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EDUCATIONAL UTOPIA FOR THE WORLD REPUBLIC

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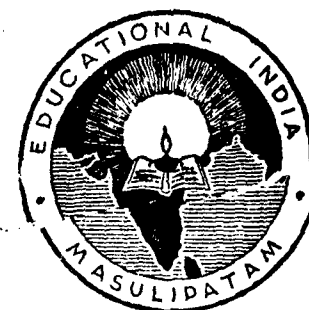
March, 1952

EDUCATIONAL INDIA

*A High Class Monthly devoted to Topics of
Educational and Literary Interest*

EDITOR :

Prof. M. VENKATARANGAIA, M. A.



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ELECTION NOTICE

Teachers' Constituency

Madras (South)

Principal

Alexander Gnanamuthu, M.A.,

(The M. T. T. Hindu College,
Tinnevely)

Member of the Synod, The Senate,
The Academic Council, The Board of Studies
in English of the University of Madras and
Member of the Board of Secondary Education,
Government of Madras

seeks election to the

Madras Legislative Council.

He earnestly requests all teachers
to record their FIRST VOTE
in his favour.

He is the

SENIOR MOST PRINCIPAL
in the Madras University Area
and he is always the
TEACHERS' FRIEND

Graduates' Constituency

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ADVOCATE & LAND-LORD, GUNTUR.

Member of

Ramapadaagara and Pulichintala

Project Committees and of the

Guntur Medical College Development
Committee,

Director, past and present of
several pioneer Joint Stock Companies,
Ex-president,

Guntur Hindu College Committee and

Ex-Municipal Councillor,

Seeks Election to the

Madras Legislative Council

AND

Solicits Your First Vote

Revolutionising University Education

Dr. K. N. KINI, M. A., Ph. D. (Columbia)

Adviser, Gandhi Rural University, Sardarshahr (Rajasthan)

1. Time and again the cry is heard that India is poor and that we should become richer as a nation. The politicians and statesmen have been saying this from every platform. The Finance Ministers at the Centre and in the States, who find it hard to balance their budgets, often wish that the people were wealthier so that they could impose fresh taxation, wipe out the deficits and allot more funds for nation building departments. The military experts would certainly have more funds for defence purposes, so that they may be enabled to make the safety of this vast country fool-proof. The industrialists want larger and still larger subventions from the governments for expanding their industries. The Agricultural Departments cannot grow more food because of lack of funds for their vast schemes. The Planning Commission will perhaps to be compelled to pigeonhole many of their schemes because of financial stringency. So on and so forth are the woes of poverty.

2. While everyone wishes that the individuals and the nation should be wealthier, *the youths of the land, who have to produce the desired wealth in their turn, are rendered unfit to produce it by a system of education which has its roots in an alien system, most unsuited to a poor nation.* This present system was designed by the British on that of their own country, which was suited to an imperialistic and exploiting nation, but which in India was but varied so that it may serve to produce a large army of lower officials who would efficiently

give effect to the policies and orders of their British masters. The emphasis was on literary effects which were designated by the enchanting name "Culture". The educational system was not fashioned to improve and augment our material needs; on the other hand, it was surreptitiously and scrupulously ordained to produce a certain aversion to manual work which could undoubtedly help to produce material prosperity of the country. It was only natural that those groups of people who had interest by tradition only in literary activities first took to English education, which on account of its proximity to the minds and hearts of the English rulers, obtained for these groups lower posts in administration, by which they amassed much power and authority over the vast uneducated population who were engaged in producing the wealth of the country, namely the farmers, traders, and artisans.

3. The glamour of English education with its concomitant power and authority brought, more and more into its fold, the intellectual classes, who had been for centuries directly and indirectly encouraging the wealth producing groups by their advice, attainments and attitude of helping, and who were consoling them in distress. Thus was brought about a big gulf between the literary and wealth-producing groups. The literary groups were completely shorn of their utility to help the wealth producing groups and the latter were rendered intellectually poorer and thus less able to improve trade and commerce, agriculture and

FUNDAMENTALS OF BUSINESS ORGANISATION

By

Dr. V. NARAYANASWAMI NAIDU,

M. A., Ph. D., B. Com., Bar-at-law

And

Prof. H. K. DATTA, M. A., B. Com.

AN ERA UNIVERSITY

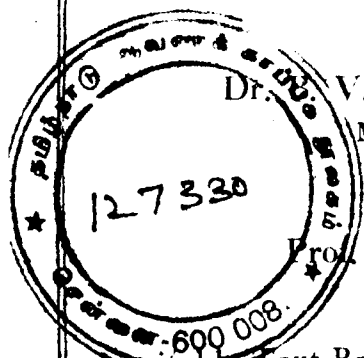
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industry. *The educated people thus became a menace to the material advancement of the country*, firstly because they helped the foreigner in exploiting the wealth-producing groups and making the latter part with their wealth but without helping them in the least to recoup their wealth and secondly they led a *parasitic* life of dependance on the wealth-producing groups without themselves contributing to any appreciable degree to the wealth of the land. The net result was demoralization of the educated and penury of the whole population.

Over Literary Aspect of Education

4. The British educationists maintained the over literary aspect of our education by glorifying it as "Cultural" education so that our youths may not turn their attention to modern industry. Our literary classes hailed and are still continuing to hail this because firstly it gave them an education which in form was nearest to their literary tradition, secondly it yielded to them an easy living and also power over the masses and thirdly it did not require them to soil their hands by manual labour which they despised. While the Indian literature was relegated to the background, English literature was proclaimed to be the real culture giving fountain. Studying works of Shakespeare, Milton, Scott, Wordsworth, Thackeray, Tennyson etc. was depicted the way of culture. Students mugged up the notes and criticisms written by English authors and passed the examinations not because these studies afforded them culture but because they pointed the way of easy living through government clerical services. Having had few opportunities to study Indian languages, these products of our Universities could

only converse, even in private life, on worth while subjects only in English. Thus was brought about a big chasm between the English educated minority and the masses who have continued to welter in ignorance, poverty and disease. The culture, so called, is only skin deep, because most of the English educated throw away their books on serious subjects in disgust after passing the examinations, except English novels which cater to lower emotions of humanity. The intellectual attainments of the gifted few were proclaimed as due to this English education, while the life interests of the majority of the educated people was kept in the background and was not referred to.

5. These defects are still to be found in our main educational system, because whatever reforms have been introduced from time to time have touched only the surface of the defective system but have not penetrated into its roots. When only a few people took to this education, its deleterious effects were not felt very much by the nation; but when the people have begun to take to it in increasing numbers and those who should otherwise be engaged in producing food, clothing, housing materials and other products, which enhance the wealth and cater to the daily needs of the nation, are being brought into its vortex abundantly, the economy of the land has gone out of gear, and it has not been found easy to bring it back to stable condition.

University Education

6. The defect has to be first set right in university education; because the lower stages of education are controlled and guided by those who hold University degrees and who naturally influence these

stages to be in unison with university ideals, standards, and methods. Society is also giving more attention to those who have passed successfully through the portals of the University and cares little to better the life of the unsuccessful candidates. The government also picks out the best among the University graduates and rejects the rest to fall back on their own wits, which are not much. The industrial concerns, especially of late, have been entertaining the graduates and are showing a cold shoulder to the rest who do not possess degrees. The non-degree people and especially these among them who have failed to secure the much coveted distinction of government service feel this neglect most, and are becoming the disappointed, distracted and dissatisfied members of society, who are not a little responsible for many of its ills. If today we are lacking in food, clothing, houses, defence materials and various other necessities of life, if people die of hunger, if there are food scarcity panics and consequent looting, if there are crimes, dacoities and stealing on a much larger scale than a few years ago and if there is great general despondency, disgruntling and dissatisfaction among the masses, the blame is to be laid at the door of our university education. Unless this stage of education is remodded nay revolutionised, so as to subserve the life-needs of the nation, it is well nigh certain that the people will be driven to desperation in the not distant future and one cannot say where we shall be landed. *Then people will name the present universities "Disaster Universities"*.

