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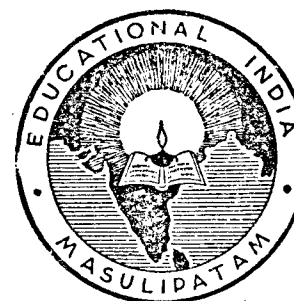
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# EDUCATIONAL INDIA

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## FUNDAMENTAL EDUCATION

CONRAD G. OPPER

Director of UNESCO'S Fundamental Education Pilot Project.

[On the occasion of the fifth anniversary of UNESCO-United Nations Educational, Scientific and Cultural Organisation, the Director-General, Jaime Torres Bodet, announced an ambitious 12 year plan for fundamental education. This twenty million dollar project aims at the establishment of a world network of Fundamental Education training centres as bases for a global drive against illiteracy and low standards of life.]

The concept of "fundamental education" - sometimes called basic or social education - has enormous implications for the future of mankind. In this article Conrad G. Oppen discusses the needs, purposes and methods of fundamental education, based on his rich field experience as Director of Education in Mauritius and now as Director of Unesco's Fundamental Education Pilot Project, Haiti.]

FUNDAMENTAL education, which means a mass attack on poverty, disease and ignorance is one of the most empirical of activities. Like the making of tribal lays, there are nine and sixty ways and every single one of them is right—or can be. And as the United Nations programme of Technical Assistance for Under-Developed Areas gets into its stride we shall hear more about plans for what is variously called mass, basic, social or fundamental education.

It is a melancholy thought that three-fourths of the world's people are under-housed, under-clothed, under-fed and illiterate. Or, as Sir John Boyd Orr has said, a state of partial famine is affecting nearly half the population of the world. The problem confronts us in its massive simplicity. No sociological survey is necessary to perceive naked bodies bleated by intestinal worms, crippled by yaws, or stunted by malnutrition. If we take a plane ticket to almost any country lying within the tropical belt (and to a great many others besides), and then get off the boulevards into the countryside, we

shall soon come face to face with the world's under-privileged areas. Within the next year or so we are likely to see a big expansion of efforts first to expose the problems to be faced and then to work out plans for bringing new life into these sick regions.

Areas are under-developed because they present problems which have so far defied solution with the locally available resources. While there may be a great number of different approaches, there are definitely no short-cuts. The effects of diseases which have stricken a region for generations, habits of sloth springing from physical debility, superstition penetrating to the very roots of society, cannot be cleared away in a month or a year, no matter how determined and vigorous the attack. Because fundamental education is by definition a thing of organic growth, its impact is not readily demonstrable. To the newspaper reporter or the film news-man out for a story of big adventure, enterprises to make the deserts flower overnight, the whole business may seem quite inadequate in scope and in the sense of urgency that

animates it. The approach should surely illustrate rather the blitzkrieg of overwhelming force than the war of attrition or the guerilla campaign planned in terms of a five or ten year's strategy.

Fundamental education, must aim at changing lives from within. It must not impose on a community large social and economic development scheme but lead the people patiently and unobtrusively to work for their own improvement, using as far as possible their own social institutions and their own leadership. For people fighting a losing battle against ignorance, disease and poverty, there is no dramatic action that can turn defeat into victory at a single blow. Resource surveys, mobile film units, bull-dozers and teams of imported technicians all the paraphernalia of large-scale development schemes have their place, but if the people themselves are not active partners, everything will wither away as soon as the alien resources are withdrawn.

While there is no magic formula and no stereotyped plan for the establishment of a fundamental education scheme, a knowledge of the people themselves is essential to succeed. It is not enough to have lived amongst them, to like them, to speak their language; this may ensure sympathy but not necessarily understanding. It is therefore usual to start with a survey by a trained anthropologist. This provides the educators with an intimate knowledge of the indigenous culture and of any special local problems. It permits comparisons between conditions before the educational programme and those that might come into existence several years later. The anthropologist's special competence is derived from the fact

that he is trained to look at a total culture from the point of view of the inter-relations of its various aspects and that he thinks not in terms of a single culture but of the different patterns of social life that exist throughout the world. He looks for the sources of social behaviour and ways of thought, he tracks down forces that make for cohesion or disintegration. His experience enables him to indicate the strength and weaknesses of a given situation and what elements in the existing social organization can be made use of. Fundamental education must move forward in the stream of the people's culture. The anthropologist shows where this current flows strongest.

Working with existing social and administrative organizations means very different things in different areas. In many parts of Africa where a tribal organization still exists fundamental education may aim at reinforcing the leadership of progressive chiefs and at trying to penetrate the whole structure of local authority and the culture in which it is rooted. In this case fundamental education campaign may find a coherent if rigid framework in which to work, but at the same time powerful forces of conservation and prejudice to overcome. Elsewhere there may be no such tribal authorities but in their place a system of representative government and a developing sense of social service and community organization which reveals itself in cooperatives, Women's Institutes, all Clubs (Head, Heart, Hand, Health) and the like. Here the ground is already prepared for the fundamental education project. Other sets of circumstances are found in the mission field, the industrial area, the plantation, each with its separate organization. Other

problems exist in areas where tribal authority has weakened or broken down and nothing with roots in the people's own culture has grown up in its place.

The usual and most successful approach to fundamental education is through the team. Sometimes the leader chooses his own team, sometimes its members are appointed by the various agencies collaborating in the Project. These may be missionary societies pooling their resources in a common effort of Government departments each providing a technician as a member of a Community Development team, or as in the case of the UNESCO Pilot Project in Haiti, Specialized Agencies of the United Nations working with the local government.

The leader would probably hope to be able to assemble a team consisting of an educationist, an agronomist, a doctor, a woman social worker, and an expert in small industries. These would be his mainstays, each responsible for a wide field of human activities, pushing out his enterprises in every possible direction, impinging on but not overlapping the work of fellow-workers. The whole plan would gradually take shape in the field.

A literacy programme must be the foundation of the team's operations. Literacy awakens the mind, provides incentive for further effort and makes it possible to impart knowledge about the team's objectives. The adult class also becomes the forum for discussion, an important development in ensuring that plans are prepared not for the people but with the people. The literate has to be kept fed with reading matter or his new skills are soon forgotten and the provi-

sion of simple booklets, a monthly journal and occasional leaflets on special subjects, is one of the team's most important tasks. Since illiterates must be taught through the medium of their mother tongue, the production of reading material may well involve orthographical experiment and research into local folklore and legend. The members of the team will provide much of the raw material for book production and a competent local translator will be essential. From the primary schools will spring youth organizations, from the adult or literacy schools will germinate cooperatives and perhaps some cultural or recreational clubs.

The agronomist must take care of the soil, what grows on it and the domestic animals it supports. He must make plans for soil conservation, reforestation, irrigation, the improvement of farming methods and animal husbandry. He works by demonstration rather than by homily. Peasants are the same the world over, cautious, wedded to custom and suspicious of innovation; but a healthy crop growing on a terraced hill-side or a two and a half ounce egg speak louder than words.

The doctor's most important task is health education, a programme of village sanitation with attention to such public health undertakings as cleaner markets, improved water supplies, and anti-mosquito campaigns. The provision of medical attention at the Project's dispensary should not be a first call on his time. Yet at the beginning he may find the treatment of disease too exigent to leave him much time for preventive work. This is a phase that passes and one which has a high propaganda value for the project as a whole. Modern treatments of some

tropical diseases are quite dramatic in their effects and this medical magic provides a favourable background for the team's other activities.

Work amongst women is highly important as it reaches out to the whole family, although often much neglected owing to the special difficulties it presents. A nurse with training in public health and domestic science is a godsend. An entry to the peasant home is made most easily through the kitchen. Sewing classes and talks on baby care at the dispensary get at the younger women and influence the newer families. The older women are a problem but as they usually have much influence in family councils, their good-will is well worth seeking.

Under-employment is a serious problem in rural areas in the tropics. Often the cultivator is obliged by climatic reasons to remain idle for more than one third of the total working days of the year. With so much time going to waste there is much scope for secondary occupations. The team must seek ways of

using local materials in cottage industries to bring some relief to the universal poverty of these areas. The development of local crafts to make life a little richer and perhaps more colourful.

There is certainly no blue-print for fundamental education. Everything will depend on the team resources available, the human resources of the people and the way in which these two forces are brought together. Patience, sincerity, a strong sense of missionary spirit and an occasional lucky break can work miracles in places where nothing short of miracles will do.

The world will also have to be a little patient. Many world problems call for drastic and urgent solutions and there is sometimes suspicion of enterprises that seem to lack this sense of urgency. We are often reminded that the imperial age of too little too late has passed. But fundamental education is not just bulldozers, penicillin and cinema vans: it is bringing new life to a people. And in the so sombre days mending a life is a far tougher job than ending it.

