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EDITORIALS

The Fundamental Problem —
Education and Indoctrination —
Education and Central Government.

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**BASIC PRINCIPLES OF PHYSICAL
EDUCATION**

Prof. K. G. Saiyidain

WOMEN AND EDUCATION
From the UNESCO

REQUIREMENTS OF BASIC SCHOOLS
Ramkishore "Pashan"

**A PLAN FOR RURAL EDUCATION
IN RAJASTHAN**

Shree Prayag Mehta, M. A.

**CONTRASTS BETWEEN TASTES OF
EAST AND WEST**

Frank M. Gardner

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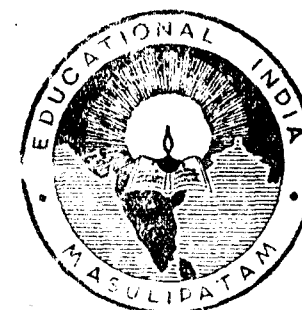
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Basic Principles of Physical Education *

K. G. SAIYIDAIN

(Joint Secretary, Ministry of Education, Government of India.)

I AM keenly interested in all aspects of education, including physical education, and, not long ago, I was associated with the United Nations Youth Welfare Seminar that was held at Simla at which problems of physical education also came in for a good deal of attention and discussion. All the delegates were unanimously of the view that no programme of Youth Welfare could be either complete or effective unless it provided for a *comprehensive* and *imaginatively planned* scheme of physical activities. I would like to tarry for a moment, if I may, on these two adjectives that I have used to define the nature of the scheme and ask you to ponder over them. This scheme must be comprehensive i. e. it should not be narrow or one sided confined only to physical exercises or gymnastics or games or any particular brand of physical activities but it should include within its scope *all* the different types of activities which cater directly to the development of the physical aspect of man's personality—*not*, however, mind you, *only* the physical aspect as I propose to discuss presently. It is essential that this programme should be as varied as possible so that it may be suited to different types of youth and evoke their responses naturally and spontaneously, without the need of resorting to unwelcome compul-

sion. Closely with this first qualification is the other one i. e. it should be *imaginatively planned* so as to appeal to the peculiar psychology of the adolescent—his instincts and impulses, his interests and enthusiasm, his desire for self-expression and service, his creative urges and his social tendencies. Does that sound to you as expecting too much of Physical Education? Not at all. Most of our schemes suffer unfortunately for want of imagination both in planning and in implementation. I have not the least doubt that if intelligent imagination was allowed full play, physical education in its wider sense—could be so planned and oriented that it could irradicate many aspects of youth's personality and tap his or her energies at many levels. You see, there are always two ways of approaching any problem the mechanical, routine-bound, lifeless, academic, bureaucratic way which is mainly concerned with a tame compliance with rules, filling of forms, following a time table and compiling reports and statistics. It is devoted to the letter that Killeth and rather suspicious of the spirit that Keepeth alive. It can even take a vital and lively movement like Scouting and tie it up into a variety of lifeless knots.

I have actually seen scouting reduced in some schools to the training in the tying of knots...There is, on the other hand, the vital, the vigorous, the inspiring approach which considers the human individual, his personality, his growth, his joy as far more important than anything else in the way of rules or

* Address to the closing session of the Conference of Principals of Training Institutions of Physical Education held at the College of Physical Education in Bombay on May 19, 1952.

neat classifications or completion of routine procedures. It is this approach which infuses life into every activity, including education whether physical or intellectual or social or moral which can take Scouting, for instance, and make it a magnificent and throbbingly significant experience for children and youth, catering to their many sided, budding interests and giving them new dimensions of joy and activity. I have taken scouting as only a handy example – the principle applies right through to all types of physical activities and all phases and stages of education. It is upto the teachers and the educational administrators either to make them contribute to the fullness and the richness of life or only to solve their conscience by introducing them in the syllabus and forcing them on the children without doing them any appreciable good. I have taken the liberty of stressing this point because it will be up to you, those of you who are in charge of Physical Training Institutions, to give the right orientation to teachers and officers who are to be responsible for implementing soundly conceived schemes of Physical Education.

What I have said so far applies just as much to children and adults as to youth and our plans of Physical Education must be comprehensive also in the sense of embracing the various age groups. We are often apt to forget that the whole of life is bound up in by an iron law of unity which we dare not break except at our peril. If we ignore proper physical care and training at the stage of infancy, the individual remains handicapped all his life. If the period of childhood is not catered for properly, the child grows into a physically maladjusted adolescent and no amount of training at that

stage can atone for what he has suffered at the preceding stage. Again, if we fail in our duty towards the adults and, either through neglect of physical education or bad working conditions, allow their health and physical well being to suffer, we are hit by a boomerang because these adults are the parents of the next generation and their sins – or, more properly speaking, their deprivations – will be visited unto their children. Thus we see forcefully the truth of what may be a commonplace in theory but is a fact which is blatantly ignored in practice – namely, that good physical education is a life long process, beginning with the parents of the unborn child and covering the whole period of his infancy, childhood and adolescence – thus linking up the successive generations into a new law of Karma which I would request you to ponder over at your leisure. In the past, educationists have often tended to think that they were mainly, if not exclusively, concerned with the education of children and youth and that adult education (or what we call Social Education, now) was not their primary concern. That attitude is now being happily abandoned and Social Education is beginning to receive its due measure of attention. I hope and trust that in your special sphere of education, you will give proper attention to the needs of adult education, not only incorporating its principles and practices in your curricula but also taking upon yourselves the responsibility of educating public opinion to the realization of the urgent, national importance of this issue.

There is yet another and deeper sense in which the principle of unity to which I have just referred is applicable to this question. Education is an *integral whole* – not a

patch work of bits and pieces catering to separate, water tight compartments of the psychophysical organism called man: physical movements developing the body, books and abstract ideas feeding and nurturing the mind, arts and music educating the emotions ... No, it does not fan out that way. Man's personality is a single, indivisible whole and all that is good and worthy enriches it alround and all that is unworthy or unhealthy in any sense lowers its total value and vitality. Speaking for myself, I would say without hesitation – even in this gathering of “physical educationists”, if there can be such a term at all! – that I am not interested in the mere development of the body. I have no great respect for the man who is only an expert athlete or a good wrestler and nothing more, even as I am not greatly impressed with a book-worm or a man who can play with ideas but feels lost in the world of social action and living realities. If I may use a well worn phrase, I am interested in the sound body because it is the seat of the sound mind, because it is the vehicle through which the spirit of man expresses itself, because, in the fascinating words of the Bible, it is the ‘temple of the Holy Ghost.’ All modern advances in physiology, psychology and related sciences have brought out more and more vividly the intimate relationship between the body and the mind, even though they may not have been able to throw any decisive light on the nature and the *modus operandi* of that relationship. Mental deficiencies and handicaps have been cured, in numerous cases, through suitable physical and constructive activities which have had a cathartic effect. Similarly, cases of shell shock, nervous

paralysis and many other apparently physical diseases have been successfully tackled by the adoption of psychological methods of treatment which have sought to approach the mind through the body. This meant that you have to take a much wider and deeper view of your work than the one traditionally taken-off the old drill master of my school days who put children through a certain number of limb contortions and marching orders! You are a valued and indispensable ally in the great process of education which makes the body the willing and efficient servant of the mind and makes the trained mind, in cooperation with the body, an instrument for the service of worthy social purposes. This is the spirit which should permeate your aims and objectives, your curricula and your techniques of training, your corporate activities and your entire programme of work. And the point of departure for breaking this new ground is obviously in the Training Colleges of Physical Education where not only this new ideology has to be made real to teachers but appropriate techniques have to be worked out and carried over from the laboratory as it were, into the field.

