*, *VICAR OF WAKEFIELD* and *SHE STOOPS TO CONQUER*, which require long answers. Obviously there is no sense of proportion here and no consideration for the student who is obliged to spin out a small paragraph into a two-or-three-page essay. Even the question on *Johnson and the Book-sellers* is open to cavil on the same ground. In the B. A. Shakespeare paper there was once a question which ran:—“Consider the opinion that the frailties of Antony's character are not properly assimilated to the heroics of his end”. If the paper-

setter expected the average student appearing for the B. A. degree examination to make head or tail of this question he credited him with a better knowledge of English than what is warranted by facts. In the same paper there was a question on *Roll of Lepidus*. One would fain know who is responsible for this egregious absurdity—the sapient paper-setter or the printer's diabolical lieutenant. Again, four papers have been set on the poetical selections prescribed for Part III-English of the Intermediate examination without one question being set on *BYRON'S ISLES OF GREECE* which is one of the five poems prescribed, while the paper-setter has been so enamoured of *SCOTT'S BRUCE AND BE BOUNE* as to set a question on ‘the chivalry of De Boune’. To attempt to make up for the blunders of the paper-setter by a meaningless leniency in valuation is a clumsy expedient. In one of the Shakespeare papers of the Intermediate examination there was a question on *The Songs in TWELFTH NIGHT*. The Chief Examiner seems to have felt that the question was much above the standard. So he tried to make things a little easy for the candidates by suggesting that if in the answer to that question a readable account of the story of *TWELFTH NIGHT* was given the candidate might be given a passing percentage even if there was no reference to the Songs. Can ludicrousness go further?

If we are allowed to make a few concrete suggestions, we would say that more questions might be set on the Prose and Poetry text-books requiring answers running to but a page or two at the most. This may be expected to put an end to their getting by heart one or two long essays on each text and scraping

VOCATIONAL GUIDANCE

PRITHVIRAJ BATRA, M. A.

GENERALLY speaking, it is a practice of the parents to send their children to educational institutions without having any clear picture of what vocation 'he' is going to pursue after leaving school. The result of this short-sightedness is that we have 'finished products' who become misfits in the social economy. Parents thus have wasted years of energy, care, and money; the schools and colleges on the other hand have stuffed him with an education that is mentally and economically unproductive; and the government of the country are faced with unemployment and disillusioned and discontented youth who are an easy prey "to anti-governmental propaganda". They are not only a dead loss to the nation from the point of view of "producing wealth, stability and peace" for the nation; but also a socio-economic burden to the nation and mankind. In order to eradicate and revitalize our "national wealth" in terms of

Continued from preceding page.

through somehow. The same thing may be done in the composition paper. An Essay on a general topic may also be set. This is what the University Calendar says, but it is never done. It is also desirable to set a few questions on the correction of sentences and the use of words and phrases on the model of the English paper of the Examination held by the Service Commission.

We are not suggesting any radical changes in the model of the B. A. papers, for we believe that if we take care of the Intermediate, the B. A. will take care of itself.

mental and material progress for all we should "educate our youth" in a manner that will fit them for a vocation of life, and make them conscious citizens with a self-reliant mental gait so that they may value things in their true perspective.

In all educational institutions it would be well to have such "teachers and councillors" who will help the young citizen to find their bearings (vocation); and on this finding "the scholar" should be guided to pursue such educational training as will fit him to step into economic society with a clear aim. To achieve this we need "teachers and councillors" who will have a practical, sympathetic and psychological bent of mind. The training colleges and the universities should, therefore, include an "optional course" for intending teachers in practical psychology.

Those who are to be in charge of "guidance work", whether as whole-time personnel or part-time; should seek the willing and conscious co-operation of the teaching staff. Teachers do in a way unconsciously carry on 'incidental guidance work' in their day-to-day work; but now it will be the task of the "guidance personnel" to help the teacher to do this job with "clearer scientific understanding". In turn the teacher can assist the guidance personnel by bringing cases to his notice which require "specialised attention".

On the other hand the educational institutions should seek the 'conscious co-operation' of the parents and community. Findings and suggestions in exact form may be sent to the parents;

at the same time inviting their co-operation to normalize cases. Educational institutions should keep an eye on the individuals' "social-adjustment-problems". The guidance Personnel" should seek the assistance of various branches of "health-service-centres" of the community. Parents may be invited at intervals to institutions to discuss the various problems confronting their children.

In guidance work a comprehensive record of each scholar should be maintained, so that at the end of the "testing period", we may draw certain inferences and conclusions. Countries of the West, especially in U. S. A., have carried out intensive research work on this score and it would be well to study the "standard questionnaires" and then set about to readapt them to suit our "age groups" keeping in mind the peculiar "educational complexes." The information must be objective in its aim. From these tests we can merely get a broadly-based "mental and natural aptitude" findings; coupling this information gathered with our experienced "observations and impressions" we can with minimum fault give a fairly correct reading of the scholar tested.

In our educational institutions in India we have paid little attention to "guidance work." Children at school are a volcanic bundle of

emotions. In their social education they are confronted with many problems that keep cropping up from time to time; and if these problems are not "cleared up", the children are apt to loose "mental potency". As the inter-relation between learning and emotion have been admitted the necessity of co-operative effort between remedial work and guidance aid is essential.

Thus, in order to revitalize and increase the human "national wealth" of our country we should become actively conscious of our role and responsibilities. The young should be helped in making a thoughtful choice of their vocation from "school days" so that he can pursue with a conscious interest in his vocation. This will help to eradicate many of the ills that face us. We need to improve our educational system in the light of the demands of "our times." Education should be based on more objective purposes. We must have well paid and well-respected teachers who will infuse a conscious hope and faith in the "present and future". Remedial work must have an important place in our educational institutions. Let us not forget that youth is the hope of a better tomorrow; it is the true undiminishing wealth of a nation and mankind. True education is the one and only way to establish good-will and peace among the peoples of the world.

Without universal education the ideal of freedom is no more than an unpaid debt, a dangled deceit. The problem of illiteracy is of course one of education. But it is more than this: it is a universal tragedy which affects us all directly and which is at once economic, political and social in character.

— JAIME TORRES BODET.

Social Studies in Secondary Schools

(Paper submitted to the All-India Educational Conference, Hyderabad Dec. 50)

V. S. VENKATA NARAYANA, M. A., B. Ed.

AS a result of the reorganisation of Secondary Education in the Madras state in 1948, a new subject called "Social Studies" had been introduced in the Secondary Schools in place of History and Geography. It is proposed in this paper to deal with the contents of the new subject, the way it is being dealt with in the Schools and the wisdom or otherwise of its being included in the subjects of study for the Secondary School children.

The reason for introduction of this subject is said to be for ineffective and unrelated way in which History and Geography were taught in secondary Schools. They were taught as isolated facts in a dry as dust manner as having no bearing at all on the life of the present. They had become mere memorisation subjects. They had been mere watered-down versions of the University syllabuses with details being left out. Memorisation of factual information was emphasized with the result that the human aspects of the subjects were left out. The emphasis had to shift from such memorisation. Education must be for life and for citizenship. Children should be trained in forming right knowledge and right behaviour. The material taught should be meaningful and should create right attitudes in them towards life. The aim should be to make pupils intelligent participants in the process of learning, to provide opportunities for their activities and to see that these activities lead them on to constructive self-expression. They should be trained to be the

right citizens of the country with right attitudes towards things and happenings of life.