### Script for Sindhi Language

The Government of India have received representations made by certain Sindhi scholars and educationists against the adoption of the Devnagri script for the Sindhi language. After fully considering the question in all its aspects, they have decided that the use of both the Arabic and the Devnagri scripts should be allowed for the Sindhi language leaving it to the parents or guardians of students to choose either, subject to the condition, that arrangements will be made for the teaching in that script, provided the requisite number of students, as envisaged in the resolution of the Central Advisory Board of Education passed in 1949 i. e., at least 40 in the school or 10 in each class, desire to study through that script.

All the State Governments have been requested that necessary steps may be taken to implement this decision so far as the education of Sindhi students in schools is concerned.

## The Role of the University In Contemporary Society

S. R. DONGERKERY,

*Registrar, University of Bombay.*

THE title of the subject implies that the universities have a role to play in contemporary society. The problem they are faced with is how to discharge their responsibility to the society of today which presents a picture of scientific and technological progress wherein the culture of centuries appears to recede into the background. Are they to go on, as they have done in recent years, advancing the knowledge of science and technology at the expense of cultural studies, or should they attempt to restore the balance between the two contending forces by a reorientation of studies and methods of work?

No one would, for a moment, think of the universities abandoning their function of transmitting culture, on which Gasset has laid great emphasis in his *Mission of the University*. The consequence of their adopting such a course would intensify the crisis to which Sir Walter Moberly has called attention in his thought-provoking book. There can also be no question of putting an end to the study of science and technology. Technological progress has improved the conditions of living for the human race, if we regard the achievement of material comfort as the chief aim of human endeavour, but the moral and spiritual side of man is of equal, if not greater, importance, and it is necessary to see what effect this scientific and technological age has

had on the development of the finer qualities of the human being which raise him far above the rest of animal creation. The love and appreciation of beauty and art, the conception of high ideals of duty and love and the cultivation of the finer emotions and graces of life, which it is the aim of all great literature and art to foster, are very important for the full development of the human personality.

The devotion of too much attention to restricted fields of study, whether in the domain of science or in that of art, is apt to create a wrong sense of values by giving a narrow and distorted view of life and knowledge. Specialization, which is the keynote of scientific and technological progress, demands a heavy price. It leaves the student and the research worker neither the time nor the inclination to attend to those things which would not only help him to acquire the finer graces of life but enable him to see life steady and see it whole.

If what has been said so far is accepted as the correct view to take of the one-sided nature of a specialized education, it will not be denied that the courses of study in many of our universities need to be widened, so that the student of science and technology has an opportunity to learn not only something of the allied fundamental sciences but also of literature, history and art. It is only thus that he can be trained to become a worthy citizen with wide interests, and to develop all his

\* Report of the speech made at the International Universities Conference at Nice.

faculties uniformly. In the same way, it would be necessary to acquaint the student of languages, literature or history with the progress of science and technology, so that when he goes out into the world he is aware of the contributions which they have made to the material progress of society.

What is required, therefore, is balanced courses of study in the universities which will prevent their students from developing one-track minds. In other words, they must provide courses of general education which will prepare their students to take their place in life as responsible human beings and citizens, and not merely to acquire competence in some occupation or other. The aim of a good general education is to form character and produce a rounded personality, with many interests, as contrasted with experts in a single subject whose value to society as cultured citizens may be almost insignificant.

The direction which university education has taken has been from culture to science and from science to technology, with the result that research in science and technology is today attracting many of the best intellects. There is nothing wrong in this, provided that the cultural side is not neglected in their training. If it is, we must be prepared to see the universities turn out students who will only be brilliant failures.

It appears that the best result can be achieved by prolonging the

period of general education, and permitting specialization only at a later stage. It is not specialisation by itself that is at fault, but specialization when the mind is immature and in the absence of a broad preliminary training. Apart from making the courses of study as wide as possible in the pre-specialization stage, it is essential that the universities should arrange for greater contacts between students taking the humanities and those taking science or technology. All this is possible only if the universities lay equal emphasis on their threefold function of serving society as the repositories and transmitters of knowledge and culture, the instruments of scientific progress and the nurseries of leaders of thought and action. If the achievements of science and technology, to which the universities have contributed a great deal, are not to be allowed to become the handmaids of destructive activities it is necessary that those who control the policies of governments should develop a broad, humanistic outlook, a respect for culture and all that it connotes and a sympathetic understanding of the ways of life of others. By readjusting their courses of study the universities can make this possible. It is not indispensable for them to concentrate on classical studies or introduce an element of religion or courses in ethics. The study of the civilization and culture of people in different parts of the world, of their social background, their institutions, their history, their language and literature would serve the purpose equally well.

DR. P. BASU, Director of Archives, Government of India and Secretary, Indian Historical Records Commission has been unanimously elected by the Constituent Assembly of the International Council on Archives as a member of its Executive Board. He will serve on the Executive Board in his individual capacity.

## UNO is the only Hope for Lasting Peace \*

Prof. S. HANUMANTHA RAO, M. A.

I AM grateful to the Chairman of this section (Internationalism, peace and Geo-Politics), for putting down my name as one of the speakers in this section. No doubt, we are meeting here at a time, when "the present political set up and the International situation particularly in the East are causing great concern to the lovers of peace and harmony." We, teachers realise the importance of the part that education can play in the creation of a better understanding of the one world in which we live today. India never stood for national and cultural isolation. Loyalty to humanity and the promotion of peace and good-will among men has always been its ideal. Today in the present critical international situation, our country is playing a very significant part in trying to reconcile the tensions and conflicts, that are now disturbing the equilibrium of the world. On the 7th of July 1950, our Prime Minister said that India's primary consideration was to serve the cause of peace and that its basic foreign policy was one of non-alignment with any group of nations against another group. During the last six months India has been making mighty efforts to limit the area of conflict and trying to end it. On the 13th of July, our ambassador in Russia, Dr. Radha-Krishnan transmitted a personal message from our Prime Minister to Stalin, appealing Stalin to use his high authority and influence for achieving the common goal, viz. a peaceful settlement—upon which the well being of humanity depends. European and American thinkers

and educationists are realising the importance of the Middle path that India has chosen to follow at this time of world crisis and let us hope, that we will be able to fulfil their forecast, that Asia, the ancient cradle of civilisation may well be the modern cradle of world peace."

I do not propose to give you a history of the evolution of the Charter of the United Nations or its specialised agencies like the UNESCO. True, the political organisation of the League of Nations failed as it was based upon the idea, that high politics is the business of diplomats and not the peoples. The non-political work of the League of Nations organs was the most enduring. The League's Committee on Intellectual Cooperation worked for what was described as Moral Disarmament—the creation of an atmosphere favourable to mutual understanding between the nations of the world. From its inception, India's representatives played an important part in creating an international mind, an international will and purpose, based on the conviction that "the world is one family and its brotherhood of the future should be based on one heart and mind and not on chains and fear." Most eminent world educationists like Einstein, Millikan, Bergson, Gilbert Murray and Dr. Radhakrishnan made an invaluable contribution to the development of a world mind. In 1932 the League political organisation began to show symptoms of decline and yet the Committee on Intellectual Cooperation did not give up all hope but made a fervent appeal for world unity, world culture and world citizenship. This task is now being performed by the

\* Paper submitted to Section on Internationalism & Peace—All-India Educational Conference, Hyderabad, 30th Dec. 51.

UNESCO, which corresponds to the League's Committee on Intellectual Cooperation, better integrated structurally with the U. N. O. than the League was with the Committee.

The General Assembly as the supreme supervisory organ of the United Nations has a positive obligation, under Article 13, to initiate studies and make recommendations for the purpose of promoting international cooperation in the political field and encouraging the progressive development of International Law and its codification. On the 17th of November 1947 the General Assembly passed a resolution, on the teaching in the schools of member states of the purposes and principles, the structure and activities of the United Nations. To promote public interest in the subject of International Law, the Assembly recommended the Member States to extend the teaching of International Law in their Universities and higher educational institutions.

The UNESCO was set up in 1946. The preamble to its constitution declares that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed, that ignorance of each other's way and lives has been a common cause throughout the history of mankind of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war, that the wide diffusion of culture and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and that peace must be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind."

The work of the UNESCO is of special significance to us in India,

at this juncture, when we are engaged in imparting a nation-wide education in the principles of a New society which we are pledged to create according to the aims laid down in the preamble of our new constitution. More than twenty years ago, the League organisations made several attempts to revise School and College Textbooks in history, in order to promote mutual understanding and prevent international hatred. Similar attempts have also been made in our country, to revise Indian history Text-books, emphasising our sense of Oneness, mutual Cooperation and mutual help. Every teacher engaged in the teaching of Indian history in our schools and Colleges, will find very useful guidance, in the UNESCO publications on the subject. In April 1949, a Committee was appointed to examine textbooks, having as their aim the promotion of national solidarity, international understanding and the consciousness of world citizenship, the inculcation of equal respect for all religions among pupils belonging to different Communities, races, religions or groups and the non-inculcation by word or implication of the belief that lands, peoples and customs other than one's own are necessarily inferior or unworthy of understanding and sympathy. The subject was further discussed at the UNESCO Conference (in October 1950) held at Paris and it was decided that teachers should not be slaves of textbooks and that three principles should be observed for the improvement of textbooks (1) They should be international (2) Each country should examine the books of another and remove offending passages (3) Each Country should make a complete and constructive study of its neighbour's history.