You will, no doubt, have noticed that in my remarks I have confined myself – wisely, I hope! – to drawing your attention to what I regard as the basic principles of physical education and training because I can speak about them with a certain measure of confidence. I have resisted the temptation of talking about matters of detail which every one of you is a better expert than I can ever claim or hope to be. I should however, like to point out one or two practical implications and corollaries of what I have been

discussing with you. If physical education is envisaged in these terms, it follows that it should be taken out of its rather narrow groove and brought into vital contact with life needs and life situations. Much greater emphasis must, for instance be placed on activities like hiking, camping, scouting, mountaineering, organisation of work camps, youth hostels than has been the case hitherto. These are activities which, no doubt, promote physical welfare but they do so in a wider social context and make better health and bodily development a valuable by-product of intrinsically worth-while projects, rather than the direct, avowed end. There may be much to be said for certain prescribed forms of physical drill and games, particularly when we are dealing with children and youth suffering from certain physical defects, but the other type of activities that I have mentioned make a greater and wider appeal to their mind and emotions and are more powerful instruments of what I may call total education. In this connection, I would like to make a special mention of the need for developing what are internationally known as "work camps" in which young men—and women—belonging to schools and colleges come together to carry out projects of manual labour and construction which are useful for the community. They may do so either during the long vacation or during week-ends or even during work days by groups of students taking their turns according to a planned programme. Under many national and international organisations like the World University Service, the International Voluntary Service for Peace, the

UNESCO etc., students, groups have carried out such projects—building roads and bridges, school houses, hostels and hospitals in war-torn countries or making their own school playgrounds and gardens and other physical amenities which could not be given to them. In Yugoslavia, the youth made a fifty mile long railway line in a very difficult region of which some of you may have seen a stirring film documentary. In our country there are numerous things that need to be done to make life bearable for our people living in villages and cities. We are just now launching on what may become a very momentous programme—the Community Development Projects for re-building the countryside. Now, there are many small but important projects in each Project area which need to be completed but either money or personal or both are lacking and it occurs to me that there is no reason why our young men and women should not participate in such work camps and make their own effective contribution to the building up of the countryside which is as surely in need of service as any country ravaged by war. This they can only do if the trained teachers that you send out of your institutions have the vision, the competence, and the understanding to organise and supervise such camps and realise their social importance. It will keep the students engaged in healthy physical activity under proper conditions and intelligent direction, wielding the hammer or the pick-axe can be as good an exercise as working with dumb-bells or on the parallel bars and it will be of infinitely greater social and educational significance.

WOMEN AND EDUCATION

(From the UNESCO)

JOINTLY convened by Unesco and the International Bureau of Education the 15th International Conference on Public Education will be held at Geneva in July, 1952. The Major topic for discussion will be the access of women to education. The following article reviews some of the more important aspects of this question.

Although complete statistics are not yet available it is certain that in most countries legislation now exists providing equal educational opportunities for men and women: This state of affairs is due no doubt in part to the vigorous and courageous efforts of idealistic educators but is chiefly the consequence of an historical evolution independent of the will of any individual. The intricate machinery of economic, political and social organization can no longer be left to a privileged minority. The modern state, actively engaged in its task of social and economic development, requires the collaboration of as many of its citizens as possible and the effectiveness of this collaboration depends on the progressive attainment of ever rising standards of technical, cultural and civic education.

The fact that legislation granting equal educational opportunities to both sexes has been put on so many statute books is in itself a fine achievement. It is however unfortunately true that even in the most advanced countries women and girls are often unable to make full use of these opportunities, as a quick survey of educational statistics would show.

Primary education is perhaps the branch of schooling in which practice comes closest to theory, although there are still underdeveloped regions where adequate free and compulsory schooling, the basis of equality, has not been provided for.

At the secondary level the financial burden imposed on parents by the prolongation of schooling, especially in countries where secondary education is not free, makes it difficult for girls to enjoy equal with boys the educational opportunities to which all are legally entitled. Very often parents will consent to some sacrifice for a son which they can see no advantage in accepting for a daughter.

The position with regard to vocational and trade training schools is complicated. Certain ardent feminists regard all measures of protection of women as an infringement of their liberty and insist on the right of women and girls to engage in any form of industrial activity that they wish to undertake, including such heavy and dangerous work as mining. No doubt some of those who hold such views are more concerned with principle than practice, and many would agree that certain professions are best performed by women, others by men. A more serious handicap for girls is the fact that parents often prevent their daughters from studying for a trade or profession that is well within the pupil's physical and mental abilities, merely because of social pressures.

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Social prejudices also influence the nature of studies undertaken at University. The Faculty of Arts is traditionally considered more suitable for girls than the Faculty of Medicine. In countries where the latter is regarded as a male stronghold a girl student, in order to maintain her standing, is expected to show outstanding intellectual qualities.

The question of co-education is one on which opinion is sharply divided. Certain religious bodies insist on the segregation of the sexes from a very early age. Some countries after experimenting with co-education, have reverted, to a system of separate schools for boys and girls of certain age groups. On the other hand co-education is advocated by many distinguished educationists, not only because of the principle of equality involved, but because of advantages, psychological and educational, that are claimed for this system.

The teaching profession itself is not free from discrimination against women. Primary education perhaps offers an exception, as there would appear to be more women teachers than men and in some countries it is considered an offence to public morals for men to be allowed to teach mixed classes. At the secondary level we usually find separate schools for boys and girls, boys' schools being staffed by men and girls' schools by women. However, apart from countries where high school education is co-educational there are some in which classes of girls are taught by men and others in which emergency conditions

causing a shortage of trained staff have opened boys' schools to women teachers. There is often discrimination in the rates of pay even when women teachers are holding responsible positions in boys' schools and doing the same work as their male colleagues. The worst discrimination however is to be found in university teaching and in the inspectorate. In very few countries is a woman appointed if there are men with similar qualifications.

The 15th International Conference on Public Education will consider what measures should be taken to ensure complete equality between the sexes in their access to all levels and forms of education. The work will be largely guided by the answers to a questionnaire drawn up by the International Bureau of Education, Geneva, which was sent to eighty countries and which touches on many of the points covered in this article. At present the position may be summed up as follows from primary school to university the access of women to education usually poses no legislative or pedagogic problem, but economic and sociological factors create numerous and sometimes almost insuperable obstacles. In the discussions the conference will thus be facing up to many far-reaching and complicated problems which require to be examined with the utmost objectivity and in the light of the widest possible documentation. No one can fail to realize that the just solution of these problems would be an outstanding landmark in the progress of education and hence of civilization.

Requirements of Basic Schools

RAMKISHORE "Pashan", (Sevagram)

CAN basic education be successfully carried on in Madhya Pradesh and whether the present schools be converted into basic schools, are the questions often asked in the educational circles. Let us try to think over this problem.

The following are the main requirements of a basic school:—

1. They should carry on such crafts and industries which produce things necessary for human existence viz. agriculture, dairy, cloth-making, gardening (specially fruit and vegetable gardening) etc. For this every school shall require a certain piece of land for agriculture, tools for agriculture, weaving etc., cows and bullocks and other things required for the above mentioned crafts. It is not laid down as hard and fast rule that some particular industries must be carried on in every basic school, but the ideal is that the school shall be a self-sufficient society as far as the basic necessities of life are concerned.

2. It should be a residential institution, preferably away from the town, so that the vices of the towns do not crop in among the students.

The students work in the fields, or do the community work e. g. cooking, serving, cleaning utensils etc. from early dawn upto the sunset or even later, according to the necessities, with proper intervals for rest, breakfast and other daily routines.