The above had been stated to be the objective of the new subject which, as its name implies, requires studies of society, enabling children to understand the world in which they have to live and know if they had developed so that they might become citizens of it in the true sense of the term. To teach significant subject-matter alone is not sufficient to affect pupils' lives. It can effect them only if they themselves see and appreciate its significance. There must be civic training. Man's social conditions, powers and duties should be understood. Hence the need for a subject which comprises the study of society in its economic, political and social aspects along with social and political philosophy. It has to deal with comparative studies of various forms of social life throughout the ages or in different countries. But the main centre of interest is in the study of our society. So the subject had necessarily to deal with the facts and studies of History and Geography, Economics, Politics, Civics and Social Psychology as well as Sociology. This subject, therefore, is an all-embracing subject and cannot be understood unless fundamental ideas about the growth of our country's civilization and culture are firmly grasped along with the geographical factors that had contributed to such a development. It is best taught in the University stage by which time the pupils would have completed true age of 15 years.

But in the secondary schools of the Madras State the subject is to be taught from Form I onwards. The studies are to be made from the 8th year of the child. Much has been said glorifying the subject and hailing its introduction into the secondary schools in place of History and Geography. The Syllabus in detail has not, however, been discussed so far. It is proposed to deal with that aspect in this paper.

The general objective of this subject is said to be to aid the pupils to the fullest practicable understanding and appreciation of our social order and to the realisation of the ways in which the individual, first as pupil, and later as adult, may participate effectively in that order. This pertains to the middle school course. The objective of the first form syllabus is stated to be the development of a broad human interest in the progress of mankind in general and of India in particular with reference to the pupil's own locality or region wherever possible. The syllabus is divided into three sub-headings. One part deals with suggestions for activities in connection with the items for study, another part deals with social training that is expected to be inculcated and the remaining part deals with social studies to be learnt.

The first item under Activities is Group-work—collecting pictures, news clippings, and headlines which give important information about our world today: all these to be put on a notice board or in a scrap-book. The class is to be divided into groups. Each group is to select one important country for study and share the information by repeating in the class. The pupils are expected to prepare a riddle booklet each riddle describing an important city

of the world. Further they are to identify the important countries and cities of the world on a world map. One group may make a chart showing some things we use today that were first invented or discovered a long time ago. These activities are to be co-ordinated according to the syllabus makers in such a way as to train the boys in appreciation of the gifts of early man to the life enjoyed today, in working co-operatively and in learning to take individual responsibility for group-activity. The study to be made in connection with this is as to how the world today is the gift of the past, i. e. how people of the past have helped to decide our present ways of living. Examples like Printing Press, Roads, Compass etc., with the countries responsible for their invention or discovery are given in the syllabus.

Let us first ponder over this part of the syllabus for Form I for Social Studies. Let it be borne in mind that the age of the pupil at this stage, taking the minimum age of the S. S. L. C. pupil to be 15 years, will be ten years at the most. What is his experience regarding his surroundings? Does he know his country first of all? Has he any idea of its extent? Does he know the important cities of his country? Is he able to draw a map of his locality and identify places on it? Has he a detailed idea of the topography of his place? Does he know riddles describing the important cities of his country? Can this item of syllabus in its threefold aspect develop a human interest in him with regard to the progress of India in particular? Before learning about other countries and about the world, must not a pupil have a detailed idea of his country in all its aspects? It is a fact with people of the present day to proceed from

the top to the bottom and not from the basement. It is like present day politicians who want to administer the country without having had a grounding in the principles of administration. Unless the pupils have a thorough knowledge of environmental factors that determine the development of their own country they cannot have any interest in the study of the other countries. How can they be expected to have a proper perspective of things taught in connection with the different countries or peoples like that of Germany, Rome, China, Egypt, Mediterranean Lands etc. mentioned in the syllabus in connection with the inventions or discoveries allied to those countries or peoples unless they know where those countries are, how they are geographically disposed to our country, and what historical factors contributed to such events? Do they have the capacity to assimilate the information with interest? It is a matter of doubt whether they can really take in the material presented before them which can be presented in no other way than by the method of pumping by dictation.

Nextly pupils are to go through activities in learning Hindi by listening to radio programmes and gramophone records. They are to know how to use the Telephone and to study the Telegraph form (the teacher should translate it.) They are to learn to write (may be in their own language) telegraph messages in the form and the teacher is expected to teach them why telegraph forms are written in English. Then the pupils should have note books in which they may write everyday for a month or if desired their activities or comments on the day's happenings: By these means they are sought to be trained in the

art of writing letters to friends, parents and superiors, invitations to parties, accepting invitations or refusing them. They are to be trained in manipulating the radio and the gramophone and in learning the importance of polite and pleasant speech. The studies to be gone through under this head are regarding some modern inventions that have changed our ways of living and communications. Pupils have to study the primitive ways of communication compared with modern ways like the Telephone, the Telegraphy and Wireless. They are to know about the development of language, the importance of a common language for India, the need for a world language, the development of writing and the importance of keeping records.

The following points will have to be considered in this connection. Writing letters to friends and other compositional work properly fall into the hands of the so-dubbed first language teachers. They have their composition work anyhow. How can the study of Hindusthani be the key to the study regarding communications, development of language and other inventions like Telephone, Telegraph and Wireless? The activity concerning Hindusthani may be properly left to the exertions of the Hindusthani Teacher. But Hindusthani now has been attempted with an approved craft and hence even that activity might not fall within the scope of every pupil. Why should there be any overlapping at all?

Under the caption 'Excursions' it is suggested that boys should go through activities of the following nature. They have to draw a map of India showing the important air-routes or railways. They are to make a series of drawings showing the means of transportation used in different parts

of the world like the dog-sledge in Alaska, the reindeer in Norway, the Camel Caravan in the desert etc. On an outline map of the world they have to trace the most important ocean routes and air-lines. They have to play the travel bureaux giving important information to prospective travellers to important countries or cities of the world. These activities are calculated to make the boys appreciate man's progress in transportation facilities. They are to know about behaviour in the street, in the bus, at places of visit such as the Library, places of worship, restaurants, post office etc. and safety first and pleasant behaviour in groups. They are to study about the story of transportation and growth of water, land and air-transportation.

Here we find map making occupying the attention of the pupil. But the first form pupil is to draw the most important ocean and air routes of the world. He is to play the travel-bureau! It is generally felt that at this stage the pupil cannot be expected to have the capacity to do so much. It is the romantic stage when human emotions are to be trained. It is doubtful if the working of the routes on the world map can be properly appreciated and assessed by the pupil. All are for excursions as

they are the means of improving the general knowledge of the pupils regarding the country. How can these excursions lead to the map of the world? Excursions form an important item in the syllabus for Citizenship Training wherein the pupils are trained in tracking games, compass games, health practices, road sense, rules of the road, necessary caution, sense-training games, observation games, simple folk-songs, folk dances, groups to signify collection of nature specimens, stamps or other articles, first-aid, message carrying and orderly movement. When going in groups, correct posture and gait. So these items for social activities are already covered in the subject citizenship training and are irrelevant, unless repetition is regarded as the soul of agitation and the syllabus makers are evidently agitated to introduce new things. Excursions are suggested and radios are to be used. But who is to finance all these activities? How many schools can implement them? Or is it felt that it is not necessary that all these activities are to be gone through and it is enough if one of them is carried out? Then the root idea of the introduction of the subject falls to the ground. For it is through activities that correct attitudes towards life are to be created and activities form the very basis for social studies.