What is the Remedy

7. The remedy for the present unsatisfactory university education

and for the dangerous economic situation, especially in regard to food, clothing, housing and defence materials, lies in basing university education on the life-needs of the people, that is on the solution of Socio-economic-defence problem of the country. The individual as a member of the society in which he lives should first work for its economic and defence needs and secondly should get culture through this service. If learning the art of service of his fellowmen is not culture what else is culture? Culture is trained and refined state of the understanding and manners and tastes of the people and that person, who does not contribute to the well-being of society through his or her contribution in the production of its members is unworthy of the membership. Government and society should not encourage him or her.

8. This University should therefore help an individual to do three things, namely (1) produce some one or the other of the goods of use to the nation (2) learn the related science, mathematics, economics (including related commercial geography), sociology, and language and (3) defend the country against usurpation of these products by invaders who have been only too ready to do so for over two thousand years.

9. Unless the material wants of the body are satisfied in the form of food, clothing, shelter etc., the mind will not be at ease and all talks of culture are a mockery to the starving people. Millions of our men and women are without these primary necessities and therefore does not enthuse them. Thousands of our university students are undernourished and ill-clad and have no proper place to study and these are

some of the real reasons for large failures in the examinations and consequent waste of human understanding.

10. Languages, especially English, as taught at present has little relation to our life needs. English literature, which has a social meaning to English students, has no life-relation to us and therefore may be done away with altogether. *What our boys want at Universities' level is simple twentieth century spoken and written English prose* which can be learnt by reading books dealing with production of goods required by us and also dealing with science, mathematics, economics, sociology, geography etc related to production, and by writing compositions about subjects related to production. There are good English journals which if perused properly will enable them to understand English at once useful and of immediate interest. By a similar process, our students can learn their regional language. Literature of the latter may be left to the students themselves to read during their leisure. From it may be provided topics for talks and discussions in college and university associations.

11. Every University student should be encouraged to read daily newspapers and standard magazines in Hindi and in the regional language and be in touch with current events and acquire general information of a useful type and thus acquire knowledge of languages also.

12. Shakespeare, Milton, Scott Thackeray, Wordsworth, Tennyson etc. may be safely eschewed from our university courses. We must now forget the curricula of Oxford and Cambridge and build up our own to suit the requirements of our country.

13. If it is agreed that the core subjects should be an industrial or agricultural subject, the universities in industrial areas, which may be called Municipal universities should survey the industries and trades in their regions and select the proper subjects for their pupils. Manufacture of electrical appliances and goods, motor vehicles, ships and other defence needs, time instruments (watches, clocks, etc) engines (steam, oil and gas), metals and metal goods, aeroplanes, building materials, furniture and cabinet, paints and varnishes, glass and ceramic goods, chemicals and drugs, soaps and oils, paper and boards, plastics, leather goods, cement, textile machines and machine tools, and tools and machinery for various types of engineering research would provide the core subjects. Each of these industries provide tens and hundreds of industrial subjects to form "cores". India is in such a low scale of industrial development that practically every industry has to begin almost anew because of modern scientific and technological developments.

14. Re: agricultural and allied subjects, I have dealt with them at length in my book "Rural Universities for India" by K. N. Kini, T. C. E. Publications, Lucknow (0-8-0) and therefore I shall not refer to them here. Suffice it to say that production of food, material for clothing and buildings and for defence purposes is indissolubly linked with rural occupations and if we do not organise Rural Universities immediately, the future of our country is dark indeed.

15. The related subjects, namely, science, mathematics, economics, commercial geography and art are to be studied so as to base the

studies of the production subject on rational, scientific and modern technological lines. They provide intellectual exercise of immediate and prospective use to the student and he will therefore take considerable interest in his studies, and enhance his "culture too in the sense of cultivation and development of the mind." A higher intellectual tone will automatically improve his manners and tastes. History of the advancement of science, industry and agriculture may be added to his studies as non-examination subjects.

16. When the nation will become richer the eyes of invaders will be rivetted on our country as has been the condition in the past. More over, there are large communities among us who have not had military traditions. Now when the whole population of a country is being conscripted for war purposes in every other part of the world, "it must be our paramount duty to train people specially for a military career. Otherwise, our national existence will be in jeopardy. Compulsory military training should form an integral part of university education at each and every stage of it."

Engineering, Medical & Law Studies

17. The nation should give more concentrated attention to studies in medicine, law, engineering. In each of these faculties, not only should the students be engaged in studying what is in existence but should think of what developments are possible in the future. In short, research should form a basic foundation in our universities in each of these departments of study.

18. At present, engineering colleges have been merely teaching from books the working of machines

bought from the West and "are thus acting as sales agents for Western Factories. In this case imitation has been the worst form of admiration. *Production Engineering* does not form part of any engineering college worthy of the name. We should institute courses in production engineering which means it should institute courses in the manufacture of machines, machine tools used in each branch of engineering, according to our needs.

Similarly, Medical colleges should institute courses in the production of drugs required for the profession, *instead of producing salesmen for the big drug factories of the West.* Ayurveda offers a big field for research and production.

19. Law is more used now-a-days to twist facts and somehow win a case, by fair means or foul. Research in Law is unheard of in India. An independent country should devote attention to production of good laws. At present, this work is limited to the secretariats. Law Colleges should have their say in the matter. I would suggest that the Supreme Court should have under its jurisdiction and direction a Law College for research in and production of new laws.

Medium of Instruction

20. The medium of instruction should be regional language. People think that teachers are not capable of teaching in these languages. Let the governments concerned think of the colossal waste of energy of the pupils in studying through a foreign language and give an ultimatum to the university teachers that, if they will not be able to teach in the respective regional languages in three years, their services will be dispensed with. Almost all of them will begin

to teach in these languages in three years. If the Central Government will gradually conduct its business in Hindi, every professor, and student, will take pains to master the national language. The government should be careful to use simple twentieth century prose in Hindi according to glossaries that should be produced immediately. While the period of three years may be feasible in the Intermediate and B. A. and B. Sc. classes, more time, say six years may be given to these who teach higher classes and for those engaged in teaching in Engineering, Medical and Law colleges.

Grants to Universities

21. The system of giving grants to Universities should be revised to enable the above proposals to function properly. If within the periods fixed, universities do not change over to the required procedures or methodology, the grants should be gradually reduced, say at the rate of one-fifth of the present amounts per year so that within a period of five years the governments may be free to pay these entire savings to new universities and institutions which will fall in line with this policy.

22. When the grants are paid from the public exchequer, govt. has the right to withhold grants if the institutions do not function so as to be of use to the masses. "Our Universities have catered only to the top classes up till now. In future, they should cater to the masses in their own spoken and written languages."

Higher Education for Govt. Services.

23. Now-a-days, the Govt. looks to the Universities for training their personnel. Officers and

even clerks and conversely the people think that University degrees are sure passports for govt. services. Our present universities are in truth "Vocational Universities", since they mostly send their alumni to fill up vocations in government offices. Although, when once university graduates rise up to high and honoured positions in the services, they sing the praises of university education as solely or mostly of cultural worth, when they sought that education in their youth the object was cent per cent vocational and not cultural. If central and State Governments should declare tomorrow that degree holders are ineligible for their services, the very next day the colleges will be depleted of their students. The cloak of culture that has been put on will be torn to shreds beyond recognition.