Truth and Non-violence are the most primary and basic principles

to be brought into practice by the whole institution as such. For grasping the full application of these principles and for receiving training in the Nai Talim it will be most necessary that all the teachers be trained for a reasonable period of time in an institution; which must be a model one and organised by most experienced hands. This is particularly necessary because the said principles of truth and non-violence can only be understood by their application in life.

Of course, the school authorities shall have to incur initial expenditure for the above mentioned necessities, and also for building some houses, digging wells etc., but this will mainly be a capital expenditure and shall be recovered in due course in the form of production of the students in the above-mentioned industries. A portion of the recurring expenses is also made good through this source. It is expected that if properly organised and managed, such basic schools shall be at least 50% self-sufficient.

The theoretical teaching is reduced to nearly half of the present because the students mainly learn through their practical work. There is thus a certain change in the syllabus of teaching too. The subjects and subject-matters are related to the activities and the life carried on in the institution. Nearly all the work is carried on by the students, who select their own Cabinet which manages the affairs of the community e. g. Food Minister, Safai Minister, Guest Minister, Home Minister etc., and only a few servants are engaged for special duties.

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The atmosphere of such schools and the quality of students educated at these schools, are certainly superior to the present day-schools. It is most certain that these students shall prove to be better citizens of tomorrow.

This basic education, though with a little alteration in the details

of working in different States, has proved its calibre in Bihar, Madras, Hyderabad and other parts of India, where this has been carried on. There is no reason, therefore, why it shall not be successful in Madhya-pradesh too. It is hoped that the Madhya-pradesh Education Department shall recognise such schools and try to promote them.

A Plan for Rural Education in Rajasthan

Sri PRAYAG MEHTA, M. A.

A NEED FOR A PLAN

RAJASTHANI possesses very glorious cultural history, Rajasthan painting, dances, folk songs, poetry of its bards. Meera and Chandra Berdai are well known throughout the country. But its present history is distressing. Territorially Rajasthan is the second largest State in the country. Its area is 128424 Sq. miles with a population of 15 million out of which about 80% live in the rural areas. The literacy is very low, only 10%; and among females it is extremely low. The percentage of literacy in the rural areas would be much less than these average percentages. And whatever little education we are imparting to our children especially in the rural areas it is entirely in discord with the needs of the people there. In the course of my investigation carried out in some parts of the Jodhpur Division I found some very surprising things. I wanted to know the reaction and opinion of the common most peasant in the rural areas about the present Educational System. So I went and put a straight and simple question to some representative peasants

in some villages around Phalodi, a town in the Jodhpur District. I asked them "Do you want more Schools in your Villages?" "No" was the answer of many of them. I pressed them further "Why". They told me, because after education their children go out of their control, that they leave the villages and go out that they not only do not help in, cultivation, but they begin to hate it as a low profession. More wise among them replied in affirmative and still more wiser positively asserted that no doubt they want more Schools but not of the present type, but Schools which would help them in their work. I put the same question to some people in Sojat Tehsil and obtained exactly the same replies. I set to check these reactions by actual statistical investigation. I found that from the Sojat State School about 100 students have completed their middle schooling in the last 3 to 4 years. Out of them 40 to 50 came from the peasant families, whose parents and guardians actually till the land as their main profession. It was baffling and surprising to note that not a single one of them took to assist their parents in agriculture. Most of them

have become teachers in the Education Departments. Some of them have become Patwaries. I also discussed this point with some of the social-political workers, working among peasants. Many of them subscribed to the above view.

It is certainly not bad to become teachers. But facts show that our present educational system renders very little help to the rural people. If the education of the rural children does not help in raising the level of the food and other agricultural production and the standard of the living of the rural people, if it does not help in raising the cultural and material level of the people there, then what after all is its use? So what surprise if the poor peasants give their opinion against opening of more Schools of the present type? Their experience has shown them that the present education renders no help to their work. This confronts us with the task of immediate educational planning in the rural areas. The need is of a thorough Rural Educational Plan in our State, suitable to our rural conditions.

OUR REQUIREMENTS

Before discussing any rural Educational plan for our State, we must see what our needs are.

Our people have been living under feudal slavery and exploitation for the last many centuries, which has converted our glorious and cultured land into a huge graveyard of talents. Our immediate task is to prevent this huge destruction, to raise the socio-cultural level of our people; to broaden their social and world outlook, to train our rural people in modern agricultural and other allied crafts so that we can raise the level of our production.

We need a plan for education not only of our children but also of our adults. Both are equally important. We must give social Education to our peasants, our citizens, without which no democracy can function efficiently and in whose absence we can never conceive of any agricultural and socio-economic advancement. So our plan for Rural Education should take both these aspects into consideration.

So I shall divide my plan for Rural Education in our State into two parts.

(1) Social Education and (2) Education of our Rural children.

EDUCATION OF THE CHILDREN

We have already seen how the present system falls short of our needs in the rural areas. We should evolve and adopt such a plan which would help us in raising the cultural, economic and political level of our Rural people and transform the whole society there. For this we shall have to effect radical changes in the present system which only teaches the letters and avoids the spirit. During my tour, I found many such instances where the boys rush to their classes right from their fields. They work on their fields and learn in their Schools. But it is a great irony that there remains no correspondence between what they learn and what they do. And gradually their Schools teach them to learn to undo what they and their parents have been doing on their fields and in their families. Now this point is very significant. Psychologically schools alone cannot educate children. Their families, their parents also have a great role to play in their education. Education after all is the training and development of child's personality.

Now the type of personalities the present system develops is the Split Personalities. The child's mind is divided into two parts. One part is inseparably connected with the land, with the crafts, their parents and their forefathers from generations onwards have been following – the noble profession of conquering nature. The other part, gradually turns away from it. This leads to the growth of ambivalent feelings in the mind of the child and the result is a divided personality. Such a personality can seldom achieve any great things. It only leads to a wastage of energy and talents. We must take steps to avoid this despicable phenomenon.

The immediate need is to replace the present system of education with a new system which would aim to develop integrated personalities, who would not turn away from the land but love it, would stick to it, would become leaders of the movement for a new life there. For this I suggest the following Plan:—

1. We must apply the principle of Learning by Doing in our Educational system. The present discrepancy between the learning and doing can only be avoided if we make agriculture and other allied crafts as the centre and basis of our children's education, right from the primary to the University standard. The Central Advisory Education Board has already suggested the introduction and implementation of Basic Education Plan in our Primary and Secondary Education throughout the country. We should re-organise our system on the basis of these principles. We should introduce agriculture and other village crafts and other hand work from the very primary standard.

2. As a matter of fact we should begin our children's Education from their very third year. We should organise Nurseries for them from that year upto their sixth year. The task of the nurseries should be to look after their health, their growth and development, both physical and mental. By means of visual and auditory aids we should try to train their senses. In this connection we should take help of the Montessori Method to some extent. Charts and Drawings, toys and such other things should specially be prepared, to rouse their curiosity to know the world around them.

At present there are some schools of this new type in some big towns of our State. There is no reason why our children in the rural areas be deprived of this facility.

3. Now from 6th year onwards, begins their Primary Education. It extends upto their 11th year. The children who have some two or three years in Nurseries, start it with a rich, readily receptive back-ground. Already we have aroused curiosity in them to, know, to learn. They are not altogether blank. They also possess some sense training and knowledge of alphabet.

Our task is to obtain co-ordination of learning and doing, so that through that we can prepare them for their future lives and work. Apart from teaching Language, Elementary Arithmetic, Elementary History and Geography, Drawing (Domestic sciences to girls) we should also give prominent place to village crafts and agriculture.