To be continued)

Helping Students in the Selection of their Profession

Industrialists, businessmen and teachers in a city in the United States are learning at first-hand about each other's operations and problems in a programme designed to improve the vocational guidance given to students in the schools of the city. These leaders believe that association with each other will help them conserve human resources by aiding them in placing young people in jobs for which they are best suited.

Eradication of Illiteracy among Aborigines

Muntizim-i-Khas Bahadur A. G. Sharma (Indore)

[Paper read at a Symposium held by the XXV All India Educational Conference Aborigines Education Section, held at Hyderabad (Deccan) in December 1950.]

It can be said that Democracy cannot be based on a foundation of widespread ignorance. The diffusion of Literacy in India is an essential condition for a sound system of National and Democratic rule. In all human history, an illiterate population, or peasantry, has not been able to succeed in maintaining Democratic Self-Government, without recurring disorders and sanguinary revolutions. The modern instances are the Countries, in Eastern Europe, in the Mediterranean Basin (Excepting France), and those, in Central and South America.

What history teaches us is the insurmountable difficulty of upholding any system of "Law and Order", however, indigeneous and patriotic, as long as people cannot be addressed by means of printed literature, and have not widened their minds by the study of the History of other lands.

Lord Acton has said "the most certain test, by which we can judge whether a nation is really free, is the amount of security, enjoyed by minorities." The Aborigines in India form a Minority, long neglected hitherto, educationally and economically. As illiteracy and democracy are incompatible, the immensity of India's problem on the education front, is a gigantic task.

The magnitude of this problem is indicated by the fact that, according to reliable estimates, 87% of our people cannot read and write in their own languages.

Compared with the more enlightened folks, there is more illiteracy among the Indian Aborigines, though they have singularly few vices. They are generally honest, and seldom steal from one another, while many of them are renowned for their truthfulness. They possess many of the virile qualities, sadly lacking in towns people. In the field of recreation, the Aborigines are much better off than the ordinary villagers.

The Indian Aborigines cannot even now be continued to be isolated entities, left to themselves, working out their own destiny, in their own way. On the urgent need, to give special attention to their education and general improvement, there can be no doubt. This has close relation to "UNESCO'S" project, on "Fundamental Education."

The Government of Madras have sometime ago appointed a Committee to inquire into the condition of the Aboriginal Tribes in that Province, and to suggest means to give them education etc. A five year plan, for social education and physical uplift of the sixteen lakhs of Aborigines in the Bombay Province, has been submitted for the consideration of the Bombay Government, by the Committee appointed by the Western India Adivasi Workers' Federation. The Government of C. P. and Berar are trying to turn, about three millions of their illiterate Adult population (of whose not a small portion is aboriginal) into enlightened Citizens, within a period of five years.

There are over 50 Lakhs of aborigines in Bihar,
 „ 29 Lakhs C. P. and Berar
 „ 24 „ Assam
 „ 18 „ West Bengal
 „ 52 „ Orissa
 „ 16 „ Bombay
 „ 11 „ Madras
 „ 3 „ U. P.
 „ 1 „ Ajmer-Merwara

and nearly 20,000 Aborigines in Coorg or 11.7% and over, and 11,000 in Andaman and Nicobar Islands or 32.8% of their total population. I could not get the statistics for the States-Unions or States. In the Madhya Bharat Union, there are about 10 lakhs of Adivasis out of the total population of 70 lakhs.

So long as a great mass of our Aboriginal Fellow-Subjects are in the darkness of illiteracy, our country cannot enjoy permanent prosperity and peace. Preparation for living in a jetpropelled and atomic world, cannot be built up, on an illiterate foundation. Effective functioning, as workers, as parents, and as citizens, in free India, demands the quick and efficient command of the communicative arts and skills, and continued learning throughout Adult Life, both for men and women (including our Aborigines Fellow-Subjects).

Any project for ending illiteracy among the Aborigines in India, as early as possible, should, in my opinion, have three major objectives:—

(i) to develop instructional materials, suitable for use in literacy programmes, for different Adivasi, or Aboriginal tribes;

(ii) to prepare qualified teachers; and

(iii) to stimulate participation, (on the part of educational institu-

tions, community organisations,) in a nation-wide attack, on the problem of illiteracy of our Aboriginal Fellow-Subjects.

Every province or State should have a "Pilot" project. The materials, produced should be tested and revised every second year. Co-operation of many persons, in different areas, and in Delhi, is necessary to create a Central staff of the proposed project. Not only the different Governments but the different philanthropic agencies in the country, should come forward to help the "Pilot-Project" with grants, as the Carnegie Co-operation of New York has been doing, in the case of the Education of the Negroes in U. S. A.

In this connection, we should congratulate the Government of India on their securing the services of Shree L. M. Shrikant, a well-known worker of the Bhil Sewa Sangh (MANDAL), Dohad as their special Officer for the Scheduled Castes and Tribes.

Advantage may also be taken, in this connection, of the lessons learnt, from the Army Educational Programme, adopted to the teaching of illiterates, during the last war, and to the development of instructional materials by the Army Department.)

Important and right decisions when called upon can be made by our people (including nearly 25 millions of our Aboriginal Fellow-Subjects,) only when literate; the education of all illiterates (including the mass of our Aborigines) is an imperative necessity, since the Atomic Bomb has set critical limits, on the time, within which our people and Government have to make the right decision.

Lastly, it may be mentioned, that the suggestion, made in this Symposium, is not intended to be an operating project for the purpose of tackling illiteracy (of the Aborigines in our country) directly on a broad scale. But rather, a plan, for demonstration of how such an attack might be made. The outcome of this Project as suggested, is expected to be:—(i) A limited amount of materials for teaching the Aborigines (particularly the Adults) the rudiments of the tools of communication;

(ii) A body of Instructional materials for teachers, and prospective teachers, of the Aborigines (Children and Adults).

(iii) A substantial group of people, who will have to be trained

as teachers of the Aborigines, and Instructors and Supervisors of teachers of the Aborigines.

(iv) Assumption of responsibility, on the part of certain institutions, in various parts of the Indian Union, of higher training and teaching systems, and community organisations to carry forward the programmes of the project, and to apply the lessons learnt, throughout India.

May I close this Symposium, with the hope that just as the human body produces an excess amount of ADRENALIN to meet physical emergencies, the body-politic of the Union of India will produce more social ADRENALIN, to meet the emergencies of problem of illiteracy of the Aborigines in India?