24. I would seriously suggest to the various governments, central and states, that they should train as far as possible their own personnel for their higher services, taking the high school leavers as trainees. It is a myth that University graduates make better officers. In the Military academy at Dehra Doon, high school leavers are admitted and trained for four years to get military officers. If the military needs special training, I opine that departments of Revenue, Income tax, taxation, Transport, Communications, Secretarial work, Ambassadorial duties, etc. also require special Officers with special training. The various governments should immediately establish their own colleges and train their officers according to the needs of the country as a whole and of the regions. Hindi and other respective regional languages should be studied with greatest care. Hindi people should study one other Indian language, more specially a South

Indian language and the non-Hindi people should master Hindi.

25. While selecting representatives to International bodies the Central Govt. should select, other things being equal, those who are proficient in Hindi and they should be given a directive that they should speak there in our national language. This measure will heighten our prestige, and will afford a tremendous fillip for the development of Hindi. People should also make it a fashion to talk to one another in private and in public only in Indian languages.

A Warning to the Nation

26. I am writing this article from a rural desert region, where rains have failed, where there is yet no grain rationing, where the food materials are sold at eight to ten times the prewar rates, where there is not a blade of grass growing, where from people are migrating to other places with their Cattle, and where the people are therefore, subjected to untold suffering. I see people in tattered clothes. Children can be seen working absolutely naked in biting cold. Wages are falling; prices are rising. Under nourishment is bringing in diseases consequent on lack of vitality. Medical aid is most inadequate. "People are desperate in these rural areas. The country is today seething with discontent on account of the depressing economic situation and its

attendant evils. All those who are at the helm of affairs, governments and the public men and bodies should bestir themselves and put their shoulders to the wheel and relieve the strain on the purse of the masses by changing the whole system of education so as to increase production. Universities in the advanced countries are changing fast. They are dynamic while our universities are static.

27. "Production education at every stage is the need of the hour, more especially at the University level." Peril is staring at our gates. When the next world war will break out and when our food and other immediate necessities of life will stop pouring into this land from foreign countries, peril will engulf us and our present Universities with their boasted culture will be no where.

28. Every individual should attain highest self-efficiency possible. He should live primarily for this world. He should put forth his maximum exertion. Every person who has the power should strive to revolutionise university education so as to dispel the dualism between culture and occupational efficiency and should try to attain culture through proper training for a productive career. Let us not make our schools and colleges repositories of world's non-useful knowledge in the name of culture.

"The basis of democracy is the belief in the inherent worth of the individual, in the dignity and value of human life. Democracy affirms that each individual is a unique adventure of life. The function of education is the guidance of this adventure to the realisation of the potentialities of each individual in the face of the actual world of men and things. It aims at the development of the individual, the discovery, and training, and utilisation of his special talents."

— Report of the University Commission.

TRAINING OF TEACHERS

Principal B. S. MATHUR,

M. M. H. College, Ghaziabad

OUR schools and colleges are not what they should be as instruments of learning and light. This is a great tragedy for the entire nation. We are thinking in terms of an ever-lasting freedom based on culture and education. But that will be a mere thought, not passing into practice so long as our schools and colleges are what they are today.

There are many defects but I shall fasten upon one and that is most important. Our teachers are not trained. When educated people are not able to settle anywhere else they come to schools and colleges and take up the responsibility (what a light responsibility?) of educating and elevating the nation as a whole. And what is the consummation? A full-bodied tragedy.

It is supposed by many that training is not necessary for teachers of higher classes. This is wrong. Every walk of life requires the learning of an art. Why not this walk of education? Education has to cover the entire field of life, its joys and sorrows. It is indispensable for teachers to be trained. Of course, training might be different for teachers of junior and higher classes. In fact, it is not necessary for training to be different for two sets of teachers but the fundamentals of training are same for all.

Without training of teachers you cannot have an atmosphere so very necessary for right education which has to be a complete and comprehensive preparation for life. As one goes round these schools and

colleges one finds little of that necessary atmosphere. There is lot of noise in classes. Students are not asked to sit properly. Some students are seated on tables in curves. The black-boards are dirty, unsystematic or not at all used. The teacher takes the lion's share in teaching. And the result is ever-increasing ignorance of students absolutely unfit for the art and practice of life.

There is also the problem of indiscipline due to untrained teachers. What is that education which does not give students a discipline and a culture?

Indiscipline amongst students.

It is nothing coming from students themselves. It is an outcome of wrong education imparted to students. We have not understood the meaning and imparting of education as we are untrained, as we have not studied literature on education. I might make one thing clear. I don't insist upon all teachers going to training colleges for their training in the art and practice of teaching. What I seem to feel is that our teachers should take to the profession of teaching in all seriousness. It will not do that they learn the lessons that they have to teach in the class. They must have a good deal of psychology of students. They have to learn their subject and also the main subject—the students they have to teach. It is, therefore, essential for them to study the vast literature on education. This they can do even without going to training Colleges.

Our right training must give us an idea of education. It is not instruction, which may be imparted. It is just an atmosphere to see that what is inside the mind of the student comes out as a reaction to teaching by the teacher. Education, then, is a culture and a discipline, not a mere communication of knowledge which may not be digested by the student at all. The universal library of the world is within the mind. That library has to be opened. This is the function of the teacher. He has to light a lamp to enable the student to see what is inside his mind. This is education; this is culture.

Untrained teachers or teachers who have not studied literature on education don't think and act in this fashion. They create an atmosphere for a rebellion in the school or the college. This leads to indiscipline, to chaos that passes ultimately into life and its un-ending activities. Now see the picture of life that we teachers are preparing. Instead of rhythm and music in life we have a continuous shouting and fighting in the shape of wars and its complications. This is the tragedy of life and teachers are responsible for it. They have a certain narrow outlook and that becomes the outlook of their students. That is the cause of sorrow in life. That urges man against man in the pursuit of wealth and selfishness. This pursuit must end if we want to build up a lasting peace and harmony all over the world.

Harmony in Education

Education should not be for chaos. It has to be for a perpetual harmony. Look at the difficult task of a successful teacher. He has his own personality. He cannot forget

that. He has learnt a lot from life and his desire and endeavour are to give that knowledge to his students. But what of students? They, too, have their own personalities. They, too, have a certain fund of knowledge coming down to them from their parents. They, too, have seen something of life. The teacher's task is to build up a *certain* harmony out of this disorder or chaos. This he cannot evolve unless he is trained and has studied vast literature on education.

It will not be repeating if I were to say again that good and trained teachers realise clearly that education must mean a proper atmosphere for the growth of students in all respects. This is the function of teachers. They have to impart knowledge not like imposing it upon their students. They have to see that students make knowledge imparted to them their own. Not only that. Students have to believe that that knowledge is coming out of them. Then they will consider that their own possession, a possession for all time. They will have their minds free, freely engaged in the adventure of intellect and imagination, ultimately leading to action and achievement.

This is what we want. Our students must be free of mind. They must regard life as a vast adventure and an experiment, carried out by the help of their intellect, imagination and heart. Their entire personality in all its aspects must react to life and make it their own, a constant joy and comfort.

Then most of the ills, present today and making life a constant tragedy, will disappear. Life, then, will run out to meet life, transforming the world into a continued joy.

The Shifting of Emphasis in Teaching English as a Foreign Language

Sri A. S. VENKATARAMAN, B. A., L. T.,

Retired Headmaster, Madras.

TILL recently the stock-in-trade of criticism used to be that the standard of English has fallen in our schools. At present this criticism is still maintained in some quarters but remains unheeded. Not only is it vague but also for that reason difficult to accept or refute. It is not the whole truth. At best it is only an overstatement of a half truth if at all there is any truth in it.

What needs to be clarified is whether the reference is to the ability to understand, the ability to speak, the ability to read or the ability to write. Of course it must be conceded that what was aimed at in the past was only a certain standard of proficiency in writing English to enable students to cope with the demands of clerical work in offices.