After completing primary education, many at present leave their schools. If we follow this scheme

of centering our Education round the village Crafts and Agriculture, they would prove useful to their Villages even after the Primary Education.

RURAL HIGH SCHOOLS

For those who go further, the part of Vocational training should be increased in Secondary and Higher Secondary Education. As a matter of fact the State should organise Vocational Schools with a Four Years course to train the rural boys in Village crafts, animal husbandry and other branches of Agriculture. This Vocational training would immensely help us in the development of Cottage Industries and Agriculture in the Rural Areas. This is to be quite separate from the present purely academic High School Education.

RURAL UNIVERSITY

Those who are capable of going still further, for them we shall have to provide Rural University Education. The movement for developing Rural Universities is getting support from all quarters in our country. This University shall provide facilities for Higher studies to the students who have completed their Rural High School Education. This is to provide facilities for studies and Research in all such subjects which are useful to the rural areas, such as agriculture, horticulture, dairy farming, sheep breeding, fisheries etc.

But this is not our immediate necessity, because at present we have no Rural High Schools. At present what we need immediately is to organise nursery schools and to re-organise our Primary and Secondary Education.

MEDIUM OF INSTRUCTION

The medium of instruction is psychologically an intriguing question for us. Our people speak Rajasthani. But ours is a vast territory. So there are some territorial differences in accent, in pronunciation, mannarism, etc. But such differences are also found in such advanced languages as Bengali. The people in Eastern parts of Bengal speak differently from the people in the Western districts. But that is not a basic difference linguistically. So must be the case with Rajasthan. Culturally Rajasthani is one language. But we have a great handicap, that is of the script. We have not an organised and unified scientific script. That has yet to be developed. But in the rural areas, their mother tongue is Rajasthani. Psychologically it is a universally recognised fact that the medium of Instruction should be the mother tongue of the pupil, whether child or an adult. This is our problem. Hindi of course is very near to us but that certainly is not the mother tongue in our Rural areas. But in the absence of a correct and organised script Rajasthani cannot become the medium of instruction. Hence it also becomes a part of our Plan to develop such an unified script as soon as possible. To me it seems one of the most important tasks which when completed would give a great leap to the entire educational and cultural movement of our people. That would be a milestone in our cultural Educational history.

But we cannot afford to wait as well. The medium of instruction is always more than one, through the various sense organs. There is a visual medium and there is an auditory medium. The medium as

such would remain as Hindi, because text books etc. would all be in Hindi. But the maximum possible use should be taken of the auditory aids such as radios, motion pictures, theatres, dramas, and other cultural aids. The day to day explaining of non-language subjects can also be through Rajasthani. At present also it is so. The teachers explain their things in Rajasthani. Thus I have had an experience of an interesting episode during my tour, in a village Methania in the Jodhpur District. The teacher there in the local primary school was teaching the first graders a lesson in addition and subtraction. He was doing it in his sweet Rajasthani but as I entered the class he began to speak in Hindi. He laboured for about fifteen minutes, he again and again repeated his point and the example, but could not make it clear to the pupils. Then I advised him to explain his point in Rajasthani. He did so, also giving a simple example from their daily life. It was brought home to the pupils in six minutes.

This seems very simple but very instructive. It shows that the children learn quickly and easily through their mother tongue. Hence we must make extensive use of the auditory aids through Rajasthani which would definitely facilitate the training.

TRAINING OF THE TEACHER CADRE

In order to implement the above plan of rural nurseries, rural primary and secondary education we shall require a large army of trained teachers, instructors, nurses etc. At present for some of our Basic Education Schools the State sends some of its teachers for training outside the State. But it would be most

uneconomic and unwise to send a whole battalion for training outside. We should organise training centres in our State. They should be trained in the rural conditions along with the methods of teaching etc. We must be very cautious in selecting persons for such training. The success of the whole plan rests with the teachers. Here we would have to give some more attractions to them so that we can attract good intelligent and patriotic persons to take to this profession.

SOCIAL EDUCATION

Above I have made some suggestions for the education of the Rural Children. This does not complete the whole picture. Unless and until our vast literate and semi-illiterate masses are educated, one cannot hope for much progress. Education here does not mean the education of three Rs. merely but it is meant an education for a better living. At present most of the time of our people in the rural areas goes waste. They sit idle and gossip. They have become conditioned to idleness, laziness and slothness. They have acquired these tendencies. Our educational schemes should act to break them and restore confidence, self respect, love for hard work in them. We must constantly try to raise their cultural, social and intellectual level so that they can work more consciously and intellectually on their land and other crafts. We must train them to live, plough, and manage their villages decently. The United Nations Organisation and the Govt. of India are taking keen interest in such an Education. It has already been announced that the UNESCO would initiate training camps in many countries of Asia (including India), to train village community leaders

who in their turn would train many other leaders and workers in the villages. This would carry forward the movement for a new life. For this I think, the following steps would be useful:—

(a) We should pick up more intelligent and vigorous peasants and subject them to a refresher course in Agriculture. They should be trained to use modern Agricultural tools, seeds, fertilizers, to protect their crops from locusts and other pests and germs etc. Several batches should be taken one after the another from various villages who in turn would go and acquaint their fellow peasants with what they have learnt. Then they must be encouraged to take such classes.

(b) The village artisans are also to be picked up, encouraged and trained. The village artisanship is rapidly vanishing. The State should encourage them to continue their work by finding market for their products.

(c) Exhibitions, films and cultural squads:—Exhibitions of handicrafts, soil, fertilisers, toys, paintings and photographs, charts and maps etc. should move from one place to another. With it should go special vans carrying teachers and professors who would explain them the exhibits. With them also should go specially prepared documentary films.

Theatres and Cultural Squads should also go with them to the villages. They should give dramas, dances, poems, music, etc. all in Rajasthani. This would bring forward the local talent also who ultimately can organise their own squads. This would definitely lead to a better social life there. Regular rural radio programmes can become another great source of social educa-

tion (sooner or later the State Government shall have to establish its own Radio Station).

(d) Mass Literacy Drive:—As long as the mass of the people do not know to read and write and the farmers are not trained to read the agricultural literature and to grasp the significance of the modern agricultural methods, all the above would not yield much fruit. We should make a concerted move simultaneously with above steps to reach our adults to read and write. Illiteracy is our curse and it must be fraught with all sincerity and vehemence. For this, day to day continuous teaching for quite a long period of teaching will be required. At present what we are doing is to entrust this work to the already overburdened teachers. In my opinion, we must organise separate Adult Education Schools as we organise primary or the middle schools. For these schools there should be separate 'Adult Education Teachers'. At least there should be one such teacher for every 30 adults. These classes as at present can be held in the present school buildings in the spare time. What I mean is that we should give a more serious form to this education, which would lead to seriousness on the part of the adult also.

FEMALE EDUCATION

Social education for females would be the same as for the males. Women also work along with males on the fields in the rural areas. Instead of giving much training to them in handling of tools etc. training in domestic science may be given. They should be educated in family hygiene, child up-bringing, nursing, sewing, embroidery, etc. Female children should also be trained in these subjects.

RURAL PSYCHOLOGICAL SURVEYS

As the rural mineral and technical surveys are necessary, similarly Rural Psychological surveys are necessary to understand the rural intellect and other potentialities. All are not endowed with equal mental powers. Some are less intelligent than the average and others are more intelligent. By means of appropriate mental testing we should discover the mental assets and liabilities of the rural areas so that their training can be arranged accordingly. If some children are mentally, physically and morally defective, their education should be in special classes. Similarly we also should not lose sight of our extraordinary talents so that they can also be fully developed. The adults should also be tested similarly so that we can pick up the talented with correct aptitudes and tastes who really can become leaders in this new movement of community development.