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EDUCATIONAL INDIA

MASULIPATAM, Jan, 1951

The All-India Educational Conference

THE All-India Educational Conference which represents all the important educational organisations in the country had a very successful session at Hyderabad in the last week of December, 1950. The meagre reports of the proceedings that appeared in the newspapers are no indication of the importance of the week done at the conference. They only go to show that the press in the country does not care to evince as much interest in educational matters as in the mere ephemeral events pertaining to party politics. This meagreness of reports is also to a great extent due to the neglect of the publicity-aspect of the work of the conference by those who were responsible for its organisation. They should certainly have devoted more attention to this. They should

not forget that advertisement and propaganda have a certain amount of value.

ONE does not look to a conference like this for any definite lead in educational matters. That is possible only in meetings of smaller bodies. In an assembly of one thousand delegates discussion of any worthwhile character is not possible. It serves more the purpose of a forum for giving expression to a variety of views. It is by the extent to which this purpose has been served that the value of the conference is to be judged. And from this stand point the conference has been an undoubted success.

AMONG those who made use of the platform of the Conference for and pressing views on current educational questions and the philosophies on the basis of which the questions have to be answered there were eminent administrators like Mr. M. K. Vellodi, the chief minister of Hyderabad, publicists and politicians like Mr. B. Ramakrishna Rao the popular Education minister of the state, well known educationists like Dr. Amarnath Jha, the President of the All India Federation of Educational Associations, Dr. Zakir Hussain the Vice-chancellor of Aligarh University and an authority on basic education, and several others. Each of them had much of value to say on some aspect of education or other. Besides the speeches delivered by them, there was an

address by Mr. M. N. Roy and there was also the Report of the National Education Planning Committee appointed in 1947. The address delivered by Mrs. Yamunabai Hirlekar as the President of the Women's Section and by Mr. Rahman Kidwai on Adult Education were of special value.

IT is not possible even to give a brief summary of the points raised by these eminent speakers at the Conference. Dr. Zakir Hussain expressed the view that the great national enterprise of the reconstruction of India's basic and post-basic education depended in a considerable measure on their universities. He did not indulge in a whole-sale condemnation of the Universities of the country for not having undertaken this responsibility in the past but pointed out to some of their achievements in the field of science and research. Mr. B. Ramakrishna Rao spoke in a different view. He was more insistent in pointing out the defects in the existent system of elementary and secondary education and went to the extent of saying that it would not be wise for ministers like him to spend large amounts of money on spreading that kind of education among the masses. What he wanted was a thorough over-hauling of the whole system before steps are taken to extend educational facilities. To Mr. Vellodi the educational problem in Hyderabad is the result of the existence of three regional languages

and the difficulty which it created in settling what the medium of instruction should be especially at the University stage. It is the administrator's dilemma that troubled him. Dr. Amar-nath Jha had however something definite to say in reply to Mr. Vellodi though perhaps he did not mean it as a reply. He was emphatic in stating that it was the birth right of every child to receive its elementary education in its own mother-tongue. Although it was somewhat difficult to say what should be the medium in the secondary and the University stage it was his view that it should be the regional language. He was against the view that simply because Hindi was recognised as the national language in the Constitution of the country it should become the medium of instruction in the secondary or the University stage. What was needed was a compulsory study of Hindi as a second language. He suggested to Mr. Vellodi that there should be in Hyderabad three parallel schools in the three languages and felt that it would be an unnatural imposition on the young to force them to read their subjects through any language other than their mother tongue.

MR. KIDWAI pleaded for co-operation of the various agencies working in the field of adult education and for the full utilisation of the Press, the platform, the radio and the film for the spread of adult education and literacy.

WE may think that the opinions expressed by Mrs. Hirlekar are a little out of date. Her view was that women's education should aim at the cultivation of the modesty, calmness and sweetness of Indian womanhood, that it should have no practical bias and enable them to build and not to upset their lives.

THE Report submitted by the Planning Committee was of a comprehensive character and dealt with all stages of education from the pre-basic to the stage of research. It had also much to say about the medium of instruction.

ALL this goes to show that educationists and publicists in the country are bestowing a great deal of thought on educational questions and are earnest in their attempts to find satisfactory solutions to the numerous problems of a highly complicated character arising out of the large size of the country and the variety of languages, cultures, traditions and ways of life existing in it. There cannot be an universally acceptable solution for all of them. What is needed is freedom to experiment. This is the one lesson to be learnt from the conference.

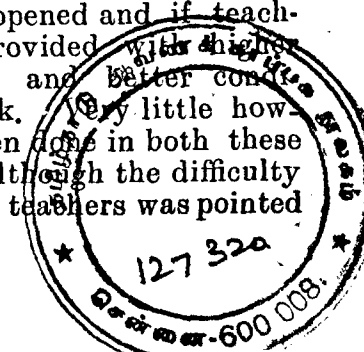
Compulsory Elementary Education

THE Constitution of India has laid down: "The state shall endeavour to provide, within

a period of ten years from the commencement of this Constitution, for free and compulsory education until they complete the age of fourteen years." This is one of the directive principles of state policy. It is the purpose of the Constitution that the endeavour should be made wholeheartedly so that at the end of ten years there would be no uneducated person above the age of fourteen.

THERE is however a tendency among education ministers today not to take this directive principle in a serious spirit. Out of the ten years laid down one year is already over. Ministers are pointing out the difficulties in the way of the principle being put into effect instead of telling the public what they are doing to overcome the difficulties. Difficulties always exist. It is because much was made of them that in the days of the British rule education spread at a very low pace. If ministers in free India harp on the same difficulties it would result in popular frustration with all the consequences it brings about.

THE Madras Minister finds difficulty in securing the necessary number of teachers although he is aware that the difficulty can be overcome if more training schools are opened and if teachers are provided with higher emoluments and better conditions of work. Very little however has been done in both these directions although the difficulty in regard to teachers was pointed



out about a decade ago in the well-known Sargent Committee report. The pity of it is that there is not as yet a ten-year plan for training the required number of teachers drawn up either by the present minister or by his predecessor in office.

THE other difficulty is that of finance. In many of the states the responsibility for elementary education is thrown on rural district boards and municipal councils of towns. But these authorities have no adequate finances. State governments have not been coming forward with liberal grants in aid even though they are aware that without such grants local authorities would never be in a position to discharge their responsibilities. Speaking in Hyderabad Mr. Vellodi stated that as the extension of elementary education would involve a vast expenditure of money, government would not be able to introduce compulsory free education.

IT will not do for administrators to grow so pessimistic. They should adopt a bolder and a more imaginative policy and should vie with one another as to who should first get the credit for having executed the ten-year plan.

Provincialisation of Head masters

YEARS ago there was a move in Madras to provincialise the head masters of schools managed by the District Local

Boards. The argument then used was that the Presidents of District Boards abused their powers in the matter of appointing the head masters, transferring them from one school to another and taking disciplinary action against them. It was therefore thought that the only way by which the whims and fancies and the vagaries of the Presidents could be put an end to was by government taking over into its own hands the control over head-masters and including them within the category of provincial government officers. But the move was abandoned for various reasons. It has now been revived. At the recent conference of the Chamber of District boards a resolution was passed protesting against the move. In spite of this there is a talk that the government is disposed to give a favourable consideration to it. If it does so it will be similar to the provincialisation of the Health Officers, the Engineers and other heads of the departments in the District boards to which effect had already been given. It would certainly mean a reduction in the power of the boards and the question to be considered is whether it would be consistent with the idea of local self-government. Already the powers of local boards in educational matters have been considerably reduced and there will be a further reduction in those powers if head masters are provincialised. Moreover there is no guarantee that provincial

administration today is very much better than administration by district boards. Nepotism, party considerations, political influences and several other undesirable features are found as much in provincial administration as in local administration. There is not much to choose between the two.