Evidently there is some confusion of thought. For we should not fail to note that this learning of a foreign language is not a natural process any-where. The learning of mother-tongue by a child is a natural and incessant activity. In his home environment he learns to speak

Continued from preceding Page

and achievement, declaring the elevation and also emergence of man as man, of God as God. Selfishness, our constant death as it seems today, will go and man will work for man and for God. He will find out what work he has to do and he will drop when he has done. This is the task of teachers. But, first, they must be trained. That is essential.

before learning to read and write. It is a process where translation and grammar have no place. Strangely enough in home conditions, there are several teachers for one child. The position is reversed when the child learns a foreign language. He is alien to the realien of the language. The atmosphere is artificial. There is only one teacher for many pupils. No wonder that experience in several countries endorses the same verdict that that the teaching of foreign languages in any country has not been much of a success except under rare conditions where special circumstances contribute to a distinct success. It is of interest to quote E. V. Gatenby's words, "One of the most astonishing things in this age of educational enthusiasm is the indifferent acceptance of defeat in the teaching and learning of a foreign language in secondary school class-rooms."

In our country too, the conditions were not and cannot be different. Besides the stress has been on the wrong side. Several factors have been at work. Writing ability was attempted before speaking ability. There has been an undue emphasis on grammatical accuracy not knowing that any effort to reduce grammar to logic must fail. Even now there are people who wish to apply principles of logic to the use of English language taking their stand on the strength of grammatical knowledge, perhaps without knowing Jespersen's dictum, "It would be a good thing if what might be called a Grammar of Relativity

could be everywhere substituted for the grammar of Rigidity taught in most schools all over the world."

If writing were the aim, naturally the stress should be on accuracy. This stress in its turn has led to inhibition and we are well aware that tongue-tied English-educated Indians remain blind and deaf mutes in the presence of an English speaker. I am well aware that because of this wrong stress and inhibition in its wake students and scholars who could otherwise have distinguished themselves, were prevented from realising and utilising their potential resources. Without doubt stress on correctness inhibits.

This proposition cannot be overstated, though an overstatement would serve only to lend strength to the need or even the urge for a shifting of stress. Let us concede there is need for correctness of expression but it cannot mean that at every step in the early stages correction should be resorted to. It would be a wiser thing to obviate the need for correction, by instilling right habits of correct expression. But if you start with correction, you should end with it, but the alarming evil or result will be inhibition. In fact this has been the bane of the translation grammar method.

Very often critics (faddists, shall I call them!) are not tired of referring to or quoting the story of a Frenchman who is stated to have said, "I will drown and nobody shall save me." Now this is purely

artificial. It cannot be gainsaid that a Frenchman uttering this sentence in such a helpless situation would be rescued as well as another who said, "I shall drown and nobody will save me." Language does not function in a vacuum. It functions in a context and in a situation where other factors also determine the meaning.

What applies to correctness also applies parri passu to pronunciation. The pronunciation of a common word like 'much' in Yorkshire differs from the same in London and both are different from the pronunciation in Wales. Pronunciations do vary though there may be what is called Standard Pronunciation. But this Standard Pronunciation is as nonexistent or as mythical for foreigners as the word 'average'. Professor Jones himself says, "I find it can no longer be said that any standard, exists nor do I think it desirable to attempt to establish one." So what is pertinent is that pronunciation should be limited by comprehensibility just as correctness ought to be limited by inhibition.

It is of interest to note that recently the Madras Board of Secondary Education has issued a syllabus (draft) relying partly on word lists based on word-counts (whose objective character is not altogether established) and partly on Catenization not compatible with interest contained in realistic situations. More of this in another article.

"The process of education as growth is continuous and life long... We learn from the teacher, by ourselves, from one another, and from life or experience. Education is not always formal..... Experience is a great teacher. We learn daily and hourly from our home, from our community, from the press, the radio and the movies. All life is experience and therefore education."

— Report of the University Commission.

Educational Utopia for the World Republic

Sri PRITHVE NATH RAZDAN,

Chinikral Mohalla, Srinagar, Kashmir

[Being a Memorandum both to the "Sarva Bhaum Sadhu Mandal" who are planning an educational scheme of their own for Delhi and Kashmir, and to the Government of the Republic of India. For, what has been suggested for the schools of the former can apply with advantage to the government institutes too, may be in a modified form to suit conditions prevailing there for sound liberal education.] For want of space, we are obliged to publish this in two parts. The second part will appear in our next April Number.

I

—Editor.

SAGE Vyasa's aim of Education—'Liberation' (of the soul from bondage)—has rightly been blended, by Swami Bhaskara Nand, with its modern counterpart or concept i. e., drawing out the faculties in Man. The wholesome alloy thus formed from these apparently abstract terms, when viewed from different angles forms attractive patterns conveying meanings and ideas or shades of ideas to the same person at various stages or to different men at different times.

One such meaning, with, I think, the most popular appeal is 'Liberation from Want, Anxiety, Disease, Poverty and over emphasis on or undue attachment with the sense objects which on ultimate analysis means drawing out the potentialities in Man, hybernating these under suitable conditions and harnessing them in the right way so that Man may acquire perfect mastery over his environment and become independent even in a congenial atmosphere of interdependence at the same time.'

He need not curtail his wants and necessities unduly or lower down his standard of living unnecessarily, for this will bring defeatism in its wake, impede his creative genius, and thus cause dullness and monotony in life. For, 'simple living' certainly does not mean living in

wretched conditions at the cost of health and a reasonable amount of comfort in the world—it simply means living in a simple unostentatious way which is conducive to high thinking and so, it implies curtailment of imaginary wants but not the real ones.

This will bring out inner harmony and true happiness and leave Man free to realize his goal with a fair degree of attached detachment in life and thus pave the way for the liberation of soul from bondage.

SELF-SUPPORTING INSTITUTIONS

Poverty and mass illiteracy in India are simply appalling and so, I am afraid that we will most surely not only be dubbed as 'Educational Imperialists or Educational Colonialists' who are out to usurp all education for themselves and reserve its seats for their own offsprings alone barring entrance to its portals to the masses and exploiting them to their advantage, but also educational reactionaries and even fifth columnists in the sphere of progress if we demand education to be completely self-sufficient at any stage especially the lower stages.

And yet, there is no reason for despondency for this is not the whole

truth. We can minimise our contingent expenses without sacrificing efficiency and create new avenues of income. Fees, though nominal in certain deserving cases, can be levied with advantage and where these are already charged they may be raised slightly with due regard to parent's income and expenditure.

Book stalls and stationery shops may be opened in the school premises where boys may purchase their text books and stationery leaving extra reading material (or not even that to some extent) to the private enterprise.

Fruit trees may be planted to create a natural aesthetic environment as well as a source of income. Vegetables may be grown on the school farm and sold.

Markets may be found for the boys' craft work. Co-operative shops may also be opened in the premises of the school for supplying as many necessities of life to the teachers as possible and even to the boys.

If the number of boys were sufficiently large, two or more co-operative concerns in linguistic provinces could own a printing press, and, prepare, print and publish books only to add to the income as well as the general efficiency.

Hobby periods on alternate days could be inserted in the daily timetable and boys' superfluous energy employed for constructive work without causing fatigue.

The revenue and income earned in all these ways when pooled together, could go a sufficiently long way in meeting the school expenses and making it nearly, if not completely, self-sufficient.

If it is intended to make some of these schools completely self-sufficient, some industries may be

attached to them or the schools attached to the industries.

CO-OPERATION OF PARENTS AND GUARDIANS

Teachers should take live interest in individual boys and send periodical progress reports to their parents who should, in turn, be required to sign these reports and return them with their suggestions and remarks if necessary. Absentees should also be reported to them. The boys should be visited at home by their form masters and the school doctor at least during their illness from time to time irrespective of whether the parents are literate or illiterate, rich or poor as is already being done in some progressive schools.