THE COMMUNITY AND PROJECT AREAS UNDER THE INDO-U. S. TECHNICAL AID

The implementation of the above plan would require huge

finances. Our state budget is already in the deficit. I would, therefore, suggest that to begin with we should put this into practice in one Project Area. It has already been announced in the Press that under the Indo-U. S. Technical Aid the Government of India with the help of the various State Governments is organising various Community and Project Areas and three of them would be in Rajasthan, one of them being in the Jodhpur Division. Now it is a very good opportunity for us. Under this rural development programme, the rural education also has an important place. The Rajasthan Govt. can take steps to put the above plan into operation in the Project Area in the Jodhpur Division or wherever it is to be.

I hope sincerely that if the above plan is implemented, it would prove much beneficial to our people in the rural areas. It would transform the whole social life and would lead to more rich, happy and healthy life.

Contrasts between Tastes of East and West

Working of Delhi Public Library Reviewed

By ERANK M. GARDNER,

UNESCO Consultant, Delhi Public Library and Borough Librarian, Luton, England

WHO are the potential library readers, and what do they want to read? What subjects are they interested in? What are their demands for information as against recreation? Most important of all, do they want books at all?

The Delhi Public Library, which was opened by the Prime Minister last October, sponsored by the Ministry of Education and Unesco jointly, can already give a partial answer to some of the questions, of interest not only to librarians but

to publishers, booksellers and authors. It can, in the process, also ask a few more. The last question at any rate can be easily answered. In just over four months over 28,000 of books have been loaned for home reading, and over 130,000 people have visited the various departments. The total would have been greater if the premises had been larger and book-stocks bigger; but seldom can an experimental institution have met with such an overwhelming response.

Answers to other questions are naturally affected by the available stock of books, which is still small but already some interesting contrasts are showing with the public library user in England and they raise some important problems for the future.

HINDI BOOKS POPULAR

Although the library stock is in three languages, demand for books in Hindi predominates, to the extent of two-thirds of the total. And almost two-thirds of these, in turn, are fiction, which is almost the same proportion as in English libraries. Is that a good thing or bad? Without expressing an opinion on the quality of the novel in Hindi, I should say it is good. Imaginative expression is a sure sign of cultural virility, and having had my greatest pleasures in life through reading for entertainment, I should be the last to deny others the same opportunities.

Turning to fact instead of fiction, the Indian Library reader has very different tastes from the English one. In Hindi, the most wanted subject is Literature, then Sociology, Biography, Philosophy in that order. Few books are loaned on History, Fine Arts, Languages

and Science, and the demand for technical books is only moderate. In the month of February, for instance, Delhi readers borrowed 242 books on sociology, and 188 on philosophy, but only 46 on science and 33 on fine arts. In my own library in England, however, history and travel, biography, technical subjects and fine arts are the most wanted. Literature and Sociology are some way behind and Philosophy hardly represented at all.

When one looks at the loads of books in English, which might be taken as meeting the needs of the more highly-educated, the picture is even more one-sided. Only a quarter of the books borrowed are fiction and the emphasis on philosophy and sociology is even greater. The Delhi Library, only a few months after inception, is lending as many books on philosophy as my own library and more than half as many on sociology, but only a tenth as many on technical subjects and less than a fortieth on fine arts.

TYPE OF READERS

The interest in philosophy is a tribute to India's pre-eminence in the field, but the interest in sociology is not so good if at the expense of other subjects. One reason for the unbalance is of course the lack of books. One notices in lists of books from Indian publishers and booksellers a preponderance of books on theoretical subjects—politics, economics, accountancy, statistics, law. There seems to be more interest in politics than people, more in management than making, more in social conditions than social life. There seem to be few books, indigenous either by language or by subject, on the subjects that in England form the bulk of library reading, home-

making, sports, gardening, hobbies, nature study, popular science, travel.

Why is this? With very inadequate facts to go on, it seems to me that the educated library reader is at the University level, and mainly interested in pursuing a set course of study. Below that level, the wants of the reader have either not yet been expressed or realised by publishers, except to some extent in fiction. In England, there is a large class of readers whose formal education has ceased below the University standard, but whose general level of culture is fairly high. These readers are not pursuing a course of study, but are mainly interested in reading to enlarge their leisure time interests and hobbies. This class of readers is only just coming into existence in India, but as general education widens its base, it will increase rapidly. As it does, the cultural opportunities offered by the public library will become of greater importance. It is necessary that the nature of the problem is realised early in library development.

BETTER HANDLING

How does the Indian reader use a library? He uses it very well, better than his British counterpart. He certainly returns his books more promptly, and handles them as carefully. I have personally been most impressed by the quietness of readers, and their general behaviour and have even had the experience of being asked by a reader to talk more quietly to a member of the staff, something that never happened to me in England. Indian readers also propose more books for addition, justify their suggestions at greater length and generally take more interest in the library administration and its problems. On the other hand, they complain more about

minor matters and are less patient about waiting their turn when the library is busy.

Do they steal more books? There is no evidence of that as yet, but even in England, after a hundred years of libraries, some people still steal what is in fact their own. What misplaced ingenuity I have seen so far has been mainly devoted to what is in a sense the laudable objective of acquiring an extra ticket. One method of achieving this, which it would be unwise to disclose, had never occurred to me in twenty five years of administration and filled me with unwilling admiration.

LESS LADIES

One contrast, however, is regrettable. In England, the fairer sex predominates in the library, even among the staff, and wives get the library books for their husbands. In Delhi, the ladies are shy, or may be they have less time for reading. At any rate, they are comparatively rare visitors.

Another striking contrast is in the age of readers. In England, the proportion of the child population using the public library is very high, running up to 75 per cent in my own town. Then it declines sharply as children leave school, and the age groups 15 to 25 are least strongly represented. Efforts are made to attract adolescents to library use through the youth organisations, but without much success. In Delhi, no such problem exists, where it is obvious to the most casual reader that young people around 18 are the Public Library's most devoted users. What they read, and what they would like to read, will be an interesting topic for closer study in the future.

Children are much the same the world over, which makes one wonder if adults are as different as we tend to think, and in the Delhi Children's Library, tastes in reading and use of the library are not very different from England, except that again, behaviour is even more strikingly better. On Saturday morning in Luton Children's Library, the Assistant's appeal for quiet never causes more than a temporary lull in a babble of sound, but control is no problem in Delhi. The children like books with plenty of pictures, coloured if possible, and they enjoy British and American children's books even if they can't read the text. The eagerness and pride in mastering words is evident. To see a child playing is delightful, but to see it reading, with puckered brow and serious face, evokes a more complex emotion.

POTENTIAL READERS

But a library needs books as well as readers, and Children's books are woefully inadequate, both in quantity and quality. Quantity is a problem that will solve itself as demand increases, but quality in children's books is a recent development even in U. S. A. and England. If Children's Libraries can establish a firm market for well-printed and well-illustrated books, they will do a great service to education in India generally, and co-operation here is most important.

In fact, this problem is a more general one. The potential library readers in India already exist, and will increase enormously in the next decade. I have already mentioned the new class of readers that will arise. Where will the books come from? In the English language, the number of titles in print must be more than a quarter of a million,

and the annual output must be 20,000 or 40,000. Although one can make no more than a guess at the availability of Hindi titles of books suitable for a public library there are probably not more than 7,000 to 10,000 and the annual output cannot be more than 2,000 including pamphlets. Of these many are badly printed in unsuitable editions. In the West, the growth of public libraries followed the production of books in quantity. In India, the two things must grow together. Libraries can have a direct influence on supply by creating a firm market for suitable books.