In one of the recent pamphlets, detailing the programme of the UNESCO, it is stated that the participation in its mission of a variety of cultures is an essential condition of UNESCO'S effectiveness. In the third General Conference of the UNESCO, Professor Humayun Kabir stressed the importance of cultural Cooperation between India and China and the Countries of South Asia and the Far East. There was a time, when there was a living cultural contact between India and the other parts of Asia. An Asian Renaissance will promote the building of a bridge between the East and the West based on a genuine humanism for the mutual advantage of the Western and Eastern world and the good of all humanity.

One of the greatest achievements of U. N. O. is the proclamation of the Universal Declaration of Human Rights by the General Assembly of the United Nations on 10th December 1948. The Secretary General of the United Nations emphasised the significance of the Declaration as the first attempt in history to write a "Bill of Rights" for the whole world. It embodies in the words of its preamble,— "a common standard of achievement for all peoples and all nations. to the end that every individual and every organ of society, keeping the declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international to secure their universal and effective recognition and observance."

Article 26 of the Declaration States that every one has the right to Education and that Education shall be directed to the full develop-

ment of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace. Closely connected with the right of Education is the right to participate in the Cultural life of the community mentioned in Article 27. Every one has the right freely to participate in the cultural life of the community and to share in scientific advancements and its benefits.

The world Health organisation and its activities, in cooperation with the UNESCO deserve our careful study. The W. H. O. aims at enabling men to live harmoniously in a changing total environment and at fostering activities in the field of mental health: especially those affecting the harmony of human relations. The Tensions project developed jointly by the W. H. O. and UNESCO deserves adaptation to solve our internal tensions. Experts in the field of Sociology, Psychology, Psychiatry, Economics and Philosophy are asked to explore the conditions which must be created if attitudes leading to disintegration are to be replaced by those leading to integration among our people. If peace were to be maintained, social injustice must be eliminated. These tensions may exist between groups of people in a state or between states. Part III of our constitution dealing with fundamentals is intended to eliminate our internal tensions. Fear, contempt, distrust, aggressiveness are attitudes of which the ultimate explanation is a lack of social equilibrium and any national peace policy must be based on patient and objective study

of the states of tension all too often productive of armed conflicts.

The Osmania University, during the last three years, has been able to implement some of the recommendations made by the U. N. O. and the UNESCO.

1. The subject of International Law has been included in the post-graduate courses.

2. The subject of World History has been introduced in the Intermediate and B.A. Courses.

3. The subject of Asiatic history has been introduced as one of the alternatives in the post-graduate courses and the library enriched by additions of books on Asiatic (including Indian) culture.

4. A United Nations Library and Reading Room, with visual aids to illustrate the work done by the U. N. O. and its allied organisations was opened.

5. One of the most valuable collections of books, belonging to the Late Nawab Salar Jung, was acquired by the University.

The duty of making schemes of peace take deep and permanent roots

in the hearts of young men and women is laid on us, teachers in Colleges and Schools. Addressing the 12th International Conference on Public Education at Geneva, in July 1949, the Director General said, "We have a supreme duty to help as teachers to organise a society in which every man will be able to shake hands, in brotherly trust and friendship with his kinsman in Europe or Asia, with the blackman from Africa and the red man from America. What we need in education, are teachers who are men first and foremost and not mere storehouses of educational formulae."

In the discharge of this duty, we have the guidance of a supreme exemplar, one who achieved success by giving love for hatred, good for evil and unimaginable patience and forbearance for wickedness and insolence. A study of the life and teachings of Mahatma Gandhi at every stage of school and University education will enable every student to think of the pattern of values that ought to prevail—if humanity is to survive the catastrophe that is impending.

## ANNOUNCEMENT

### Jubilee Celebrations in Australia

As part of their Jubilee Celebrations this year, the Commonwealth of Australia are organising competitions in various literary and artistic fields, and Indian artists have been invited to participate. Prizes ranging from £100 to £1,000 are offered for the best entries in fiction, short story and poetry. There will also be stage and radio play and radio feature competitions for which various prizes up to £500 will be awarded. A prize of £1,000 will be awarded for the best musical symphony. The closing date for the radio play and feature competition will be March 30, 1951; for the symphony June 15, 1951 and for the fiction and poetry competitions September 28, 1951. Manuscripts may be sent direct to the Head Office of the Australian Broadcasting Commission, 264 Pitt Street, Sydney.

## SCIENTIFIC RESEARCH IN INDIA

Dr. S. S. Bhatnagar, F. R. S. and Dr. S. D. Mahant

THE birth of Indian Republic will always be associated with a record of notable progress in the field of scientific research. The year 1950 was a year of destiny for scientific research in India much the same as it denotes a turning point in India's political status. It marked the completion of first decade of organised scientific research in India as well as the inauguration of a new era wherein expanded facilities for research are becoming available in the shape of eleven national laboratories which the Council of Scientific and Industrial Research has been fostering.

Conceived as a measure for post-war development, the original scheme contemplated the establishment of five laboratories dealing with different subjects in different parts of India. The plans were revised and extended as a result of the recommendations of the Industrial Research Planning Committee to include the following eleven research institutes:

1. National Chemical Laboratory, Poona.
2. National Physical Laboratory, New Delhi.
3. Fuel Research Institute, Digwadih.
4. Central Glass & Ceramics Research Institute, Calcutta.
5. National Metallurgical Laboratory, Jamshedpur.
6. Central Food Technological Research Institute, Mysore.
7. Central Drug Research Institute, Lucknow.
8. Central Leather Research Institute, Madras.

9. Central Building Research Institute, Roorkee.

10. Central Road Research Institute, New Delhi.

11. Central Electro-chemical Research Institute, Karaikudi.

Of these, the first seven have already been opened and have started functioning. The construction and equipment of others is being vigorously pushed along and nuclei units have started functioning already.

These national laboratories will undertake work of the kind that has not ordinarily fallen within the scope of industries. Their approach to industrial problems will be from a broad national point of view rather than from the narrow outlook of particular industries. Without being restricted by any ideas of immediate financial gain, the laboratories will be in a better position to employ suitable talent and to try alternative approaches to problems simultaneously. As a general rule, problems which bear on wider, social and economic aspects than industry could be concerned with are subjects of State scientific research and it is in this spirit that the laboratories will fulfil their functions. They will assist in improving known industrial processes, so as to increase efficiency of production and develop new processes so that new industries may be started in the country.

At the same time, claims of fundamental research will not be neglected and full facilities will be provided to all those interested in

pursuing the search for truth for its own sake. It is not intended that the national laboratories should supplant the existing research institutions. They are intended to supplement the work of these institutes and wherever necessary to assist them in promoting the cause of research. The scope of work in each laboratory could perhaps best be described to be of the form of a spectrum at one end of which research work of the purest academic type and highest quality is carried out and at the other technical developments of processes and equipment proceeds by stages.

In the planning of these laboratories, the need for future expansion has been prominently kept in view. Modern buildings have been erected in such a way that additional working space can always be added whenever required without interfering with the architectural design. Equipped with the most up to date apparatus and appliances, the latest technique of work will be employed by these research institutes in investigation of different problems. An innovation so far as India is concerned is the provision of pilot plant facilities which will enable laboratory investigations to be taken to a stage where they can be easily demonstrated to all those who are interested in their commercial exploitation. So far most of the industrial research conducted in India has been confined to laboratories and although attempts have been made to rig up kitchen scale plant for demonstration of the processes, these have not proved very helpful in satisfying industrialists about commercial possibilities of processes. The working of the pilot plant will assist in formulation of better estimates of the form which the ultimate pro-

duction units should assume and their costs of production, etc. Rising costs and unforeseen factors like devaluation have necessitated revision of the original estimates and the buildings and equipment of the laboratories are now expected to cost over Rs. 4 crores.

The inauguration of the Board of Engineering Research is another important step in the practical application of scientific research. The close connection between developmental research and engineering has been appreciated in India during recent years, and ways and means of ensuring better co-ordination between the two have been under consideration. Proposals for the constitution of Board of Engineering Research were put up some time back as experience had shown that in solving the specific problems of industry and applying research to industrial operations, engineering research is an imperative necessity. The desirability of conducting research in various engineering subjects becomes all the more apparent when the developments of multi-purpose projects to increase agricultural production and extension of the various forms of transport are taken into account. The Board of Engineering Research which is composed of some of the top ranking engineers, industrialists and scientists in the country has been charged with the duty of initiating and co-ordinating research in various engineering subjects. At the inaugural meeting of the Board, besides the setting up of five expert committees dealing with different subjects, it was decided to conduct a survey of the facilities available in existing institutions and the problems awaiting solution both with industry and State Governments as a preliminary to formulation of a programme of research and allocation of priorities.