Besides, if the school premises occupy a central place, are attractive in all respects and provide suitable amenities for the entertainment and pleasurable education of parents it would be easy to attract them there of and on, in addition to parents' gatherings, prize Day or sports Rallies and thus establish their active association with all the school activities.

Poor but promising boys in the higher classes may be employed after school for part time for a limited period in a month or the season in the work shops or industries attached to the schools on contract basis partly to subsidise their education and partly to lend a helping hand to their parents as is in vogue for higher university courses in England and the U. S. A.

STUDENT POTENTIAL FOR SELF-EDUCATION

The student potential could be marshalled in many ways for their self education and fostering Repub-

lican ideas. Different Student Bodies could be formed with different objectives and functions in the schools, districts, provinces and so on on the same plan and model as is envisaged for school, district, Regional and All India Bodies for boys and for Teachers:—

(a) Students' Parliaments for the general working and discipline in schools;

(b) The Science Union—for arrangements, organisation and conduct of some magic-lantern or cinema shows, scientific hobbies and production of some industrial products such as soap and ink for sale, and discussions on modern scientific topics etc.

(c) Collectors' Club—for making collections of stamps, portraits, coins and other useful articles for school museums, thus learning history and Geography from Nature itself and keeping abreast of the times or current topics by collecting cartoons, portraits and other important newspaper cuttings pertaining to politics, science or literature.

(d) Literary and Dramatic Societies—for arranging debates, lectures and for staging educational dramas.

(e) Sports Committees—for arranging various sports activities and competitions, hikes and aquatics.

(f) These will widen boys' spheres of knowledge and understanding more progressively as the ever widening concentric circles and give them mastery over these individual subjects than has been the case hitherto. The process will furnish a ready means of discovering the hidden talents on the district, provincial, regional, All India and, if extended in this way further and further on the world basis and,

marshalling it to the advantage of all concerned.

Besides, under proper supervision and guidance from the authorities, the boys will not only inculcate good habits of social adjustment, independence of outlook and interdependence but also a sound organising capacity, ready wit and the art of living in this complicated world.

SCHOOL BUILDINGS, VICE AND CRIME.

As is well known, child is born in the image of God. He is pure, sinless and innocent with a huge fund of potential energy capable of being turned into kinetic which can verily be directed in any channels whether constructive or destructive.

He will be a product of environment in so far as the redirection of his basic instinct is concerned, only the pace of development and progress will vary with the varying fertility of his brain. Of course only a few are born with a par excellent brain and only an equal number, if not less, with a plane furrowless cerebellum.

The vast majority of the former will excel in any thing constructive in spite of the odds and a large number of the latter will easily surrender to basic instincts and temptations,

The causes of vice and crime are not therefore inherent but fruits of social contact in the majority of cases. This on ultimate analysis, as is well known, consists of (1) the parents and family members at home; (2) the friends circle in the streets and bazars outside home; and (3) the school.

HOME ENVIRONMENT.

If the boy is under the wholesome influence of honest folk, who

possess a large measure of mental and emotional equilibrium and a store of parental affection at home, he has built an unshakable mental structure with little inclinations for evil tendencies. He will be in a better position to exert his good influence on his friends, and like all that is good in them than succumb to their evil designs, vices and crimes.

If on the other hand, his home presents a low moral standard to him, he is more prone to fall a prey to evil tendencies outside and even to exert an evil influence on others than to be a recipient of good from them. Normal children with normal parents will grow normally.

The same holds good in the second and third cases mentioned above.

It is highly desirable, therefore, to arrange for well ventilated, spacious school buildings surrounded, if possible, by orchards and lawns in the centre of every thickly populated locality with good play grounds attached to them or reserved for them in their neighbourhood even if we may have to incur comparatively higher initial expenses so that they may be the most attractive places equidistant from the homes of the vast majority of the boys catering for the school.

The magnetism of the varied educational programmes of the school will then give rise to a rejuvenating breeze which will travel across the borders over the green lawns and flowery orchards to the surrounding populace spreading fragrance in congested slums in its vicinity. Life will be infused in the exhausted souls finding repose within the four walls of their homes and wondering what to do. They will rise, gird up their loins and simply rush to enjoy the pleasant breeze at

its source. Parental association with the school will thus be firmly established by arranging frequent social gatherings for parents to afford them pass time from their usual anxieties and widening their outlook and knowledge by arranging cinema shows, Dramas, discussions and lectures by eminent men on world affairs, and wider social, cultural and scientific, and may be religious topics.

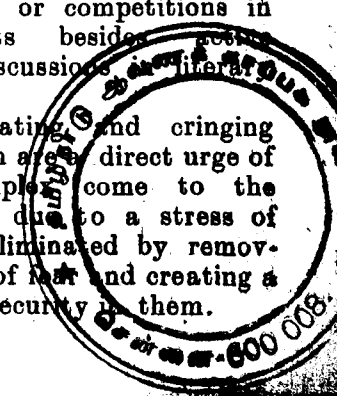
The schools should be infant trainers, child growers and adult educators, and constitute dynamic community centres rather than isolated prison cells for force-moulding the Youth.

Tendencies of destruction in boys could be resolved by affording them opportunities for removing and destroying the weeds and other over growth in vegetable gardens, digging and breaking lumps of earth in the fields and preparing them for transplantation or seed sowing or designing flower beds, reaping the harvests or separating the corn from its stalk as hobbies but not on a professional scale, or chopping bigger pieces of already chopped wood to suit their school stoves in winter from day to day, or better still employing boys in sawing planks or timber, as has been done in some educational plans of the United Nations, in their carpentry classes or the like.

The instinct of pugnacity could be resolved by organising some team games, boxing or competitions in athletic sports besides debates and discussions and literary meetings.

Lying, cheating and cringing behaviour which are direct urge of inferiority complex come to the surface mainly due to a stress of fear, could be eliminated by removing the causes of fear and creating a clear sense of security in them.

127330.



NOTICE

All communications concerning Editorial be addressed to:—

The Editor,

'EDUCATIONAL INDIA'

Haveli Road,
MASULIPATAM



EDUCATIONAL INDIA

MASULIPATAM, March, 1952

U. N. Ideals and Indian Education

THE baneful effects of the two great world wars have left the peoples of the world in utter despair. If enduring peace has to be ensured, the causes of war—self aggrandisement, economic exploitation, and struggle for power among the advanced nations of the world—should be eliminated. To this end the United Nations Organisation was founded.

Continued from preceding page

Last but not the least they should be initiated into broad religious principles of the various World Scriptures, besides their own, which should form the pivots round which the whole edifice of moral teaching should revolve producing pleasant breezes of social service and compassionate feeling conducive to humanitarianism and WORLD CONFEDERATION OF RELIGIOUS BROTHERHOOD.

(To be continued)

THE first outlines of this organisation were drawn by the Allied Ministers of education who met in London during 1942-45. Later, its scope was enlarged and Constitution adopted in 1945. There are now more than 55 member-States. It is an International and Inter-governmental Organization whose aim "is to contribute to peace and security by promoting collaboration among the nations through Education, Science and Culture in order to further universal respect for justice, for the rule of law, and for the human rights and fundamental freedoms which are affirmed for the peoples of the world without distinction of race, sex, language or religion, by the charter of the United Nations."

NOW the United Nations is what its members make of it. If all the member-States co-operate with each other and diffuse the ideals of United Nations through the only effective channel—education, then the purpose will have been amply achieved.

FIRM support of this organisation is said to be one of the basic principles of India's foreign policy. Time and again, our Prime Minister Nehru has been stressing on this point. In spite of the strains, and stresses that have been caused by some Member-States, India's faith in it has not been diminished. On the other hand it has only given a new emphasis to her effort to mobilise for peace and for betterment of all peoples. In the words

of Dr. Rajendra Prasad, the U. N. O. 'is to-day the only hope and aspiration of mankind.' For, he says,

"Modern Science and industry have placed in the hands of man inexhaustible power—a power which may be for banishing want and poverty, ignorance and disease from human life or which may be used for total destruction of all that man has been able to build through the ages—nay even for the complete annihilation of man himself. Individuals, classes, nations all alike are faced with this fateful choice. Any institution which may be of use in enabling them to make the correct choice is therefore a blessing to every one of us."