THERE is also another point to be considered. There is no special reason why head-masters alone should be provincialised. If the presidents of district boards are whimsical they are whimsical not only in respect of head-masters but also of other teachers in their service. If provincialisation is regarded as a remedy in the case of head-masters it ought to be extended to the other teachers also. Government therefore should not isolate the question of head-masters but look at it as a part of a more comprehensive subject and examine it in greater detail. It may be that there is a case for the provincialisation of the whole of secondary education. In any case it is not proper that any hasty decision should be arrived at on the proposal.

The study of Gandhian Literature

ONE of the specific recommendations made by the Central Advisory Board of Education at its meeting held on the 13th January 1951 was on the subject of Gandhian literature. It urged the Education

Departments of different states to promote the study of work of the Father of the Nation in Schools and Colleges. This is a resolution which deserves to be put into effect without any delay whatever.

THERE are three aspects to the study of Gandhian literature. In the first place every boy and girl should become fully acquainted with the life of Mahatma Gandhi in all its stages. A standard biography has to be prepared in English, Hindi and all other Indian languages. It should be written by the best men of letters of the day, contain extracts from the writings of Mahatmaji and fully illustrated. Different editions of the book so as to suit pupils of different ages should be produced.

IN the second place provision should be made for a more detailed study of his writings. They are now being collected and issued in authoritative editions. Some place has to be found in colleges especially for their study as part of literature.

THE third aspect is a much more important one. It is the aspect of research into the ideas of Mahatma Gandhi. It is now universally recognised that he was one of the greatest men of the Modern Age. There was something characteristically original and inspiring in all that he wrote and spoke on politics, education, economics, the social system and religion. His contri-

bution to modern thought is new as well as profound. Students of history, economics and politics should undertake a systematic investigation into the nature of all his thought and its relation to contemporary philosophy.

IN this connection one may take into consideration the observation made by Dr. Rajendra Prasad while addressing the convocation of the Punjab University, recently that it was an irony of history that while there should be arrangements for the teaching of the philosophy of Kant and

Hegel, of Marxian Socialism and of the works of the Modern Western writers the revolutionary principles of Gandhiji should not be taught in the Universities at all. The number of the universities is on the increase in the country but there has been no attempt at any reorientation of their outlook and of the work to be done in them. It is to be hoped that the Central Advisory Board will take all the practical steps necessary for implementing its resolution on the study of Gandhian literature.

The All-India Educational Conference, Hyderabad—Some Impressions

K. N. Pasupathi (Kurnool)

As event of great educational importance during the Christmas Week last month was the Silver Jubilee Session of the All-India Educational Conference held in Hyderabad, Deccan, under the auspices of the All-India Federation of Educational Associations, Dr. Zakir Hussain, presiding. It was one of the best attended educational conferences, the delegates representing all states of our Indian Union. About 2000 delegates and visitors with hundreds of women educationalists attended it. The spacious Pandal well-equipped with numerous electric lights of different colours and loud-speaker sets in the open space adjoining the palatial, and attractive Osmania Arts College Building, brimmed with activity for four days from the 28th to the 31st December.

Sri B. Ramakrishna Rao, Minister for Education, Hyderabad, in his Welcome address, referred to the problem of the medium of instruction at the University stage and said that the general question whether it was advisable to replace the English medium, still remained to be decided. He spoke on the importance of regional languages and Hindi, the federal language and wondered if the Indian student would be destined to bear the burden of a "trilingual tyranny" for sometime to come.

Dr. Amarnatha Jha, President of the All-India Federation, in every speech he made, made a useful contribution to educational thought on all problems of education. and pleaded strongly for a better treatment of educational workers in the matter of pay and prospects. Dr.

Zakir Hussain's address, conceived in a lofty spirit of idealism, was an inspiring one which defined the true teacher and his noble aims. The teacher's task was to help and serve, understand and shape, and not dictate or, dominate. The learned doctor felt that the teacher's conception of his own work in a free society was the crux of the educational situation in India.

The most attractive and educationally useful side of the Conference was the holding of a large number of sectional conferences on "Primary and Rural Education"; "Research in Training Institutions"; "Education of the Physically handicapped; Aborigines' Education; The reorientation of University Education; Physical Education; secondary education etc. While no delegate could benefit by attending all the sectional conferences as they were held simultaneously, one could choose and attend those he was interested in. The contribution made by the sectional conferences must be regarded as highly valuable as the delegates taking part in them had bestowed deep thought over the problems discussed in the papers they read; and the addresses of the Presidents were highly instructive. One, however, wished that none of the speakers had taken more than ten minutes each to state their thesis. Several erred in reading long papers, however thought-provoking thereby boring the audience who felt inevitably listless at listening to the tedious reading. No sectional conference was given more than about 3 hours and within this time a long programme, in most cases, had to be rushed through. If every speaker had given a succinct synopsis of his paper leaving its full contents for later publication, the aims and

objects of the sectional conferences would have been better realised.

Short reports of sectional conferences were presented at the sittings, of the Plenary sessions and adopted. The Educational Exhibition and stalls of Publishers of books were rather poor shows considering the All-India character of the conference and the vast assemblage of educational workers.

The following resolution was the most important one among those adopted by the conference:—

While appreciating the efforts made by different Governments (States and Union) to improve the salary and service conditions of teachers, this conference notes that such efforts have not materially altered the social status and the economic conditions of teachers and views with concern the unwillingness of youngmen and women to take to the important nation building profession of teaching especially after attainment of freedom. In order therefore to secure and retain in service the right type of teachers, this conference resolves that the scales of salaries paid to teachers in all recognised educational institutions of all grades, whether maintained by the States, or Local Bodies or private Agencies should not be less than those prescribed by the central Pay Commission. It further urges upon all governments (States and Union) to take immediate steps to make further provisions for teachers by way of uniform leave rules, sickness benefits and sufficient provision for old age such as insurance and pension, besides provident fund. Adequate opportunities for further improvement such as study leave, exchange of teachers within the country and between different countries, are also essential for the

THROUGH different STATES

DELHI

COMMONWEALTH UNIVERSITIES

The next annual session of the Commonwealth Universities conference will be held in India in December 1951. There will be two sessions of the conference one in Delhi, and another in Madras.

The last annual session was held in New Zealand in July-August this year.

At a meeting held recently in London, Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University, was elected Chairman and Sir Raymond Priestly, Vice-Chairman, for 1951-52.

The members of the Commonwealth Universities will visit several of the Universities in India and Pakistan during their tour in the winter, next year. Details of the tour programme are arranged by Mr J. F. Foster, Secretary, Commonwealth Universities Bureau, in consultation with Prof. Samuel Mathai, Secretary of the Inter University Board.