With a view to providing additional facilities for scientific education and research, the Government of India has, during the current year, agreed to waive off the customs duty on scientific apparatus and equipment. The importance of this concession will be appreciated when it is stated that customs duty on these articles has ranged from 25 to 50% of the landed cost and its waiving is a valuable subsidy to teaching and research institutions.

This concession follows the previous incentive to further interest in research on the part of industry. Some years ago it was agreed that any expenditure on research whether it is incurred in a firm's own laboratory or takes the form of a contribution to a research association or any other research institution connected with that industry would be allowed to be deducted as an item of business expenditure in computation of income-tax. The importance that industry attaches to this concession is apparent from the formation of the Silk & Art Silk Mills Research Association during the current year. This industry has collected Rs. 25 lakhs to establish a research institute of its own.

The recent foundation of the Ahmedabad Textile Industry's Research Institute at Ahmedabad is intended to provide new facilities for textile research. The Ahmedabad Textile Industry's Research Association was formed a couple of years ago with a contribution of Rs. 52 lakhs on the part of industry and Rs. 19 lakhs by Government. The Institute being now brought into being will assist the textile industry in modernising its production technique and evolving new processes making use wherever possible of indigenous material. It will also

help in standardisation of products and rationalisation of production methods.

Other important developments in the field of scientific research during the year 1950 include the publication of the second volume of "Wealth of India," as the Dictionary of Economic Products and Industrial Resources of India has been styled. This publication gives up to date information about Indian raw materials and industries and represents the immense task of collecting and presenting the latest position about 4,000 different articles. While bringing out a vision of past history and splendour, it forms a fascinating dictionary which opens out new vistas of thought to those concerned with an economic utilisation of India's natural resources. The first volume containing information about 220 articles was published two years ago in two parts and secured handsome reviews all over the world. The second volume covers 300 articles dealing with many important substances.

Two volumes of the national register of scientific and technical personnel have also been published during the year. The compilation of the register was undertaken on the recommendations of the Scientific Manpower Committee appointed by the Government in 1947 to assess the scientific talent available in the country and to recommend steps to increase facilities for training of suitable personnel to meet future demands. The register serves as an index of present position and indicates in what branches there is a shortage and where there is a surplus. The first volume contains information about engineers and the second about the medical personnel.

Scientific research in India is now being geared to the important task of assisting in increase of national wealth and the promotion of national welfare. The potentialities are fully appreciated and in spite of other urgent demands, Government has supported the development programme. The national laboratories will not work in isolation. Integrated and co-ordinated plans of work in each institution are being drawn up and steps to secure the collaboration and co-operation

of universities, scientific institutes and industrial associations in the country are envisaged. Special emphasis is being laid on the development of indigenous materials and resources and working them up into valuable and useful products so as to enrich national economy and provide new sources of employment. In this manner scientific research expects, in a short time, to play its vital role in India's assumption of its rightful place in the economic world.

## Social Studies in Secondary Schools

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

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(Continued from last Number, p. 215)

**A** GAIN in the next series of items to be studied and activities suggested therefor we have school and class councils with election and voting children's assemblies are to be formed with ministers to take responsibility for various tasks such as keeping the surroundings, lavatories etc., clean. The class is expected to meet at least once a week for discussing problems or executing various activities. The teacher is to act merely as an adviser, the class President occupying the chair. This activity is expected to train the pupils to be sensitive to the needs and rights of others and to governing themselves wisely. The study pertaining to this activity is regarding the necessity for government, development of government and different kinds of government. Here again there is an overlapping with the other subject citizenship Training. According to the latter, the whole school constitutes the School Assembly and

the classes are divided into squads. Squad leaders, class pupil leaders and school pupil leader are to be elected. There is the daily school assembly. The school activities are allotted to the classes and squads by rotation. The class-council, the school council and the school parliament are constituted. They are to be trained in the method of working democratic institutions, conduct of Parliamentary sessions and in the democratic consciousness in relation to the school body politic. This part applies to the entire school. So there is no need for mentioning these activities separately for social studies. There should not be any conflict in this regard. There should not be separate class presidents for social studies. It is of doubtful value to teach the different kinds of Government now. Will the pupil be able to understand anything about monarchy, dictatorship, republic etc.? Why should this be taught at this stage?

The syllabus next speaks of the celebration of main festivals. Principal festivals which may be celebrated by the respective religious groups inviting other religious groups also to partake in it. But does the secular nature of our Government permit this? Further, the pupils have to study the story of religion with the chief features and development of each like Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shintoism, Judaism, Christianity, Islam and Sikhism. Some thoughts on these are to be pumped into the pupil's head. Why should he be troubled with so many "isms"? Next the pupil is expected to learn the story of Science and Scientists, kinds of science and changes in the ways of living brought about by some scientists like Jenner (anti-small-pox serum), Pasteur (battle with germs), Lister (anti-septics), the Curies, James Watt, Sir T. K. Venkata Raman, George Washington, Carver and Burbank. He is to learn making Kolams and go on excursions (wherever possible). He should have recreational activities like songs, folk-dances, Kummikolattam and painting. He is to organise entertainments and recreational activities. He is to study different kinds of art. He is to identify the well-known masterpieces of art. He is to resort to group reading of news-sheets and be trained in being intelligently informed as a good citizen should be. He should have discussions about current events once in a fortnight.

The syllabus for I Form is quoted inextense with the appropriate interjections here and there so that the following remarks may be properly viewed. The syllabi for the other forms also run in the same strain. The activities suggested at one stage including staging of

pageants of political revolutions, planning imaginary dialogues between historical characters, group studies of Asokan edicts, Kalakshepams on the lives of the saints and other activities of a complex nature unlikely to be gone through in schools.

The purpose in making mention of the above points is to impress that social studies as introduced cannot be meaningful to the children and defeats the objectives for which it has been introduced in the place of History and Geography. What the pupils study about the different forms of Government are mere 'watered-down' versions of what is to be learnt in higher forms. One cannot escape feeling that the syllabus is crowded and unpsychological. It is the human interest that is the big thing in the school-work of the adolescent. We find there is no historical event of the country to be studied by the pupil except from the III form onwards. The chronological order and time-sense are given the go-bye. The pupil is just made to have general ideas of the present civilizational setup of the world. The facts given are not easily within his reach. They are of a general nature lending themselves to varied treatment according to the intellectual capacity of the teacher concerned and the library of books and facilities made available to him.

We know how poorly schools are equipped in our country. Any education in place of no education has been the rule. The salient features of all schemes of education in our country are always neglected for want of facilities.

All facts—meaningful!!—of the syllabus cannot be dealt with equal justice in urban schools as differentia-

ted from schools in villages. Except in cities, most of the activities suggested—are they not obligatory?—are going to be omitted. Odds are against the perfect execution of the work of implementing the syllabus from the point of view of finance.

There is no geographical basis at all for the syllabus. The geographical features of our country in general and the locality of the pupil in particular are not taught in the first form. The pupil is still in the primary stage here. After all the first form is a glorified sixth standard of the elementary school. Nothing is said about our State. Only applied facts and superficial knowledge regarding geographical units are required. The pupils have to study about Science and Scientists with their inventions—about Sir T. K. Venkataraman and Burbank. It is a matter of doubt how many pupils of I Form can clearly grasp the significance and clear meaning of the work of these Scientists. Is it very necessary for the pupils to have chow-chow knowledge of things in the environment? Is it not necessary that the boys should learn about the culture of the old days? The story of the Ramayana and Bharata? the story of the Gupthas? the Rajputs? the Maharattas etc.? It is in the Junior High School stage that the human and romantic aspect of history is to be stressed. The pupils should know the tradition of the country, the various people that had ruled over it and the personal anecdotes regarding the great heroes of the country like Sivaji, Krishna Deva Raya etc. A glance at the specimen paper in Social Studies issued by the Department will convince one how the activities part of the subject need not be gone

through at all and as a result the subject will necessarily become as "drab and dull" as History and Geography were said to be. In that paper we find 30 multiple choice tests, 15 true or false tests, 5 one word nomenclature test and 7 bits concerning the mathematical portion of Geography.

Under the circumstances stated above, the subject fails in its purpose. The pupils should not be viewed as miniature adults. They should not be viewed from the wrong end of the telescope. Their emotions are to be developed and it is this aspect that was treated in the subject called History in the lower forms under the concentric system. Without a broad scholarly cultural background a person cannot develop a broad human interest in the progress of mankind in general and of India in particular.

It is only when our national heritage is properly understood that we can proceed with factors of the present-day world-set-up. One is forced to feel on reading the Syllabi for the various forms in the subject can make any meaningful impression on the boys and make them intelligent participants in the studies.