INDIA strongly believes that much good will emanate by co-operating with this institution. In the councils of the U. N., India has been trying to secure the maximum agreement possible on all reasonable proposals. So it is incumbent on all educationists to strive hard for the promotion of its ideals, in our educational system, through a programme of general education and also by introduction of suitable changes in the curriculum of studies both in secondary and collegiate courses.

IT may be recalled that the Economic and Social Council of the U. N. in a resolution passed in Feb., 1950 asked the member-States to report every two years on the progress achieved in propagating the ideals of U. N. Here, in India, from the information received by the Central Govt. from different States and Universities, we find that considerable progress has been achieved

in popularising the aims and activities of the U. N.

THE Andhra University has proposed to start a M. A. degree in International Law with branches in Diplomacy and Consular functions. Students of the Saugor University have offered thesis on 'United Nations' for the M. A. degree examination in Politics. The Patna and Nagpur Universities have included a chapter on U. N. O. in the courses of studies in Politics and Civics, for I. A. and B. A. classes. The students of Baroda and Travancore Universities are made to acquaint themselves well with the U. N. O. So far about the information that was received from the Universities.

NOW with regard to States, the Vindhya Pradesh comes first by incorporating general information about UNO and UNESCO in the textbooks for primary and middle classes. In Madras, the subject of Social Studies for secondary Schools contains chapters on structure, constitution and working of the U. N. O. Further a new subject on International Law has been introduced for B. L. Class. Hyderabad has introduced the topic in syllabus under Civics both in Secondary and Collegiate courses of study. In fact the Osmania University has introduced this subject in one form or another for Intermediate and B. A. classes.

THUS the replies received from different places and climes

indicate the extent to which the ideals of U. N. are gaining ground in India. The observations of United Nations Day every year, the receipt of good literature on the subject from the U. N. Headquarters which is being supplied to every Library and reading room, maintenance of Film projectors and Films of world interest are some of the effective channels through which the ideals are popularized.

IF all the young men of today understand the true implications of peace and learn what UNO stands for, the world would be far happier than now for them to live in. It is our duty to educate young men on proper lines and instil into them a strong desire for true love and peace.

The Five-fold Scheme

ON the basis of the recommendations of the Planning Commission, the Central Government has brought out a five-fold scheme and circulated it to all the State Governments, inviting their comments in the first place and their co-operation in subsequent implementation. The Centre proposes to spend Rs. 1 Crore in the first instance with an assurance of further financial aid if the schemes work well.

THE first scheme in the plan gives a philip to Basic education. It envisages the establishment of a complete basic education project in each State, consisting firstly of a Post-graduate

Training College for the staff of the Basic Training College, with a full fledged Basic School for practice and demonstration; secondly, a Training College for primary school teachers, with junior Basic Schools for practice and demonstration; thirdly, some well-planned community centres and fourthly a Janata College for training village leaders. Next "Development blocks" will be chosen which should be about the size of 100 villages, as envisaged in the Planning Commission proposals regarding Rural-cum-Urban Community Development.

THE main purpose of this scheme is to create favourable conditions for the working of it in all its stages, from the primary to the post-graduate level, to develop suitable techniques of work, to lay out a comprehensive programme of social education and to study their impact on the total life of the community. If this scheme works well, we are assured that expansion will take place immediately on a large scale and on proper lines. From all these it is expected that sound foundations will be laid for Basic and Social Education.

THE second scheme relates to Secondary Education and envisages the improvement of secondary education by working out better methods in this field. It is proposed to give grants for research, and for merit scholarships. Another commendable measure under this head relates to the appointment of Secondary

Education Commission, during the current year for the preparation of a long-term plan. For all this, a sum of Rs. 3 lakhs will be set apart.

THE production of suitable literature for children and adults in the fields of Basic and Social education and the promotion of Hindi comes under the third scheme at a cost of seven lakhs. The production of Audio-visual aids also come under this head.

GRANTS to private institutions doing important cultural and educational work, library services, grants to welfare work are some of the measures contemplated under the fourth scheme at a cost of 50 lakhs. The fifth scheme envisages the education of the juvenile delinquents at an estimated cost of 1 lakh.

IN implementing all these schemes, the Centre will share the expenditure in consultation with the States concerned. The State Governments are also advised to economise expenditure by utilising existing buildings and palaces in merged States. Of course, these schemes will form the basis for further discussion between the Central Ministry of Education and the Representatives of the State Governments at the forth-coming meeting of the Central Advisory Board of Education to be held at New Delhi on the 15th and 16th of this month.

WE expect that as a result of these deliberations, definite impetus would be given for Basic

and Social education and a sure foundation be laid for Secondary Education which of late has become so unsteady in its contents.

The 42nd Madras State Educational Conference

Sir,

The 42nd Madras State Educational Conference will be held at Peelamedu, Coimbatore under the distinguished Presidentship of Dr. R. K. Shanmugam Chettiar, the Vice-Chancellor of the Annamalai University on the 12th May '52 and the succeeding days. An influential Reception Committee under the Chairmanship of Sri G. R. Damodaran, B. Sc., A. M. I. E. E., Principal, P. S. G. College of Technology has been constituted and all the necessary arrangements are proceeding apace. An educational exhibition comprising of several sections such as Primary, Nursery, and kindergarten, Diversified courses, arts, crafts, hobbies, social studies, citizenship activities, teaching aids, etc, will be held along with the conference and all the educational institutions are invited to send in exhibits. Sectional Conferences under the following heads, 1. University Education, 2. Secondary & Technical Education, 3. Basic & Primary Education, 4. Educational organisation & Teacher education will be run and contributions in the form of papers and lectures are invited from all educationists.

Members of the teaching profession are earnestly requested to register themselves as delegates with the Secretary, S. I. T. U.

Yours faithfully,
S. VENKATARAMANAN,
General Secretary.

Headmaster,
Sarvajana High School, Peelamedu.

THROUGH different STATES

DELHI

EDUCATIONAL REFORM

CENTRAL GOVT.'S SCHEME

A five-fold scheme of development primarily in the field of basic and social education for the whole of India on the basis of the recommendation of the Planning Commission has been circulated by the Central Ministry of Education to the State Governments for their comments in the first place and close co-operation in subsequent implementation. It has been proposed to provide from the Centre an initial amount of Rs. 1 crore in 1952-53 for some of the schemes, but it is probable that more funds may be available if schemes are advanced well enough to justify further financial aid during the year.

COMPULSORY MILITARY TRAINING

General K. M. Cariappa, Commander-in-Chief, Indian Army, expressed himself in favour of compulsory military training for all able-bodied youth in India.

The Army chief, who addressing two hundred members of the National Cadet Corps who had come to Delhi to participate in the Republic Day parade, said that compulsory military training would lead to greater discipline and would enable the youth of India to serve the country better.

He said he was convinced that there was nothing wrong with the youth of India. It was for the parents, professors and teachers to make them well-disciplined.

TRAINING COURSE IN RICE BREEDING

Under the U. S. Technical Aid Programme for Asia and the Far East, the FAO, it is understood will conduct

a three-month course in rice breeding and soil fertility in Coimbatore, beginning from July this year.

Dr. K. Ramiah, Director, Central Rice Research Institute, Cuttack is likely to direct the course which is expected to be attended by well-known soil scientists from abroad.

A scheme for rice breeding is already in progress at Cuttack.