Continued from preceding page

advancement of Education in the country.

For the existing private schools and colleges the basis of maintenance grants should be two third of the salaries of the staff, half of the other admissible recurring expenditure, or, the whole of the deficit, which ever is less. In the case of non-recurring items the government should meet 3/4 of the total expenditure.

The government should ask all aided schools to submit annual accounts audited by Registered Accountants)

INTERNATIONAL SEMINAR TO BE HELD AT LAHORE

An international seminar is being organised by the World Federation of United Nations Associations in connection with the seventh session of the Economic Commission for Asia and the Far East (ECAFE). The seminar will be held at Lahore (Pakistan) from February 27 to March 7, 1951 concurrently with the Commission's session.

The object of the seminar is to make more widely known the work of the United Nations and especially of the ECAFE. The lectures at the seminar will be so arranged that those attending the seminar will also be able to attend the meetings of the Commission. Besides the lectures, film programmes will also be arranged at the seminar for showing films relating to the United Nations Organisation and its member countries.

SCHOLARSHIPS FOR TRAINING IN AUSTRALIA

The Australia Government has offered 37 awards in favour of India which are for scholarships or fellowships for degree and diploma courses in the various Universities, Technical Colleges and Schools of Mines in Australia.

The persons wishing to take these courses should be students who have not long left school and who consequently fall within the age group of approximately 17 to 22 years. However, the cases of students outside these age limits will also be considered. The students under scholarships will generally need to spend three or more years in Australia.

Intending candidates should apply to the Secretary to the Government of Bombay in the Education Department, Secretariat, Bombay, before January 15, 1951, in the prescribed

form, which can be had from the same Officer.

IMPERIAL COLLEGE OF TROPICAL AGRICULTURE

Indian students wishing to apply for admission to the Imperial College of Tropical Agriculture, Trinidad, West Indies, or to any other institution in that country are required to forward their applications to the Ministry of Education, Government of India, New Delhi for onward transmission to the Indian Commissioner, Port of Spain, Trinidad. Applications for admission to the College should not be made to the High Commissioner for India in London.

MADRAS

TEN YEAR PLAN

In pursuance of the Article 45 of the Indian Constitution, the Madras Government are considering the question of introducing free and compulsory education throughout the State within ten years. The Government have deferred establishing of their scheme of compulsory education during the last two years owing to financial stringency. However, they are going ahead with their scheme for converting the existing Elementary Schools into Basic Schools. At the present rate of progress, all the Elementary Schools in the State would be functioning as Basic Schools in 15 years.

EDUCATION OF MENTALLY DEFICIENT CHILDREN

The Madras Government, it is understood, have under consideration a proposal for opening a school for mentally deficient children at Poona-malle, as an adjunct to the Deaf and Dumb school there.

It is stated that repairs and additions to the buildings of the Deaf and Dumb school have been required to be carried out for this purpose.

BENGAL

BOARD OF SECONDARY EDUCATION

Arrangements are going ahead for setting up and working of the Board of Secondary Education from this year. The necessary Bye Laws are made ready and elections to the several constituencies are being held.

BOMBAY

PRIMARY EDUCATION

Primary Education in Bombay has, it is reported, reached 75% of the children of the school going age. The steps taken by Bombay in mass education in the last 3 or 4 years is equal to that of the previous quarter of a century. All this could be done because the Government has taken full responsibility for the work.

MORE AGRICULTURAL SCHOOLS

The Government of Bombay have decided to start more Agricultural High Schools in rural and some semi-rural areas. They want to develop a definite attitude in the younger generation for love of land and nature, and also for manual work and animals. This is the result of the work of the Agricultural School Committee's Report.

AN EXPERIMENT IN EDUCATION

A new experiment in offering a plot of land for cultivation of vegetables and green crop to several secondary schools in the State is a commendable extra curricular activity, which is now before the Government. The educative value of this production activity which the school farm will provide for children is self evident. Though the acceptance of the scheme is not compulsory by the schools, it is hoped that several schools will take to it.

UTTAR PRADESH

SHORTER X'MAS HOLIDAYS IN SCHOOLS

The Government of Uttar Pradesh have decided that instead of the long

Christmas vacation, Indian schools should observe holidays for six days in the third week of January each year. In 1951 these holidays may be observed in continuation of the Shankranti day and they should be utilised for organised extra curricular activities such as Social Service, excursions etc., says a press note.

MADHYA PRADESH

UNIVERSITY FOR BERAR URGED

The Governor of Bihar, Mr. M. S. Aney, who hails from Yeotmal in Berar, has stressed the need for a separate University for Berar. Madhya Pradesh has now two universities—the Saugor University for the Hindi-speaking areas and the Nagpur University for Marathi-speaking areas, including Berar.

Speaking at the Shivaji College, Amravati, recently, Mr. Aney asked for the establishment of a separate university "as Nagpur University is finding it difficult to shoulder the responsibilities for providing adequate facilities for higher and specialised education to the evergrowing number of students coming from Berar. In Shivaji Lok Vidyapitha, which President Rajendra Prasad visited recently, Mr. Aney saw the beginnings of something like a University of Vidarbha.

RAJASTHAN

RAJASTHAN EDUCATION COMMITTEE'S REPORT

The committee appointed by the Government of Rajasthan to revise the syllabus of courses from class I to VIII has now completed its work.

The committee has recommended that the basic principles underlying the proposed syllabus should be that the courses of study, instead of being made bookish, be related to real life and environment of the students, and should be such as to serve the needs and requirements of modern life on the one hand and Indian conditions on the other.

The existing burden of book education on the students has also been

recommended to be considerably lightened so as to leave for them greater opportunity and freedom to develop an all round personality.

Practical bias has been given to education by making crafts a compulsory subject in the report and by giving proper place to fine arts, that is, painting and music, which have been made compulsory in classes I to V and optional later. Physical education has also been made compulsory and has been given due place in the school timetable. English and Sanskrit have been kept as optional subjects in the middle sections.

Attempt has been made to make education as cheap as possible by having a smaller number of text-books.

HYDERABAD

ADVISORY BOARD SET UP

The Government of Hyderabad constituted an advisory board for education, with 28 officials and non officials, with a view to associating the public more closely with the administration of the Education Department.

The Education Minister of the state will be the chairman of the board, while the Deputy Director of Public Instruction will be its convener.

Besides the state Government have also constituted six special committees for various branches of education in the state.

MYSORE

OPENING OF HIGH SCHOOLS BY DISTRICT BOARDS

The need to obtain the previous sanction of the Government to open any High School in the State has been emphasised by the Government of Mysore in a Press Note.

"If High Schools are opened in future by the District Boards or Municipalities without the previous sanction of Government, the sponsors of such schools will be made responsible for the payment of full cost thereof, and the Government will neither pay any grant nor permit the District Boards or Municipalities to pay the re-curring and non-recurring expenditure therefor."

PUBLIC OPINION

University not a Lifeless Administrative Body

S. P. Mookerjee' Address at Santiniketan

Addressing the annual convocation of Visva-Bharati on 24th Dec., Dr. Syama Prasad Mookerjee said that Indians had to guard zealously against the possibility of the university turning into a mere machine or a lifeless administrative body, overloaded with laws and bye-laws, forgetting or minimizing the free and invigorating conditions of its existence.