Of course no arm-chair criticism is legitimate criticism. The two years of experience in the teaching of the subject reveal how it has become mere dictation of disjointed facts. Psychology also is against the proper carrying out of the Syllabus. The activities side of the subject has programmes which are somehow to be packed into the course in the school. Excursions are to be planned, news-sheets are to be discussed, radio programmes are to be tuned. Hindusthani letter-writing while the subject itself is not compulsory—is to be practised

and at the same time a miscellaneous series of disjointed items are to be digested by the poor people. Of course, in most schools, especially in local Board and Private Schools, these things cannot be gone through due to lack of facilities and Finance. We will have everything left out. Only dry facts will be injected into the poor pupil's brain. "Ram it in! Ram it in! The Boy's head is hollow!" This will be the natural consequence of the syllabus.

It is felt that the subject is not a working substitute for the two subjects—History and Geography. It cannot be properly understood without a fundamental grounding in History and Geography. It can only lead to much talking in the air leading to what is called in slang 'Gasting'. A clear conception of the progress of humanity cannot be had unless a good grounding is given in the fundamental facts of History and Geography.

Just as spinning and weaving alone cannot be sufficient to deal with the various branches of mathematics it is submitted that a syllabus of such a heterogeneous nature cannot conduce towards the efficient training of the pupils in understanding or developing a broad human interest etc. declared to be the objective of the subject.

All along History and Geography were taught separately and without facilities for teaching them according to the new methods taught in training Colleges. They were taught without due deference to the human aspect. To supplement them civics had been included as a subject teaching about the government of the village, the post office, courts and other facts pertaining to society. The only difference between the old subjects and the new

subject is that while the former had basis but no correlation with daily life, the latter has outer decorations but with no basis.

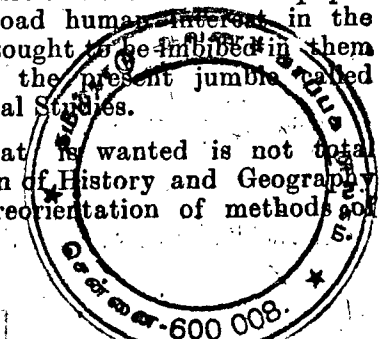
It is felt by many teachers of History and Geography that those subjects should be reinstated with proper facilities for teaching them. Most teachers of the subjects had had no such means afforded for implementing proper methods of teaching them—as is the case now also with the present subject. There had been nothing wrong with the syllabuses in the two subjects. Only proper methods of teaching them could not obtain and so proper trial of the syllabuses was not possible. For that matter it is evident from the foregoing considerations that all the salient features of the present syllabus like the Social Activities suggested are sure to be omitted for the same reason that made the teaching of History and Geography so sour and dry. There will only be skeleton teaching following by pumping of ideas through dictation in the class to the pupils. That will perhaps colour the idea of dictatorship in the minds of the pupils.

There are two subjects in the curriculum like physical education and Citizenship Training both taxing and occupying most of the pupil's time. When can time be found for these things? Social Studies should only be undertaken when the mind of the pupils is fully developed. It is only appropriate at the college level. Through Citizenship Training it is possible to infuse into the pupils that broad human interest in the pupils sought to be imbibed in them through the present jumble called the Social Studies.

What is wanted is not total abolition of History and Geography but a reorientation of methods of

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## Delhi Village Centre of Educational Revolution

125,000 Illiterates to be Taught to Read and Write

**A**LIPUR, a village 12 miles from India's capital, New Delhi, and the surrounding area is today humming with activity that may well be the harbinger of a new era in Delhi's 305 villages. Planned by the Central Ministry of Education and the Education Department of Delhi State, as the beginning of an educational revolution that seeks to banish illiteracy from Delhi State by teaching reading and writing to over 125,000 illiterates, the Janata College Centre was opened early in December 1950, in an old building which is within five minutes walk from Alipur village.

Simultaneously with the opening of the Centre a survey of ten villages nearest to Alipur was also started. These villages are Mukhmelpur, Hiran Ki, Bakauli, Nangli Puna, Budhpur, Qadipur, Narendarpur, Shahpur Garhi, Khanpur and Hamidpur. This survey will help to find out the needs most felt by the villagers themselves. After these have been ascertained, the educational or literacy programme will be correlated to these needs, the idea being to help rural people to help themselves in all aspects of their life. The experiment is based on faith in the principle that an all-

round improvement in life can be brought about through education. Therefore the object is not merely to impart literacy but to use the ability to read and write as an aid towards the satisfying of the other needs—civic, economic and social. To the same end will be directed the other phases of teaching.

In order to impart literacy, a corps of some 250 teachers, camping in the villages in units of 15 to 20 at a time in a village, will help all illiterates between the ages of 14 and 45 to learn to read and write during the next three years. This involves in all some 250 teachers. These teachers are found by having in rotation one of every three teachers in a school on leave for his work for the six weeks' period. This gives the teachers practical experience of participating in an inspiring project. The only extra cost to Government is a small allowance for food while in camp, i. e. rupee one per day. Delhi State is particularly lucky in having a large number of teachers trained in Basic Education that is, trained in relating teaching to environment. There are three training schools in Delhi State for training teachers in the Basic Education technique.

Special literature is being prepared which would provide attractive, easy to read, graded and illustrated reading material written expressly to suit the other phases of the programme and on such topics as improvement of income, agriculture, cottage industries, housing, animal husbandry, sanitation, citizenship, health and recreation. The United

Nations Educational, Scientific and Cultural Organisation (UNESCO) has for this purpose placed the services of an expert in preparation of literature for adults, at the disposal of the Government of India. It is expected that the practical features of the reading material will make the literacy work successful and permanent because the people would like to read about the things in which they are directly interested, which will help solve their difficulties and which can make life more happy and profitable for them. They will learn to do things in a better way and at the same time read about them.

The old building in which this school for village leaders, the Janata College, is housed, has a fort-like wall all around and rooms and halls along the wall inside. These provide ample accommodation for the training classes, cottage industries, work rooms, stores and living quarters. Living and messing quarters for both staff and students are also supplemented by tents, and across the road from the building there is a plot about 60 acres which is to be intensively and scientifically cultivated. This will give an opportunity to the students to learn by doing and to demonstrate to the farmers around modern agricultural methods, and at the same time provide food for the college mess and leave some surplus for sale.

The students and staff will help to reconstruct the old building which is the centre of the college. This reconstruction project will be similar to the reconstruction of houses which is badly needed in villages. Teaching at the college will be both practical and theoretical. The students will be actively engaged in the uplift programmes for the

villages around the Centre, which promises to make the Alipur area a veritable laboratory of Social Education and rural reconstruction.

The students who will be given two to three months training in batches of 50 will be carefully picked from the villages on the basis of their qualities of leadership which after the training should enable them to return to their villages and carry on the programme there. Each student while in training will work out a feasible programme for his village.

The follow-up of all the teaching is considered most important for in the past several experiments in Social and Adult Education have failed for the lack of it. It is intended that these village-leader students will in effect never get out of school. Belonging to the Old Boys Alumni Association of the College they will be kept in constant touch with the college and with fellow students and be given opportunities to make further progress by a constant flow of literature, visits by college staff, refresher courses at the college and visits by Social Education workers, etc. All villages will also have opportunities for continued progress through their own programmes. Immediately an area comprising the ten nearest villages near Alipur will be the centre of activities. Thereafter the programme will be extended to villages within a three-mile radius around the Centre comprising some 40 villages and ultimately during a period of three years it is expected to cover all the 305 villages of Delhi State, covering some 574 sq. miles.

Delhi which is a small State provides an admirable workable unit. There is hardly any village in the State which is more than 25 miles

(Continued from preceding page)

teaching them; proper equipment and facilities being made available to the teachers. History, Geography and Citizenship Training are the three subjects to be taught if the aim of education for life and citizenship is to be properly achieved.

from the Centre. Ultimately it is hoped to start a programme of self-help in every one of the villages, and Delhi might well become the model which other States might follow with advantage.

#### Caravan Melas

The method adopted for introducing the educational campaign to the people of Delhi villages is through Caravan Melas. First started last year, each caravan consists of four motor truck vans—one carries a library, another a complete theatre with foot-lighted stage and the other two vans carry exhibition and demonstration equipment. Starting with the villages nearest to the Janata College, Alipur, these vans light up the whole area of the mela in the village they visit. Throughout the day and night they show the cinema film strips, and arrange lantern-lectures. There is trained staff for each caravan to carry on an intensive programme of sports, demonstrations, illustrated lectures, dramas and cinemas in a village. The programme ensures attendance by all the people from the surrounding villages and gives opportunities to explain to them the purpose of the comprehensive Social Education work, which follows immediately after the three-day visit of the caravan.

#### Squads of Teachers

When the caravan moves out, a squad of 15 to 20 teachers, both

men and women, stay on in tents and work in these villages for six weeks. Being on the spot they can teach whenever men and women are free from their work to study and learn. While the teachers work hard to impart literacy they also present and help to start a comprehensive programme for all round development of the village. Literacy is intended as an aid to such development. The teachers also endeavour to establish before they leave, Adult Education Clubs in the villages and to train a leader in each village to carry on their work after they have moved to the next group of villages. This leader would normally be one trained at the Janata College and there is also the regular trained school teacher in each village to help in the work.