Here is a new problem for a library; not merely to buy the books for its readers, but to assist in creating the books themselves, by encouraging authors, publishers and booksellers to place on the market more and better books.

If Public Libraries in India are to play their full part in democratic development, they must meet this challenge and turn it into an opportunity. It is an opportunity far greater than that facing the Public Libraries of England a hundred years ago, because the need is more urgent. Libraries will naturally assist in the spread of literacy, but literacy is a means not an end. In the use of libraries lie the prizes that are beyond literary.

AGENTS OF CIVILISATION

To achieve these prizes, certain necessities must be faced. The library must be free and open to all. Its purpose must be to inform and entertain, as well as to educate, and readers must be encouraged to use books for leisure as well as vocation. And it must be realised that a library is a continuing institution. If not allowed to expand it dies, as a plant dies without water. Too many

NOTICE

All communications concerning Editorial be addressed to:—

The Editor,

'EDUCATIONAL INDIA'

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EDUCATIONAL INDIA

MASULIPATAM, July, 1952

The Fundamental Problem

THERE is a significant passage in the address delivered by Principal Subrahmanyam as president of the thirteenth annual conference of The Andhra Teachers' Federation which deserves the serious consideration of all educationists as well as of statesmen at the helm of public affairs in the country. He observed thus: "My experi-

Continued from preceding page

libraries have been established in India with the best of intentions but no provision for irrigation, and inevitably, they have withered.

To see the readers at the Delhi Public Library, young and old, is a soul-satisfying sight to everyone who believes that books are the principal agents of true civilisation. Behind every one using the library there are thousands without such facilities and preparations must be made to help them.

ence for the last two decades shows that some undesirable features are slowly creeping into our educational field. Most students have their eyes only on the public examination and defer their work till the last moment when it becomes baffling. It is becoming increasingly difficult to make them realise the importance and significance of doing work regularly. But even this cannot be said of all students. Some are coming to schools and colleges so that they can live away from their parents and draw remittances from home with which they can have a merry time in the towns with their several attractions. Some are coming as agents of political parties to do propaganda among students and gather adherents to the party. I am finding that many prominent young men are thus weaned away and their education is ruined. Student organisations that are instituted with an educational purpose to promote the organisational abilities and debating skill of students are sought to be captured by these parties and manœuvred under the direction of outsiders and often under one pretext or another the organisation that is sponsored and promoted by teachers works up the feelings of students and stages a strike against the 'autocratic' teachers." He has also referred to several other evil influences of a similar character that are undermining the educational work of schools and colleges.

THESE are all grave charges and if they are true—and there is no reason to dispute their truth—it means that there is something fundamentally wrong with education to-day. Schools and colleges are multiplying at a rapid pace. There is a cry for a still further increase in their number. Every-where in towns as well as in rural areas—there is a rush for admissions into educational institutions. The question however that arises is whether in the face of the charges brought against them by so experienced and so balanced an educationist like Principal Subrahmanyam the development we are having is a healthy one and whether it is really of any value at all. This is the question for which an answer has to be given and this is the fundamental question with which educationists are confronted today.

WHAT is the root of all the difficulty? It is clear that educational institutions are being utilised not for the purposes for which they are intended but for purposes diametrically opposed to them. It is the abuse of machinery for wrong ends. It is often said that schools and colleges should serve three primary purposes. In the first place they must furnish the youth of the country who enter their portals with the minimum knowledge that is needed to enable them to adjust themselves to their social and physical environment and to feel themselves quite at ease in the environment in which they

have to spend their lives. It is true that they cannot acquire within the few years they spend at school all the knowledge that they require for this purpose. And this is the reason why schools are expected not only to provide them with minimum knowledge but also to create in them a genuine thirst for the acquisition of more knowledge after they leave their schools. If however it is the passing of examinations that is accepted as the sole end of the life at school this primary purpose is defeated. Every educationist knows that examinations can be passed in our country—perhaps it is true of several other countries also—without the candidates having real knowledge of the subjects in which they are examined. And moreover in recent years so much of corruption has entered the field of examinations that through money, influence, and pressure of all kinds several find it easy to pass them. The acquisition therefore of knowledge which ought to occupy the primary and the top most place in any scheme of education has thus become relegated to the background. This is the real significance of the charge brought by Principal Subrahmanyam.

IN the second place schools are expected to provide the youth with the skills necessary to enable them to obtain a decent living. There is a vocational and an occupational aspect to all education. Of course in our

country the importance of this aspect has not received the same emphasis as in other progressive countries. But even the small importance that has been attached is now being lost because of the inadequate attention that is being paid to studies. The result is that though we may have a large number of people who are trained to become doctors, engineers, teachers and lawyers and administrators they will be entering these professions without the necessary equipment. Their work will become slipshod and the whole of country's economy will suffer. If pupils are attracted to schools not because they want instruction but because of the gaities of town life woe is sure to befall the country.

IN the third place Principal Subrahmanyam has drawn attention to a much more serious issue. Several young men and women join the educational institutions with a view to carry on political propaganda. This is a real danger. The careers of many are being ruined in this way. An atmosphere of violence is created in the country and large members become recruited into the camps of those who advocate direct and revolutionary action as distinguished from constitutional action. The times in which we live are highly critical and if in such times the schools begin to serve as centres of revolutionary activity they will become a real menace to the peace and progress of the land.

THERE have always been controversies between advocates of iron discipline in educational institutions and advocates of complete freedom. The latter have triumphed in recent years and freedom has degenerated into a sort of license. The boys and girls entering schools are much more in need of discipline, even rigorous discipline—which if properly understood means ordered freedom. It is only when our educational institutions become once again centres of disciplined life they will prove to be of value to the youth and to the country. They are not now in that position. The fundamental educational problem is a moral one. It is the problem of so shaping the character of the youth of the country that they may become responsible citizens. Principal Subrahmanyam's observations reveal that this primary function is not being discharged by them today. The fault lies with parents, the general public, school managements, teachers and government. The time has come when steps have to be taken to tackle this fundamental problem.

Education and Indoctrination

AMONG the words that have come to vogue in recent years is "indoctrination." It is often used as a term of abuse and it is thought that any attempt at indoctrination is uneducational and should be discouraged. Governments in non-democratic states—and especially

in fascist and communist states—are being accused of resorting systematically to indoctrination so that by the time that the youth pass out of schools and colleges they have nothing in their minds as in their brains opposed to the doctrines taught to them by the school authorities under governmental direction. Loyalty to these doctrines and therefore to the government of the state becomes the primary virtue and all thought of criticising the actions and policies of government is discarded. Extreme opponents of indoctrination go to the length of saying that as a result of it men and women cease to be freedom-loving citizens and become fond of political slavery.

THE question that one has to consider is whether indoctrination is really so bad as this and whether a certain amount of it is not desirable even in a democratic state. It appears to us that a certain amount of it is necessary and desirable even in a democracy if democracy is to be a reality and become an article of faith with citizens. Should or should not the citizens of a democratic state be taught the superiority of democracy over other forms of government? Unless they are thus taught it is quite possible that they may not only have no possible faith in it but also become victims to other faiths which according to democratic philosophy are highly harmful to good and progressive living.

IT is sometimes argued that we should not force our ideas on immature minds—which is what indoctrination amounts to—and they must be left free to learn from experience, observation and study and form their own ideas in course of time. But this argument is doubly fallacious. As a matter of fact in respect of all subjects taught in schools we are forcing our ideas on boys and girls. It is the only way in which they can get at truth in science, history, geography, mathematics etc. It is not possible at such an age for them to see the reason behind the ideas we place before them. It is only as they become more and more mature that they can see this reason. In the second place it doesn't follow that simply because we refrain from indoctrinating them with democratic ideas their minds remain blank till they become old and begin to think for themselves as to what is good and what is bad in respect of the society and the state around them. There is freedom of discussion in a democratic state and this is being taken advantage of by non-democratic parties to carry on propaganda against democracy and in favour of their own political creeds. Nature abhors a vacuum and the minds of the youth cannot be kept empty. The only question is whether in a state like ours based on democratic and secular ideals the minds should be filled with democratic and secular ideals or with doctrines opposed to such ideals.