"Let not all energy and attention be devoted to the making of a golden cage, the bird inside it dying of want of free air and light."

Dr. Mookerjee referred to the farsighted wisdom, vision and patriotism of Poet Tagore in founding in India a seat of learning that could be truly called international.

Tagore, he said, was dissatisfied with the system of education in India under the British rule. He started by establishing a school amidst rural surroundings, the main object of which was full and harmonious development of the scholar's body, mind and character, based on radically revised curricula and methods of teaching. Education, according to his plan, must be a matter of joy and not a burden both for the teacher and the pupil.

Faith in Harmony

"He entertained an abiding faith in a spirit of harmony in human culture. There are, no doubt different forms and patterns obtaining in various parts of the civilised world, each country contributing its share. But behind all this, there are signs of uniformity of thought and outlook dealing with the fundamental problems of human advancement. Tagore claimed that the ultimate peace of the world could be discovered not through ugly com-

petitions between one nation and another, not through political and economic strife, not through domination and exploitation, but by emphasizing upon points of common contact and purpose. Art, architecture, philosophy, languages, literature, religion—all could be and should be studied from a comparative stand point so as to discover that great unity in diversity which might ultimately form the basis of lasting international understanding.

"According to Tagore, freedom was the life-breath of education. Lest this right should be curtailed and his institution become a cheap copy-book of some other type whose value and utility he himself doubted, he was at first unwilling to have any connexion with any statutory Indian universities or with the Government. Later, however, both he and Visva-Bharati came into a closer contact with Calcutta University whereby his freedom of action remained and at the same time his institution became entitled to certain academic and administrative advantages. It has been long felt that the period of experimentation is over and Visva-Bharati has amply demonstrated its usefulness as a living institution. Indeed, the greatest memorial to Tagore will be the development of Visva Bharati on the lines that he had foreshadowed during his lifetime. Universities in India were founded under the British rule in accordance with a certain educational policy. Visva-Bharati, however, represents a type of its own. There is no reason why India should not maintain different types of universities located in various sites, each

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Philanthropic Foundations in the United States

Mere than 800 foundations established to promote public welfare, are active in the United States. The privately endowed funds of these foundations generally are used to support organizations, agencies, and individuals engaged in education and research.

Unlike many of the foundations established in the United States and other countries, which were usually relief-giving agencies, American foundations active today aim at helping people help themselves. Most of them were endowed in the early years of the twentieth century to shed light of scientific method upon the problems that beset modern man. They have emphasized discovery of facts, needed for the long-range solution of basic problems, rather than amelioration of an individual's immediate difficulty. They have stressed extension of educational opportunities to give man the necessary tools for control of himself and his environment.

Carnegie's Philosophy

The pattern for these foundation programmes was set to a large extent by Andrew Carnegie, nineteenth-century American iron and steel magnate, who said:

"The best means of benefiting the community is to place within its reach the ladders upon which the aspiring can rise."

Carnegie's philosophy in philanthropy was not altogether new, but because of his importance as a public figure it gained notice and acceptance.

Contribution to Education

The largest of the foundations, the Carnegie Corporation of New

York, established in 1911, has made an outstanding contribution to American public education through its grants for public library buildings. During its first six years, 2,509 public-library buildings in the United States, the British dominions and colonies, and 127 academic libraries were erected. Public libraries are used by all citizens in the United States, without charge, both for research and for recreational reading.

In its early years the Carnegie Corporation also spent a large part of its income for research institutions, buildings, and endowments for colleges and universities, development of university medical schools, development of college libraries through the purchase of books, and support of schools of library science.

The bulk of the corporation's current expenditures is concentrated on methods of building an informed public opinion on international affairs. Grants have been made to the Foreign Policy Association. A private organization engaged in conducting lectures and in publishing articles which provide an objective analysis of international questions, and to other groups with similarly non-partisan programmes. The corporation has donated 740,000 dollars to the Russian Research Centre at Harvard University. The centre, offering opportunities for study and research on special projects, is considering the cultural, economic, and political aspects of past and present Russia. It will make its studies available to Government, industry, and education. The corporation has also spent more than 20,000,000 dollars

since World War II to enable teachers and students in 15 universities to make extensive study of other countries and for fellowships and travel grants to other countries.

The Carnegie Corporation has been interested in promoting the study of social sciences during the past 12 years. The result of one such project was publication of the two-volume work "An American Dilemma, the Negro Problem and Modern Democracy" by the Swedish economist Dr. Gunnar Myrdal. The book, widely hailed by American journals of learned societies and by newspaper and magazine critics, is now a standard text in most colleges and universities.

The corporation expenditures in Australia, New Zealand, South Africa, Canada and the British West Indies have aided education and social research and have given individuals an opportunity to travel and study outside their own countries.

The Rockefeller Foundation, established in 1913, has been highly praised for its achievements in public health and medicine. Millions of dollars were spent during the early decades of this century in developing American medical schools and in supporting the study of disease. According to Edwin R. Embree, past vice president of the Rockefeller Foundation, the leading position of American medical education in the world today is due to the concentration of Rockefeller Foundation funds in improvement of medical sciences.

The Rockefeller Foundation's international Health Division has engaged in demonstrations to show that many of the world's most deadly and contagious diseases can be eliminated. Particularly outstanding have been its attacks upon

hookworm, yellow fever, and malaria. Scientists have shown that twentieth century man had the knowledge and power to curb, or, in the case of yellow fever, virtually to eliminate these plagues. The most recent programmes of malaria control, which were attempts to eradicate the malaria-carrying mosquito, have been carried on in Sardinia, Corsica, China, Brazil and Egypt.

The Rockefeller Foundation also contributed several million dollars to assist the development of the University of Chicago, which is today one of America's leading universities.

In recent years the foundation has disbursed funds for a still broader variety of projects. It has worked with the Government of Mexico to improve the volume and quality of staple food crops in Mexico and to build up a team of agricultural specialists to carry on the programme. The project has attracted many agriculturists from Colombia and the Central American countries, some of whom are receiving their training under fellowships granted by the Rockefeller Foundation. Since 1931 the foundation has supported research in the processes of reproduction. Its appropriations for this purpose to date are 1,445,000 dollars. The investigation, which ranges over the whole field of biological sciences, has yielded important results. One of the most far-reaching developments is probably the discovery of hormones and analysis of their regulatory functions.

The Foundation has also appropriated funds to the University of Iceland to aid that institution in building and equipping an Institute of Experimental Pathology. The institute, part of the university's medical school, will conduct research-

in animal and plant pathology as well as in human diseases.

The history of American foundations shows that discovery has been the keynote of their programmes. They have sought out educational deficiencies, social tensions, and unsolved problems in many areas and applied their unfettered funds to remedying the difficulty. Health, social welfare, and education and research in the physical sciences have been their main fields of interest.

Today many foundations have begun to divert their funds to other fields — international relations, the social sciences, and the study of man himself. The Ford Foundation announced, for example, that it will by-pass the fields of public health, medicine, and the natural sciences to concentrate on "two great and related needs" These are, the foundation said, "establishment of a lasting peace and achievement of democratic strength, stability, and vitality".