The whole programme is based on the principle that rural adult education intended to make life richer and more satisfactory cannot be carried out successfully by sitting and talking in a building. There is provision in the scheme for both theory and practice—learning by doing. The rural people specially are not inclined to take advice from people who have been away to school unless they have also worked with their hands. The students will take active part in and help to make successful the all-sided self-help programme in the villages around the College. Demonstrations will be carried out in the fields and the homes of the people.

#### NOTICE

Consequent on the shifting of our Printing Dept. to new Buildings, we are obliged to issue this as a Double Number for February and March, 1951 for which we crave the indulgence of our readers.

—Managing Editor.



### EDUCATIONAL INDIA

MASULIPATAM, Feb. & March, '51

#### A Technological University

IN the address which the Hon'ble Shri N. R. Sarkar recently delivered as Chairman of the All-India Council for Technological Education the demand for starting an All-India Technological University was given a prominent place. He argued that the Engineering and the Technological Departments attached to the various universities in the country were not doing their work quite satisfactorily and efficiently and that the best remedy for this state of affairs would be to close these university departments and concentrate all work in respect of higher technological education in one central University. It was his argument that the hands of the Universities were too full not only with ever-increasing number of faculties but with continuous holding of examinations and other administrative

problems connected with affiliated bodies and that in the midst of these preoccupations technical education was not receiving all the attention it deserved. He also pointed out that similar moves in the direction of a centralised University have been made in recent years in the United Kingdom and in several advanced countries.

THIS plea for an All-India Technological University and the closing down of the technological departments of universities seems to be a most unreasonable one. In the first place because one central university for all kinds of technological education in a vast country like India will not at all adequately serve her real needs. It will become an unwieldy institution and will suffer from all the drawbacks which tend invariably with overgrown institutions. In the second place Shri Sarkar himself recognises that there should be an intimate connection between the courses of instruction and training in centres of learning and the actual industrial requirements of the country. And in India these requirements vary from region to region. It is only when the training in Technological Education is sufficiently decentralised that it can adapt itself to the industrial needs of the country. In the third place the existing universities have shown a tendency to specialise in particular branches of technological education; and in so specialising they have taken the

regional needs into consideration. As a matter of fact the tendency in recent years has been in the direction of starting more and more universities of a regional type; and one of the aims of such regional universities is to so mould their educational work as to be more and more in conformity with the environment of particular areas. In the fourth place it is a mistake to think that the education in technology now imparted in the several universities has not come up to the desired standard and that this justifies the starting of an All-India University. If one looks at the achievements of the engineers and the technologists actually trained in our universities in the field of Public works, Irrigation projects, Hydro-electric schemes etc. one will have to conclude that the Universities have been a success. And if there are any defects they are defects which will be found equally in All-India University. It is therefore necessary that all these points are taken into due consideration and that no new moves are made in the direction of closing down the technical departments of universities. An All-India Technological Institution may be necessary for certain purposes. But it should be established not in supersession of the universities now functioning in the country but to supplement the work they are doing. The real defect in technological education in the country to-day arises out of the fact that it is not properly planned. The im-

portant function which the All-India Council for Technical Education should discharge is to coordinate the activities of different universities and serve as a clearing house for them. It should not attempt at establishing and managing a university of its own.

#### International Association of Universities.

THIS is an age of international organisation. As a consequence of the unprecedented growth in the means of communication the world has become so interdependent that the need for all countries to work in mutual collaboration has become absolutely necessary. There is no question of option here. The only question is whether the collaboration should be achieved through the democratic or the dictatorial method. The International Association of Universities is an organization which aims at bringing about the collaboration needed in matters of higher education. It was started as a result of a Preparatory Conference held at Utrecht in 1948 and its first regular conference was held for six days at Nice from the 4th December to 9th December 1950. Its work deserves to be known throughout our country.

NEARLY two hundred delegates representing the various universities of the world met at the Conference. India was represented by Mr. S. R. Donger-

kery, the Registrar of the University of Bombay, well-known in the academic world as an original thinker on all problems connected with University education. Among the delegates were distinguished university men, Vice-chancellors, rectors, deans, professors and others who have attained great distinction in the educational world. The work of the plenary session was divided into two parts, the first relating to the creation of our international association of universities and the preparation of its constitution, and the second concerned with a general discussion on a subject which is to-day occupying an important place in the thoughts of university men and women, viz "The role of Universities in view of the material and moral changes brought about in contemporary society by scientific and technical progress."

MR. Jean Sarraith, Rector of the University of Paris, presided over the conference. After its formal opening and the election of the President of the Session it broke up into three committees the "Constitution Committee" presided over by Mr. Dongerkery, the "Membership and Finance Committee" presided over by Mr. F. Rogers of Harvard University and the "Bureau and Programme Committee" presided over by Professor B. Hollsay of the University of Buenos Aires.

THE Constitution as finally approved provides for Interna-

tional Universities Bureau, whose main work will be carried through the agency of the bureau now located in Paris. The membership of the Association is open only to institutions which confer degrees, and whose main object is the diffusion of culture and knowledge. The Association is expected to enable the universities to establish and develop contacts among themselves which will not only help them to carry out their function with increased efficiency, but also bring about a better understanding among the peoples of the world.

MANY students from India are in these days going to foreign countries for acquisition of higher knowledge and training. Apart from students there are also many university teachers who wish to go abroad to keep themselves in touch with the latest developments in the technique of research in their special fields of study as they have been worked out by experts in other countries. The new Association is certain to prove of great help to them in these and many other directions.

#### The Teaching of English

THERE has for sometime been an agitation in the state of Bombay regarding the particular standard in secondary schools where the teaching of English even as an optional subject should commence. There are many—and several prominent educationists with actual

teaching experience are included among them—who advocate that it should commence with standard V when pupils are of the age of ten. It is their contention that at that age the study of a foreign language will not lead to any kind of strain. The government however is averse to such a course and definite orders have been issued that there should be no teaching of English in standards V and VI. In answering an interpellation on this subject at a recent meeting of the state Legislative Assembly the Hon. Shri B. G. Kher, Chief Minister and Minister for Education stated categorically that the government was not prepared to reconsider the question.

**T**HERE are two anomalies arising out of this. One is that there are several schools where English continues to be taught even in the lower standards. They are mostly schools intended for children whose mother-tongue is English. This is a perfectly reasonable course but in actual practice what is happening is that many parents are really anxious to see their children learning English at a low age, give a declaration that their mother-tongue is English and admit them to schools of this sort. This is not a morally defensive course but this is being resorted to. Other schools naturally have begun to complain because it not only deprives them of freedom of choice but also from the point of view of the number of pupils on the rolls

places them at a disadvantage. The second anomaly is that the medium of instruction in the University stage continues to be English and there is therefore an apprehension that if provision is not made for attaining a fairly high standard in English in secondary schools pupils will be at a disadvantage when they enter the university. Under these circumstances the better course for the government will be to rely on persuasion than on compulsion. It may indicate to the school-managements that it will perhaps be psychologically and educationally sound if the learning of a foreign language is commenced at the age of 11 or 12, but should leave to the managements to accept or reject the suggestion. We are passing through a period of transition and our promises like these are necessary in such periods.

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## THROUGH different STATES

### DELHI

#### CODE OF CONDUCT FOR TEACHERS

The adoption of a code of conduct and a charter of rights for teachers are the main items on the agenda of an Educational Conference to be held in Delhi on March 10 and 11.

The Conference will also discuss the question of the reorganisation of Secondary Education in India.

Convened under the auspices of the Delhi State Post-Graduate Teachers' Club, the Conference will be inaugurated by Dr. Tara Chand, Secretary of the Union Ministry of Education. Leading educationists in the country are expected to participate in the deliberations.

The draft code of conduct, which will be discussed at the Conference, lays down that the teacher shall be loyal to the school, the State, and the nation, but shall have the right of constructive criticism."

The draft charter of rights demands that the State assure teachers just and fair emoluments, ensuring for them and their family an existence worthy of their profession, including housing, medical and other facilities available to public servants.

One Article says that grades and emoluments in private institutions shall be not less than those in similar Government institutions.

#### STUDYING U. N. ORGANISATION AS A SUBJECT

Knowledge of the working and aims and objects of United Nations Organisation may be introduced as an additional subject to be taught in schools in India and South-East Asian countries. With that aim in view, the World Federation of United Nations Associations, in collaboration with UNESCO

and at the instance of the Indian Minister of Education, has arranged a teachers' seminar which will be the first of its kind for South-East Asian countries to be held at New Delhi either in May or September.

### MADRAS

#### BETTER TEACHING OF ENGLISH IN MADRAS

The Academic Council of Madras University recommended to the University Senate that a Department of Teaching and Research in English and a diploma in English be instituted.