THERE is thus a positive case for teaching to boys and girls in schools the nature of democracy, the principles for which it stands, and the duties and responsibilities which should be discharged by citizens if democracy is to be a success. As in all other cases here also it is not merely the theory of it that has to be taught. More important than this is the practice of democracy in schools and colleges. How to teach this practice and the theory on which it is based is another thing and it is here that the teachers should show their inventive capacity.

JUDGED by this test very little progress has been made in our education during the five years of our independence. No effort has been made to democratise school life—life in the classroom and outside it. We have still segregated and separate schools. Even in common schools there is no democratic living. Moreover in text books used democratic doctrines and lives of those heroes and heroines who stood for democracy have not found a prominent place. The secular ideal, the ideal of equality and brotherhood of all is at the basis of democracy but very few books in use in schools have lessons treating of these in the light of our present needs and circumstances.

IT is recognised that so far as religion is concerned no one can be a Hindu unless one is taught Hinduism while young and brought up as a Hindu. The

same is the case with other religions. What is true of religion is equally true of political belief. A certain amount therefore of political indoctrination is needed even in a democratic state and the text-books in schools have to be revised from this standpoint.

Education and Central Government

ALTHOUGH education is one of the subjects included within the jurisdiction of the states in our constitution the central government has not divorced itself completely from it. In the budget for the current year it has set apart more than six crores of rupees for expenditure on education. This constitutes only four percent of central government's total expenditure but it may take several years before it can find more funds for the purpose. Maulana Azad the education minister referred to the need for deficit budgetting if more funds are to be made available, but it is not known whether the finance minister will agree to such a system.

A more important question however is the policy which should guide the central government in spending the funds available. Here one point to be observed is that the government should have very little to do with the actual administration of education. It must be

in the main a policy-making body. Of course there are the central Universities like Benaras, Aligarh and Shanti-Nikatan and there are also the educational institutions in Part C states which are under its direct control. Here administration is a necessity. Barring this it must confine itself mainly to the formulation of national educational policy. An integral part of this is educational research and the Central Bureau of Education must engage itself in this line of work. New types of education and new methods will be needed if democracy is to become a reality and what they should be can be better investigated by a central organisation which has access to materials in the whole country and which can also better study the systems in foreign countries. It will therefore be an ideal thing if a substantial portion of central funds is devoted to this line of work.

AS for the implementation of the policy it is best that the matter is left in the hands of the states. It is quite possible that some of the states might be lax in the matter of implementation. This defect can be remedied through a system of grants-in-aid.

THE central government is also making grants to Universities which are not under its direct control. In such cases there should be grants distributed by a University Grants Committee. The present proposal is to have such a committee only for the central universities. This is not enough. Wherever and

whenever grants are made to Universities it should be done through the Grants Committee. This will systematise the work of the Universities and prevent to some extent undesirable overlapping. Thus it ought to be the endeavour of central government to organise research, formulate policies on matters of national importance and use the state governments to implement the policies it lays down.

THE EDUCATION QUARTERLY

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This issue contains original and thought-provoking articles and contributions by eminent educationists like Dr. Rajendra Prasad, Dr. Zakir Hussain, Dr. K. L. Shrimali and Mr. J. P. Naick, in addition to reports of educational events and developments in India and abroad and is an authoritative clearing house on these matters. The journal, is indeed a valuable contribution to provide educational leadership in our country. We commend it to every educational institution.

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DELHI

BASIC EDUCATION

"All State Governments have accepted the scheme of basic education as laid down in the report of the Central Advisory Board of Education, on post-War educational development in India, 1944."

"The State Governments are trying to implement it but the extent of implementation differs from State to State, depending on financial and other considerations. Some of the steps taken by the State Governments are as under:

"(i) Opening of new junior and senior basic schools and conversion of existing primary schools into basic schools; (ii) conversion of training colleges into post-graduate basic colleges; (iii) opening of new training centres for basic teachers; (iv) deputation of teachers for basic training at Shantiniketan and Jamia Millia, where special training facilities for the purpose exist.

"It was recommended by the Kher Committee of the Central Advisory Board on ways and means of financing educational development in India, that compulsion for the 6-11 age-group should be introduced throughout the country within a period of ten years, by two five-year plans, and it should be extended to the age-group 11-14 within a further period of six years. On account of financial difficulties, large-scale implementation of this proposal has not, however, been possible so far.

FIVE-YEAR PLAN WILL COST RS. 220 CRORES

"The approximate expenditure to be incurred during the first five years on basic education alone, as calculated comes to about Rs 220 crores.

SCHOLARSHIP FUND CREATED

The Education Ministry of the Government of India has constituted a Scholarship Board for Scheduled Castes, Scheduled Tribes and other backward classes students and set apart Rs. 17.5 lakhs for scholarship awards to those students for the current year.

Mr. K. D. Malaviya, Parliamentary Secretary, announcing this in the House of the People said that out of this sum, Rs. 8 lakhs have been set apart for scholarships to Scheduled Caste students.

MADRAS

PHYSICAL TRAINING

College to be opened at Vijayawada:-

The Government of Madras have sent an order to the Andhra Physical Education Training College Committee granting permission for the opening of the Physical Education College at Vijayawada from July 1952, for the conduct of lower and higher grade certificate courses in Physical education. It will have a strength of 100 students.

The Government have granted permission, subject to the following conditions: The Committee should provide an endowment of Rs. 1 lakh to begin with and ultimately raise it to Rs 2 lakhs. A site of 10 acres should be secured for the college to start with and necessary buildings, equipment, library books, etc., as may be determined by the Education Department should be provided without any cost to the Government. The Committee should agree to include such numbers of Government nominees on its council and executive committee as may be decided by the Director of Public Instruction. The syllabuses for the

courses should have the approval of the D. P. I. The College would be controlled by the D.P.I. till its affiliation to the University.

This is the second college for physical education in the Madras State, the first being the Y.M.C.A College, Madras.

CHILDREN OF N. G. O'S FREE EDUCATION

The Government of Madras have directed, says a Press Note, that, with effect from the school year 1952-53 the following educational concessions be granted to the children of all non-gazetted employees of the State Government, all employees of local bodies, drawing pay not exceeding Rs. 300 per mensem and all teachers employed in aided elementary schools and aided secondary schools.

The concessions will be restricted to the sons and daughters of the classes of employees mentioned above and will not be extended to their relatives or dependants. Pensioners, village officers or casual workers, who are paid wages at current market rates and who are not employed regularly, will not be included in the scope of the concessions.

The concessions in the case of the children of these employees will be by way of the remission of full tuition fees in the case of those studying in elementary schools and in secondary schools, upto and inclusive of Form III and by way of the remission of one half of such fees, in the case of those studying in the high school classes (Forms IV to VI of a secondary school).

The concessions will not apply to any of the special fees levied for specific purposes, such as medical inspection, library, games, laboratory, etc. Children already enjoying educational concessions upto the extent specified above, either as members of backward communities or on grounds of poverty or for any other reasons, will not be given further concessions.

FULL COMPENSATION TO AIDED SCHOOLS

The fee income, lost by the managements of aided elementary schools and aided secondary schools, as a result of the concessions in this order, will be made good to them in full. One half of the fee income, lost by the local bodies, will be made good to them and the other half should be borne by local bodies. The reduction in the fee income of local bodies should not be taken as an item of cost in reckoning the Government grant due to the local bodies.