UNIVERSITY OF DELHI

Parliament passed the Delhi University (Amendment) Bill on 12 Feb.

The only new provision in the Bill, Maulana Azad said, was to enable the non-constituent colleges which came into existence in Delhi after partition to be affiliated with the Delhi University. The Government did not, however want to disturb in any way the unitary teaching and residential character of the Delhi University. The change which was proposed to be made was in accordance with the wishes of the Delhi University Council.

Originally the Education Minister had told the House that the proposed new change would be made by suitably amending the statutes of the Delhi University. But at the instance of Pandit Hirday Nath Kunzru, it was incorporated in the Bill itself.

The relevant amendment, incorporating this change, which was accepted by the House, sought to make it clear that the affiliated colleges would be entitled to all the privileges of the University.

The amendment defined an affiliated college as an institution recognised by the University in which instruction is provided in accordance with the provisions of the statutes and ordinances upto the Bachelor's Degree exclusive of honours and post-graduate degree.

MADRAS

PAY OF ELE. SCHOOL TEACHERS

The Madras Government have now decided to re-examine the position relating to the grant last year of an additional pay of Rs. 5 a month to each teacher in aided elementary schools, by the Government themselves contributing Rs. 2, and insisting on the managements paying the balance of Rs. 3. They have also passed orders stopping recovery made from the maintenance grant of each school which did not pay this supplemental pay to its teachers.

A Press Note explaining this decision issued states: "Recently several representations have been received by the Government from various unions and associations that the maintenance grant now paid by the Government is not adequate and that any recovery from it will create a great hardship. It has also been brought to the notice of the Government that a number of managers of aided elementary schools have issued notice to their teachers to the effect that they are going to close down the schools from the next school-year, as a protest against the orders of the Government compelling them to pay the teachers the extra pay of Rs. 3 and against the recovery from the maintenance grant ordered by the Government. The Government have, therefore, taken the decision mentioned above."

BOMBAY

RESEARCH IN MEDICINE

Rajkumari Amrit Kaur, the Union Health Minister, said recently that the Government of India had decided to establish an institute for post-graduate studies in medicine in Delhi. This has been possible, she said, because of the donation of 28,000 dollars by the Government of New Zealand under the Colombo Plan.

WORKSHOP FOR THE BLIND

The Government of India will shortly start a "Sheltered workshop" for the blind at its Dehra Dun Training

Centre for the blind, says Capt. A. H. Mortimer, Superintendent of the Centre.

Capt. Mortimer, who was the Government of India's Observer at the first All-India Conference for the Blind recently held at Bombay, told P. T. I. that machinery worth several thousand Rupees had been ordered from abroad, and the workshop was expected to start work in a couple of months. He said that certain industrial centres at Calcutta and Bombay had been very "helpful" to him in enabling him to assess the possibility of rehabilitating some of the blind in various capacities in the factories.

Capt. Mortimer said that during the war, the blinded soldiers were pension-holders of the Government, but since the Centre was taken over by the Ministry of Education and used for civilian blind, the Government was faced with the problem of providing means for these blind to earn their living. He said that the Government was spending Rs. 2,50,000 annually on its maintenance.

He disclosed that the three trained blinds from the Centre who had been absorbed by some ordnance factories were putting up 25 per cent work more than the ordinary workers.

The Blind Centre at Dehra Dun, which has a capacity of accommodating 125 blind, was taken over by the Ministry of Education in January 1950.

HYDERABAD

TEACHING MEDIUM IN HYDERABAD

"Our declared policy is the ultimate adoption of the federal or national language as the medium of instruction for all Faculties with regional colleges developing the regional language as the medium", said Nawab Ali Yaver Jung, Vice-Chancellor of the Osmania University, addressing the Osmania University Academic Council on 9th Feb.

The Vice-Chancellor said that those who thought that the ultimate goal could be reached overnight either confused universities with primary schools

or spoke thoughtlessly. The university imparted instruction in a large number of subjects, some of them highly technical requiring a number of books and literature on each subject. The work was necessarily slow as the standards both of translation and publication and of teaching had to be at University level. The work of translating books on eight subjects for the Intermediate stage simultaneously in Hindi, Telugu, Marathi and Kannada had already started but the task of the University in giving instruction and holding examinations in four different languages was a difficult one and was rendered even more difficult by the absence of similar activities in the regional universities concerned, lack of funds and by understanding criticism by the so-called literary organisations which had themselves done nothing to sponsor publications of original thought and work or translations of classics from other languages which could go towards the enrichment of our own languages and fill the lacuna that existed in them. The University should assist through its own men in this work but the organisations must get down to business first.

In the meantime, Nawab Ali Yaven said, for the transitional period, the logical step was to adopt English for technological and professional Faculties and pass on from Urdu to Hindustani as the natural step towards the ultimate adoption of Hindi.

MYSORE

STUDY OF HINDI IN COORG SCHOOLS

Hindi will be an examination subject for the S. S. L. C. course in Coorg with effect from 1954. This is one of the steps taken by the State Government to popularise Hindi.

Since 1943, Hindi is being taught as a compulsory subject in the middle and high school stages, but at present it is not an examination subject for the S. S. L. C. In 1950-51 there were as many as 4,323 students in ten high and 33 middle schools in the State learning the language. In the latter, Hindi is being taught at the third form stage.

Primary education in Coorg is free. Last year there were 84 primary schools in the State with a total strength of 6,031.

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PUBLIC OPINION

SIR A. R. MUDALIAR ON TASK BEFORE GRADUATES

"To-day when our country is independent, when unfortunately in spite of that independence, there is a sense of frustration among the educated and when the middle classes find that they are being slowly crushed out of existence through many circumstances beyond their control, I would still like to say to you to be optimistic and go through the world with the purpose of achieving something to your credit and to the credit of your institution", observed Sir A. Ramaswami Mudaliar, Vice-Chancellor of the Travancore University, delivering the Convocation address of the Travancore University on 28th Jan. '52.

He said: "We are at the beginning of the second half of the Twentieth Century. The first half of the century has seen changes remarkable, to say the least undreamt of by our forefathers of the Nineteenth Century. Not in their wildest dreams could they have foreseen the material changes that have occurred during the last half of the century. The disappearance of States and kingdoms, the extinction of Monarchies, the liquidation of Empires are the least of these changes. The scientific inventions that have chased each other in rapid succession, the submarine and the aeroplane, and the discovery of nuclear energy and its consequences, modern researches in the science of healing, are, no doubt, striking, but even they are not most significant of the changes that have been brought about during this period. More than all these, much more incalculable in its effect than any of these changes had been the change all over the world in the human mind and in its outlook on men and matters. This is the most significant change that has to be grasped in entirety, if institutions

like Universities are to fulfil their task and to feel the pleasure and joy of having achieved their purpose."

PURPOSE OF EDUCATION

Instead of straightway addressing the graduates, Sir A. R. Mudaliar said he wished to turn the searchlight inwards to examine the activities of himself as a Vice-Chancellor and of those associated with him in the great task of University education in the State.

Pointing out that in its Institutes, its Colleges, its house of residence, its clubs, the University had boys and girls of tender age, the Vice-Chancellor said: "We who are in charge of their studies, we in whose company they spend many hours each day trying to learn, what do we know of these boys and girls? What is it that these young people are imagining for themselves, these who are in their twenties, what do they desire, what kind of life do they propose to lead; what are their hopes, their aspirations, their thoughts of the life that is opening out before them when once they have crossed the portals of their institutions? Is this not the most concrete fact which we must try to understand, if the education that we impart to them should have any real meaning and should ultimately lead not merely to their success in life in the only sense in which that success can be predicated, but also in the good to the community in which their lot will be cast. Have we grasped the essential fact that to us of an older generation, the thoughts of the young have become somewhat obscure; their hopes are not as clearly seen as they were before: their aspirations are but a dim vision compared to the knowledge that our own teachers had when we passed through the same stages."