The immediate aim of the diploma course was to improve the teaching of English in high schools by providing teachers with the means of further acquaintance with the English literary background, idiom, pronunciation and grammar.

Rev. Dr. L. D. Murphy, who sponsored the resolution, said that the step was necessary "to maintain the present standard in English and not allow it to deteriorate".

#### A LIBRARY FOR CHILDREN IN D. P. I.'s OFFICE

Although not officially opened yet, a Children's Library, attached to the office of the Director of Public Instruction has begun to function.

The library, containing 3,000 volumes suited for children of ages ranging from 6 to 12, is located in a tiny building behind the Director's office and close to the Cooum River on the northern end. It has a small playground in front to enable the little ones relax a bit, when tired of reading.

The books are in different languages, English, Tamil, Telugu, Malayalam and Kannada; and a young woman graduate, who holds a Diploma in Librarianship,

assists the young ones in choosing the books they like.

The Curly Wee Annual—a regular feature of The Mail, is the most popular book among the young children, judged by their scramble for it.

The Librarian keeps a register in which the children attending the library write their names, and a scrutiny of the register showed a daily average attendance of about 30, but on Saturdays and Sundays, when the children have an off day from the school, the attendance rises to 150; on one occasion the number was 281.

The children begin to come after 1 p.m. as they are free from schools, walking often from distant Mylapore, Triplicane and other parts of the City.

The first thing they have to do is to enter their names in the register and then they go to the shelves where books are arranged.

Looking at the title, they select the books they want which the Librarian hands them. Most of the children remain in the Library until 5 p.m., breaking off from the books for short intervals now and then to relax, for which ample facilities are offered on the playground.

Children from Corporation schools and many aided institutions also make use of the library, being conducted into it by their teachers.

## BOMBAY

### MEDICAL AID TO SCHOOL CHILDREN

The Bombay Municipal Corporation accepted, at its meeting a resolution tabled by Mr. H. J. H. Taleyarkhan asking for the augmentation of medical staff for examining and treating school children.

Mr. Taleyarkhan said that with the existing staff of one doctor and five assistants, only 41,000 of the 1,40,000 school-going children had been medically examined. Nearly 31,000 pupils were found to need treatment as against only 16,000 who were actually under treatment in a year. Mr. S. K. Patil, the Mayor, presided.

## REORIENTATION OF EDUCATION URGED

Presiding over a meeting of secondary school teachers in Bombay Mr. M. V. Donde charged the Government of Bombay with having "ruined almost a generation of little children" by their "crude, ill-advised and haphazard" experiments in the field of education.

The present attitude of Government in "politicalising" education and resorting to methods of political persecution against teachers had served the interests of neither the teachers nor the pupils, he said, adding, that it was high time that Government took into confidence tried educationists in overhauling and reorganising their educational policy.

## U. P.

### UNIVERSITY TEACHERS SUBMIT LIST OF DEMANDS TO U. P. GOVT.

The Allahabad University Teachers' Association has submitted four demands to the U. P. Government for "immediate consideration."

The demands of the teachers are a liberal grant to the university to enable it to wipe out the huge deficit of Rs. 15,00,000, amenities for a good number of foreign scholarships and fellowships for the teachers, grant of provident fund privileges to temporary teachers officiating in permanent vacancies and gradation of teachers into two instead of three classes namely, professors with a grade of Rs. 900 to 1,350 and assistant professors with a grade of Rs. 300 to Rs. 900.

A deputation of the teachers waited upon the Education Minister at Lucknow on January 14. The minister is stated to have assured them of favourable consideration of the demands.

### SOCIAL SERVICE WEEK AT GOVT. SANSKRIT COLLEGE, BENARES

With broom sticks and baskets in their hands, the orthodox pundits of

the Government Sanskrit College surprised the subordinate staff and neighbours one morning, when they swept clean the Saraswati Bhawan Library building in observance of a social service week.

The students and the staff of all the educational institutions in Benares observed the week by conducting literacy campaign and practical work in hygiene and health in the slum areas.

## TRAVANCORE-COCHIN EDUCATIONAL PROGRESS IN U. S. T. C.

In a statement issued by the Government it is stated that Travancore-Cochin State stands foremost in the matter of education among Indian States. In Travancore-Cochin State, the population of which is 75 lakhs, 15 lakhs of students are prosecuting studies. About 25,000 students, boys and girls, are receiving college education.

"There are 29 colleges, 500 high schools, 700 middle schools, 4,000 primary schools and 120 special schools in the State. Travancore University is spending Rs. 2,65,00,000 for education in addition to the grant received from the Government.

## STUDENTS TEACH ILLITERATES

An interesting experiment to combat illiteracy on the principle of "each one teach one" has been initiated at the Welala Central College, Harikaduwa, in Ceylon's southern province.

Under the scheme, in which members of the staff and pupils co-operate, each student in the post-primary classes is entrusted with education of at least one illiterate in the village during his or her spare time.

Each student is called upon to propose the name of an illiterate person preferably in the student's own home or family circle—and undertake to make the person literate.

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## The Question of Language and Script

*We give below a number of opinions on the Problem of Language and Script with which India is confronted to-day.—Editor E. I.*

### Sir Mirza Ismail on National Language

In the course of his Convocation Address at the Aligarh University on 4th February 1951, Sir Mirza Ismail, former Dewan of Mysore said:

"Muslims all over India were disappointed, at the decision of the Constituent Assembly to adopt Hindi in Devanagari script as the national language of India. As a devoted citizen of India, I wish the decision had been somewhat different. I wish it had been in conformity with the suggestion of the Father of the Nation, who, with that wonderful vision which God had endowed him with, could foresee the future with an unerring eye. He came to the conclusion that Hindustani, in either script, would be the most suitable language for this country. (Hindustani, —by the way, is a Sanskrit word while Hindi is a pure Persian word.) However the Constituent Assembly having decided otherwise let us accept its decision in a loyal spirit.

"Let us remember that factors beyond human ken or control have a way of coming into play and deciding the course of human events. Meanwhile, I am convinced that Hindustani will continue to flourish. It is too useful and beautiful a language, a product as it is of Hindu-Muslim Culture, to be discarded or even neglected. It will not perish and I do not suppose anybody wants it to perish."

### Dr. Rajendra Prasad on the need to encourage Indigenous Literature

"Even though we have resolved that all our public administrative work should be carried on in the languages of

this country after some years, yet educationists, the educated people, as well as students, have not been able to free themselves from the lure of the English language, which it had during the British regime," declared President Rajendra Prasad in his Hindi speech laying the foundation-stone of the Saraswati Mandir, at Allahabad on 20th instant.

The President added: "A large number of our educated people seem to be under the impression that our indigenous languages do not have, and probably cannot have, literature of such a high order as is available in the English language with the result that they do not have much love for the literature of their own languages.

### International Value

"But I do not imply in the least that our people should have no love for literatures of other languages in general, and of English in particular.

"On the other hand, I am firmly convinced that a knowledge of English is extremely essential because of its international importance and also because of its having a literature of a very high order.

"Besides, I realise that no person can be a successful devotee of the muses unless he has drunk deep of the literatures of all ages and of many countries, and that without doing so no person can be considered to be properly educated. But I would emphasise that we cannot have a proper appreciation of the literature of other languages unless and until we have cultivated a taste for the literature of our own language."

### Pandit Nehru on Hindi Vocabulary

In the course of an address at Allahabad to the Hindi-Hindustani Pracharini Sabha, prime minister Nehru said that Hindi could become a national language if it "keeps its doors open, and adopts suitable words from all other languages."

He said that a strange controversy had arisen over Hindi and Urdu. Protagonists of Hindi made it out that Urdu was a foreign language. It was no such thing. It was as much a language of the soil as Hindi. These protagonists now were "desperately trying" to make Hindi grow "artificially." They were trying to create a jargon which was unintelligible to the common man.

Tracing the growth of Hindi in India Mr. Nehru said that for several centuries literary works were mostly written in Sanskrit. Later, they came to be written in Persian, with the result that Hindi got little opportunity to grow. In the recent past English held sway, and thinking men thought and wrote in English in very many cases.

### Artificial methods disapproved

"Now, suddenly, we find protagonists of Hindi trying to make Hindi a modern language. They are trying all sorts of artificial methods of coining new words unintelligible to the common man.

"They sometimes go to the extent of casting aside popular words, which have been in use for decades, and substituting new unintelligible ones. They might feel that the words they so choose are beautiful, and of pure Sanskrit origin, but that will not help the growth of the language. It will become too formal and unfit to grow."

The Prime Minister said that this trend was harmful to the growth of Hindi. Words should be absorbed from all sources.

In the home of Hindi, the Uttar Pradesh a new kind of language was being spoken by persons who called themselves educated. It was unintelligible even to men of that State who visited it now after a lapse of two or three years. A language which was not intelligible to the common people was no language, and would not be accepted by the people.

### ENGLISH VOCABULARY

Mr. Nehru said that he was not opposed to new words being coined from Sanskrit. But this must be done in a natural manner. In fact, new words should be coined from all languages.