F. Emerson Andrews, a staff member of the Russell Sage Foundation and a long time student of foundation policies, has stated that, "if foundations can maintain liberty of inquiry and action, which is their special genius, they may be expected to help push forward today's most important frontier—the study of man himself and his relationships."

—USIS

While the claims of the masses for educational facilities can no longer be ignored, the State and private benefactors must keep fully alive special institutions like Visva-Bharati which have a great mission to perform in building up a free India.

S. P. Mookerji's Address

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fulfilling its purpose and serving the cause of progress. While coordination of the activities of Indian universities is desirable, there should be no attempt to mould all on a similar pattern or to ignore the claims of special institutions. For this reason Visva-Bharati has approached the Government of India requesting it to give it due statutory recognition. The Radhakrishnan Commission has ably supported this proposal. We have every hope that very soon the all-India status of Visva-Bharati will be recognized and sufficient funds will be placed at its disposal."

Crisis in Education

"Indian education today is passing through a crisis. Changes of a fundamental character have been made from time to time, though a thorough overhaul has yet to be made. Education wisely planned and rightly executed will ultimately be the principal factor on which the future peace, progress and happiness of Indians will rest. Primary, Secondary and University education—all States demand a balanced attention from the State and the public. Expansion and not curtailment must be our motto, preservation of quality must be our constant aim. Cultural and scientific technical, and agricultural, all represent various aspects of educational development, none of which the nation can afford to neglect. Education is one sphere of activity on which the State can never be accused of over-spending. If our planning is sound and administration correct, the more we spend, the more solid will be the results leading to national prosperity and solidarity.

Book-Reviews

WILLINGLY TO SCHOOL—Published by South Indian Teachers' Union, Madras—Pages 20—Price 8 annas.

It was a happy idea of the South Indian Teacher's Union to have published in book form the four talks broadcast by the A.I.R. Madras in the series, *Willingly to school*. Those who did not have the opportunity of listening to those informative talks at the time of their broadcast will now be able to peruse them leisurely in their closet.

In the first talk on "Examinations" Mr. Avinashilingam has laid great stress on the Cumulative Record Card system which is in vogue in the United States of America. The Record Card will enable us to size up the achievement of the student better than the examination of today which has come to be more or less a game of chance.

In the second talk on *Languages* given by Sir M. Ruthnaswami, the well-worn arguments for the study of the Mother Tongue or Regional Language, the National Language of Hindi, the International Language of English and the Cultural Language of Sanskrit have been set forth. But we feel that the children taking part in the conversation are monstrosities. They have too old heads on their very young shoulders.

Mr. Natarajan, has in the third talk on Teaching made a masterly survey of the cardinal points that should engage the attention of the teacher in his day-to-day work.

Mr. Natarajan exhorts his fellow-teachers to this national

service of the highest order in a spirit of dedication. The fourth talk is by Mr. V. N. Sharma, on the subject of Environment. To ensure the best results we must provide, Mr. Sharma says, for the child the best environment.

Then it will be possible for India to awake into that heaven of freedom where the mind is without fear and the head held high.

We wish that institutions all over the province would order a sufficient number of copies of this small booklet and distribute them to the teachers employed in them. At the same time we must suggest that the typographical imperfections which we find in a few places might be eliminated in subsequent reprints of the pamphlet. —V. M.

THE STORY OF CHINA and THE STORY OF MING—by P. N. Appuswami—Published by the Oxford University Press—Each 29 pages, Price each 12 annas.

A book meant to be placed in the hands of our children must be a thing of beauty and a joy for ever. As regards its outward appearance it must be elegantly printed and copiously illustrated. As regards content it must be in the form of a story which will keep children from play. These desiderata are amply fulfilled in the two brochures before us.

The superb printing, the splendid illustrations and the excellent get-up of the pamphlets should make them universal favourites with the children of Tamil Nadu. The translation is excellently done, as might indeed be expected of a writer of such merit and distinction as Mr. P. N. Appuswami who has already secured for himself a lofty niche in the Temple of Fame

The publishers are to be warmly congratulated on their splendid achievement. By publishing these books they have placed the children of Tamil Nadu under a deep debt of gratitude. —V. M.

JINGA THE PONY— of the Series 'Vikram and His Friends' By Miss Shirin Mistri — Oxford University Press—Price 4 as.

Jinga the Pony is a neat little pocket size story book in English for Indian children. The theme, the treatment, the language, the size, the get-up, the nice coloured illustrations and lastly the price—all are admirably well calculated to attract and interest the boys and girls of our secondary schools.

Such books will be quite suitable for providing practice for the students in reading on their own account and if school libraries are stocked with sets of 30 or 40 copies of each, library work under the guidance of the teacher, in the classroom, will be very much facilitated and the comprehension of the students can also be easily tested. —M. S.

PRELIMINARY HISTORY OF ENGLAND by M. K. Elliott, M.A. and M. S. Teacher, B. A., published by the University Tutorial Press, Ltd., London. Pages 310. Price Rs. 3-12-0.

The book serves a very useful purpose in giving an introductory course to prominent historical events with a back ground of social life and constitutional developments of the different periods. Maps and illustrations included therein have contributed much to the educational value of the book. We commend the book for adoption as a text book in Secondary Schools. —C. B.

PHYSICAL TRAINING (Vajranga Vidya) By Dr. K. G. Vaze, published by Atchutananda Vyayam Sala, Poona Rs 3-0-0.

This book goes a long way towards helping boys and girls to develop a healthy body and a sound mind. The calisthenic exercises are simple and in harmonious progression and suitable for the development of body and mind of the child.

The novel feature of this book is the introduction of simple exercises under Mallakhamb and Ma'la-yudda preparing the body and mind to face the problems of life bravely. —P. M.

TEACHING, December 1950—Published by the Oxford University Press, Bombay—36 pages—Price 12 annas.

The issue of this high class journal for December 1950 canvasses the very important subject of the education of the physically, mentally and socially handicapped children.

Three of the articles in this issue make a general survey of the problem and the other two are devoted to the discussion of particular aspects, the education of the blind and the education of the deaf. This issue is a valuable contribution to the study of the education of the handicapped and should serve to focus the special attention of the educationists on the gravity and urgency of the problem. —V. M.

SARVODAY—Edited by Sri Vinobha and published by Sri Ballabswami from Wardha, C. P. Annual Rs. 8/-.

This is a well got-up monthly journal in simple Hindi understandable even to a beginner. It deals with all valuable subjects such as political, social and religious and should be read by all, especially students. —N. G. V.

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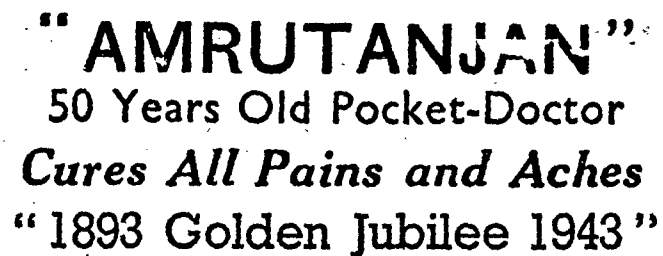
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