Kamaswami Mudalliar, proceeding, said: "If we realise that the distance in thought and in habits of mind is greater to-day between us and our young pupils than they were ever before, if we realise that a great change has come over the young generation and if we further realise the need for understanding this change and for acting in such a way that we shall attune ourselves, we of an older generation, to the thoughts and aspirations of the younger and by doing so, guide them gently but firmly and yet not disclosing that we are leading the way we may perhaps fulfil our obligations and earn the future gratitude of our students."

Mr. R. K. SHANMUKHAM CHETTI'S CALL TO YOUTH

Addressing the cadets of the National Cadets Corps attached to the Annamalai University, Mr. R. K. Shanmukham Chetti, Vice-Chancellor of the University, stated that however averse to war people in India might be, they might be compelled to take up arms in defence of their country should war be thrust upon them and he advised the cadets and officers of the N. C. C. who formed the second line of defence, to prepare and equip themselves for such a contingency.

Whatever might be the peaceful intentions of the Indian people, he added, history showed that every country which hoped to survive should be ready to defend itself. He was glad that even some of their national leaders, who were brought up in the spirit of pacifism, had nevertheless, when they came to shoulder the responsibility, realised fully the need for a national army. If to-day the country had weathered many a storm, and India was still respected by other countries, and she was in a position to maintain internal peace and order, Mr. Shanmukham Chetti remarked, the credit should go to the brave and loyal men of the Indian Army. He urged the cadets to draw their inspiration from the spirit of loyalty and discipline the men in the Indian Army had shown during the past few years.

Mr. M. J. SARGUNAM ON INTRODUCTION OF BASIC ENGLISH

Presiding over a meeting of the Headmasters of the Coimbatore and Nilagiri Dts., on 9th Feb., Mr. M. J. Sargunam, president of the Association said "Basic English was not a word list so much as a teaching method and that its usefulness lay in the resulting economy of time and its efficiency. The draft syllabuses of the Madras State for English referred to "the necessity of accepting a lower standard in the ability to speak and write English" and the "whole syllabus for Forms I to VI aimed at complete mastery of a 2000-word vocabulary and of the phrases and idioms commonly associated with these words. This acceptance of a lower standard was very unfortunate especially because the present standards were so inadequate for purposes of further research and training at the University levels. This standard might even further deteriorate in view of the psychological effect of the relegation of English to a less important position and the drastic reduction of the time available for the study of the foreign language.

The Basic vocabulary of 350 words could be mastered in Forms I and II of our secondary schools and the pupils after the two years of study would be able to read and understand practically any book which a pupil even after six years of study in Forms I to VI at present might find difficult to do. Moreover, Basic English might pave the way for a Pan-Asiatic Federation and promote better understanding and goodwill among the peoples of Asia.

Mr. Sargunam gave examples from Basic English comparing its vocabulary with other sets of vocabulary based on Throndyke's word frequency, Palmers 1000-word English and the Carnegie Trust Report. After two years of study, he said, a pupil could go on from basic to wider English until in Form V, a pupil trained in Basic English would have attained the standard of the present university level.

Foreign Currents

Children's Employment in Industry in Asia and far East

The majority of Asian countries now forbid the employment in industry of children under fourteen, states a report on "Child Labour in Relation to Compulsory Education", published by UNESCO and compiled by the International Labour Organization. Minimum age limits, says the survey, fall as a rule between 12 and 14 years, but it is 14 in the majority of them. The statutory age limit is 12 years in Pakistan, 13 in Burma, 14 in Ceylon, China, India, the Philippines, and 15 in Afghanistan.

The survey points out that although more and more countries are raising legal barriers against child labour, conditions still exist in some regions of the world which "recall the early days of the industrial revolution in Europe".

Fifty-six of the fifty-seven countries surveyed by the ILO have established a legal minimum age of at least twelve years as a requirement for employment by industry. But legal exceptions are numerous and, in some countries, eight-year old children can still be employed in agriculture and in certain other occupations deemed "healthy".

While allowing that legislation, such as the Indian Constitution of 1949 which states that "the tender age of children should not be abused", has been responsible for some of the progress made in recent years, the report maintains that more than legislation is needed. Children cannot be protected against exploitation unless there are school facilities available to keep them in classrooms until they reach the legal minimum age for employment.

"If the school-leaving age is lower than the age of admission to employment, the child is left without useful occupation during the gap and is liable

to be exposed to the physical and moral dangers of illegal employment".

The highest standard of child labour regulation is found in the United States, Canada, Australia, the Union of South Africa and New Zealand where, the survey says, the minimum age for industrial employment is between fourteen and sixteen years old.

In the Near East and the Middle East, five out of six States surveyed permit children below the age of fourteen to work in industry. Two of these countries allow children as young as eight and nine years old to work in specified industries.

Education About U. N. is Theme of U. S. Conference

To give impetus to an important aspect of Unesco's programme—education about the United Nations—2,000 delegates have been invited to take part in a National Conference, called by the U. S. National Commission for UNESCO, early in February.

The Commission asked the delegates to discuss and recommend means for increasing participation in world affairs, particularly through the United Nations and its Specialized Agencies.

UNESCO'S Director-General, Mr. Jaime Torres Bodet, has been invited to give an address on "Freedom and Culture". He will also attend meetings of the Commission and sessions of the Conference, to be held at Hunter College in New York; and in that city also address the Council on Foreign Relations and pay visits to the Rockefeller Foundation and other organizations connected with educational, scientific and cultural activities in the United States.

On a brief trip to the Middle West, the Director-General will address the Council on Foreign Relations in Chicago and pay a visit to the University of Illinois at Urbana. In Washington, he will be the guest of a gathering of leaders of American public and private

life, to be held in the Coolidge Auditorium of the Library of Congress.

The report points out that controls are much less severe for non-industrial and agricultural employment. In Asia and the Near and Middle East, minimum age regulations in non-industry and especially in agriculture can still be considered as an exception."

The report praises steps taken in many countries where family allowances, free meals and free textbooks are offered as an inducement to keep children in school and out of factories.

Swiss Scientist Aids Indian Engineering Research

Dr. R. V. Baud, a Swiss engineer who has conducted research in construction materials for more than 25 years, has been sent to India by Unesco on a Technical Assistance Mission.

He will work with India's Central Waterpower, Irrigation and Navigation Research Station at Poona, where he will assist scientists in setting up a photo-elastic laboratory. (Photo-elastic studies enable engineers to determine the amount of stress a structure can bear).

Unesco Educational Mission for Philippines

Dr. Viktor Holbro, who has taught physics and chemistry in Basle, Switzerland, for the past 16 years, has arrived in Manila to co-operate with the Philippine Government in its programme of expanding science education.

Dr. Holbro will be a member of a team of educational advisers Unesco is sending to the Philippines under its programme of Technical Assistance for Economic Development.

American Woman to Train Libyan Teachers

Dr. Adeline Babbit, an American woman educator, has gone to Libya under Unesco's Technical Assistance programme, to train teachers needed by the schools of that country.

Her new assignment will take her to the tiny village of Sidi Mesri in the desert outside Tripoli. There she will help Libyan educators run a centre where women are being trained to staff the country's elementary schools.

Dr. Babbit has just completed a one-year stay in Rangoon where she lectured in child psychology at Burma's State Training College for Teachers under a Fulbright grant.

South African Educator for Iraq

Dr. H. Jac. Rousseau, the first South African to be sent out on mission by Unesco under its programme of Technical Assistance for Economic Development, has begun work with Iraqi officials now conducting an educational campaign in the country's Dujailah region where the Government has settled landless tenant farmers on newly irrigated land.

Dr. Rousseau will specialize in literacy training, part of an overall programme in "fundamental education" that is, education aimed at raising living standards.

—From Unesco News

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