He disclosed that once he just thought of going through the English dictionary to find out words of Indian origin, in it, and he was surprised to find, in the 50 odd pages he went through, many such words. There lay the strength of the English language. Mr. Nehru said.

"That is why I say that a language is not made by just passing a law, or forcing words, as it were, into its vocabulary."

### Air Commander R. H. D. Singh on the Language problem in the Indian Air Force

An Air Force Order has been issued requiring all officers to pass a Hindi test by October 1, 1952. Writing on the language problem in the Indian Air Force in the Training Command Journal (Bangalore); Air Commodore, R. H. D. Singh observes:

For the last 17 years, ever since the Indian Air Force was born, English has been our service language. Both officers and men have thought, spoken and written in it, and have not only used it with correctness and polish but also taken a pride in making it the service lingua franca. It has been the channel of communication all over—in billets, in messes, on the playgrounds,

in the offices, and in schools. And some of our most expressive phraseology is in English, capable of great sharpness or emphasis as the occasion demands.

All this must now change, for according to Article 343 of the Indian Constitution the official language of the Union shall be Hindi in the Devanagari script. There will be some, of course, who will point to the provision in the Constitution of the continuation of English as the Union's official language till 1965. But this is not much of a solace. During these 15 years, Hindi will be settled firmly in the curricula of schools and colleges. A whole generation of men will arise to whom English will no longer appear as an Alladin's lamp for prospects in life. The complexion of the Press will change. There will be a demand for the rigorous enforcement of the Constitution, including the adoption of Hindi.

Formerly it may have taken over a hundred years to make English prevail, but now we are living in an age of spacious freedom, and burning patriotism, backed by the will as well as the engines of the State. In the wake of the independence we have won, Hindi must follow like a shadow, sure and fast.

### Mr. B. G. Kher on Medium of Education

Mr. B. G. Kher, Presiding over the meeting of the Central Advisory Board of Education at Trivandrum on the 13th Feb. 51, said:

As regards the medium of higher education, Mr. Kher said, the board had already decided that English should be replaced as early as practicable by an Indian language and that English should be studied in the high schools and in the universities "in order that we may keep in touch with the living stream of ever-growing knowledge. With this change in the completion of seven years' basic education a student will have acquired the standard of knowledge which he now acquires at the secondary school leaving education or matricula-

tion stage and that at the end of his secondary education he will have acquired knowledge which a student now acquires only at the intermediate examination stage, and he will be more efficient and self-reliant. Therefore, the necessary books and the literature in original languages must be got ready as early as possible."

### Rajkumari Amrit Kaur's Plea for Retaining English

Rajkumari Amrit Kaur, Union Health Minister, said that Indians should not stop learning English, an international medium. It should be a compulsory language in every school from the beginning.

The Health Minister, who was presiding over the Founder's Day of the Yadavindra Public School, said: "In the matter of examinations, every school will have to come into conformity with whatever curriculum and standards the Central Ministry of Education lays down. But I trust that the basis of education in all our schools will always remain broad-based. While you will naturally lean towards your own State language as the medium of instruction in the early stages, in particular, you will never eschew either the national language or English."

To learn three languages is by no means a difficult matter for any child."

Referring to Hindi, she said: "The sooner we can have first class text-books in the national language the sooner we shall progress in the right direction."

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## FOREIGN CURRENTS

### Hungarian Schools — A Progress Report

By SIDNEY WALLACH

**A** LITTLE less than a year before World War II, a school teacher returned from his sabbatical leave and told his colleagues:

"We often complain, and with justice, about many of the circumstances of our work but, in a country school house in Hungary, I found the worst conditions for teachers and pupils that I have ever seen.

"The classes were at least four times too large. There were two teachers, fantastically overworked and cruelly underpaid. Between them, they had to teach all courses for eight grades. They had none of the teaching aids that we consider normal—and very little of even the most rudimentary equipment.

"When I left this particular school, I asked the teacher what he would like to have me send him. 'About the most important thing', he told me, 'would be a few writing tablets and some pencils.'"

The visitor's story was not untypical of pre-war Hungarian schools. Almost 9 per cent of the population had received no education at all. Only 48 per cent of the students ever taught the sixth grade. Schools were ill-equipped and classes averaged between 120 and 180 students each.

Rural education was a picture of structural disease and inequality. Both poor and middle-class children would sometimes attend a primary school together until they were ten years old. At that age, the more wealthy students would go to a superior "special" primary school where they would complete their primary education in four years while the others would remain in the same school for another four years, if indeed, they continued at all.

#### Upper Class Children

Upper class children would go to a lycee where they would receive eight years of education and a baccalaureat entitling them to enter one of Hungary's universities.

High costs of entrance and matriculation normally made it impossible for the children of workers and farmers to enter the higher level schools.

After the war, with its destruction of school buildings, loss of teachers and other injuries to education, direct and indirect, the situation was of course still worse.

The first step was the establishment of a new primary school system called the "general school". This is based on principles similar to those introduced into the French educational system by the Langevin Commission.

The purpose, as announced by the Government, was to eliminate inequalities which had deprived all but a few children of sound, basic schooling and of opportunities for higher education.

The intention was to provide primary schooling for each child in a unified school and to give him the opportunity to follow his studies in one of the different lycees, either classical or technical. Students, according to the plan, were intended not only to receive a similar primary education, but to find access to the faculties or the University level open to them.

However, the problem of establishing this unified school system in the rural areas was far harder to realize than the mere scrapping of the old system.

When one realises that, in 1935 of the 6,893 public schools, 3,178 or 45 per cent had only one class and one teacher; and 1,693 had only two teachers, it is easier to see the problem which faced the Government.

#### Difficult Work

A system where more than 70 per cent of the schools have no more than two teachers, is a difficult structure to revamp. There was a lack of teachers, material, school houses and many other things necessary to the new general school.

Great strides, however, have already been made. At the present time, the Government report that almost 5,000 general schools are in operation and fewer than 2,500 of the old variety. That is to say, that since the new system as been introduced nearly 67 per cent of the village schools are of the general school type.

Even though Hungary is having difficulties in establishing the new system, she has not hesitated to introduce new methods of teaching and new programmes in the general schools already established.

A unique emergency system of preparing instructors has been introduced. Two stages of six weeks each are used to prepare qualified novice instructors to study by themselves. The books are edited to allow persons in training to pursue their studies alone after this initial twelve-week period. After the instructors go through a third short training session, they take an examination and, if they pass, they are named professors in the general school. Already this method has accounted for a great number of the teachers in the general school.

Naturally, this is not seen as the solution of the teaching problem in Hungary, but it is solving a pressing problem in an efficient way.

In the future the Hungarian Government hope to obtain its full complement of teachers for the general schools from regular normal schools.

The problems confronting the establishment of the new system are numerous and often discouraging. There are still great shortages of material and of qualified personnel. The children themselves have been called on to help, and their help has been substantial.

Formerly, it was the practice to hire private tutors for those children who fell behind in their studies or else to withdraw them from school. Now, the children themselves form groups which meet after school hours, and the more advanced students aid the others in their studies. The method has been effective for there are already far fewer "bad"

and slow students in the general school system. In the school year 1948-49, it was announced that more than 29,000 such children's aid groups were at work.

The struggle to establish an improved system of education for the children is one of the hardest. Hungary must fight during her reconstruction years. But the educators of Hungary are looking forward to the day when a few writing tablets and some pencils will not be "the most important thing we need".—UNESCO.

### History Taught as News

British teachers believe that they have solved their old problem of making history come to life for their pupils—by imitating the technique of modern newspapers. Instead of giving the children standard history text books, they issue them with special newspapers in which the events of two or three centuries ago are reported as if eye-witness observers had been on the spot.

On these newspapers, headlines in heavy type report; "Revolt in Paris—Bastille Stormed and Carrison Murdered by Mob"; "Lord Nelson Killed in Action" "Columbus Returns From the Indies," and cover a wide range of up-to-the-minute events. The reports are written in concise, vivid English, which approximates as closely as possible to the style of modern journalism.

The effect on the children of these newspapers is instantaneous. Instead of stifling their yawns, they become deeply engrossed in the reports, and read them, without any conscious effort, from beginning to end. By means of them, history has become the most popular subject in many British schools.

A typical example of the prose used in these newspapers is this account of the Relief of Londonderry in 1689: "Reduced to eating dogs and vermin, short of powder, and almost driven to despair by the failure of the navy to get through the room across the River Foyle, the garrison of Londonderry have finally triumphed." —Globe.

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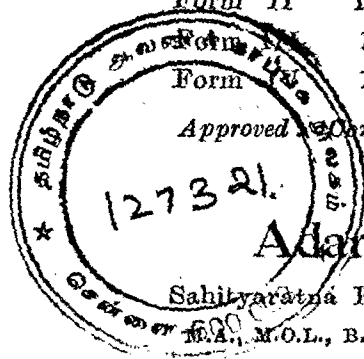
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