The production of a certificate that the person, claiming the concession is a non-gazetted employee of the Government or an employee of a local body or a teacher in an aided elementary or secondary school, should be insisted on, in all cases of grant of concessions. In the case of employees of local bodies, the certificate should contain information about their monthly salary. The certificate shall be issued by the head of the office or institution in which the person concerned is employed.

TRAINING COURSE FOR WOMEN TEACHERS

A Basic Teachers' Training Centre for Women is being run by Gandhi Gram, Coimbatore District as a part of its work. The course of training will be for two years and commences in the first week of July 1952. Women candidates who have passed the S. S. L. C. and others who have appeared for the S. S. L. C. are admitted.

A few men candidates will also be considered for admission.

INSERVICE EDUCATION OF TEACHERS

The following are some of the suggestions made by the speakers that took part in the discussions at a special session of the Madras State Educational Conference held at Coimbatore in May 1952.

i. Greater care should be taken in the selection of teachers for training.

ii. In training institutions the relationship between the lecturer, the trainee and the supervising teacher should be healthy.

iii. In India at present there is a vital necessity for the Inservice education of teachers to refresh the memory, to promote healthy experiments and to acquaint teachers with new experiments and trends in education, by means of Round Table Conferences, visits to educational institutions conducting experiments, extension lectures, and refresher courses etc., at the expense of the State.

iv. Training Colleges, the Department, the University and professional organisations must all co-operate with one another in the organisation of refresher courses during the holidays.

MYSORE

TECHNICAL STUDIES IN MYSORE

Quotas For Admissions

The Government of Mysore have passed orders fixing the number of admissions this year to technical institutions in the State.

For courses in Engineering, as against a total of 520 seats provided for last year—Government Engineering College, Bangalore, 200; B. M. S. College, Bangalore, 240, and the National Institute of Engineering, Mysore, 80—there are to be only 420 admissions this year in all the three colleges. In the B. M. S. College there are to be only 160 admissions this year.

In the Medical College in Mysore, as against 75 admissions last year, there will be only 60 admissions this year. The Government have this year given up the right to reserve some seats to be given to some pupils at the discretion of the Government. Provision is made, however, for admission of a limited number of students from other States in these technical institutions.

In regard to the allotment of seats in the technical institutions the Govern-

ment have now decided that after reserving 15 per cent of the seats to the Depressed Classes the balance should be divided equally between the Backward Classes and the general classes.

DIPLOMA IN INDOLOGY

Post-Graduate Study

The Academic Council of the Mysore University, adopted three resolutions on the motion of Dr. A. N. Narasimhiah, relating to the post-graduate diploma in Indology. The first of these dealt with the scheme of examination. The subjects prescribed were history of civilisation, outlines of cultural history of ancient India, outlines of Indian literature, Indian art and architecture and religion and philosophy of India. Duration of the examination was fixed at three hours and the maximum marks prescribed for each of the subjects was 100.

An amendment to the resolution stated that no candidate shall be declared to have passed in the examination unless he had obtained not less than 35 per cent in each of the subjects and 40 per cent of the aggregate. Those who obtained not less than 60 per cent were to be declared to have taken first class, those who got less than 60 per cent but not less than 50 per cent to have taken second class and other successful candidates third class.

The second resolution prescribed Rs. 120 a year as the fee for the post-graduate diploma course in Indology and the third resolution provided for Rs. 40 as the examination fee, as recommended by the Board of Studies and considered by the University Council.

HYDERABAD

BASIC EDUCATION IN HYDERABAD

The Government of Hyderabad will open 20 basic primary schools in Telangana and an equal number of schools in Marathwada.

Giving this information, Mr. Phoolchand Gandhi, Education Minister, told Pressmen that the schools would be located in a compact area around the basic teachers' training schools at Biknur in Nizamabad district and Mominabad in Bhir district. These basic training schools have already trained 77 teachers. Students passing the fourth class in the basic primary schools would be allowed admission in the fifth class in the general schools.

The Education Minister said the Government had also decided to open a basic teachers' training school at Yarmarus in Raichur district to serve the Karnatak area. Four trainees would be sent to Sevagram to study at the Basic Education Centre there. Basic primary schools would also be opened in three community project centres at Miryalguda, Tungabhadra area and near Bandsura or Khasapur area. The Minister said that in the selection of villages for opening the schools, preference would be given to those which provided building and three acres of land.

The Minister said that with a view to training more teachers in Basic Education, the Government had decided to start a three-month training course in the teachers' training schools at Bhiknur and Mommabad.

OSMANIA UNIVERSITY

A spokesman of the Hyderabad Government said that one of the reasons why the Government of India had chosen Osmania University for being made a Hindi University in the South was that the existing Urdu medium could easily be switched over to Hindi.

Adverting to criticism against the Centre taking over the Osmania University, the spokesman said that as Hindi would be the official language, it was felt that a university with Hindi medium in Hyderabad would be an asset to South Indians in attaining high proficiency in Hindi, which would no doubt be required for the Services in

future. Further, there was no reason to believe that a Central Hindi University in Hyderabad would lead to the suppression of the regional languages. They were free to grow and the State Government would provide every facility for their growth. A Central University in Hyderabad would doubtless promote greater cultural unity between the North and the South, he said.

OSMANIA 'VARSITY ADMINISTRATION

Addressing a Press conference on June 3 Mr. B. Ramakrishna Rao, Chief Minister of Hyderabad, observed that the Hyderabad Government had apprised the Government of India of local sentiment and public feeling in the State in regard to the taking over of Osmania University by the Central Government. The committee appointed by the States Ministry to work out the preliminaries might review the situation after studying public opinion on the matter in the State.

Replying to a question, the Chief Minister observed that he could not say that the decision of the Government of India was irrevocable. The subject would also come up before the House of the People, where an Act of Parliament would be adopted by the House.

TRAVANCORE - COCHIN TEACHING MEDIUM IN SCHOOLS

Mr. A. J. John, Chief Minister of Travancore-Cochin, denied reports in a section of the Press that the Government had decided to revert to English as the medium of instruction in high schools in the State from the coming academic year.

The Travancore University authorities also denied knowledge of any definite move to replace the regional language medium of instruction now in the high schools by English to raise the standard of English of students going for college studies.

PUBLIC OPINION

Dr. RADHAKRISNAN ON REPLACEMENT OF ENGLISH

Dr. S. Radhakrishnan, Vice-President of the Indian Republic, strongly advocated the replacement of English by Hindi within the next fifteen years.

Inaugurating the Hindi classes started by the Hindi Association of Parliament for the benefit of the Members of both the Houses who do not know this language, Dr. Radhakrishnan urged the protagonists of Hindi to make every effort to implement the provisions of the Constitution which had laid down that English must be replaced by Hindi after fifteen years.

"This can only be achieved if we start work in this direction from now onward in right earnest," he said.

About 125 members in Parliament not knowing Hindi are taking advantage of the Hindi classes.

The Vice-President said that it was highly essential that whatever was discussed inside Parliament must be intelligible to every member. The whole discussion on a certain subject would lead to no purpose if some members or the majority of them did not follow them. "In view of this fact the spread of one particular language known to all should be our aim," he said.

But, added Dr. Radhakrishnan, it should not be the intention of those who took up this noble task to impose Hindi upon persons who did not know it. This, he warned, would lead to unrest and irritation and could in no way help them in the attainment of their objective. He expressed the hope that the classes started by the Hindi Association of Parliament would benefit non-Hindi knowing members and in course of time the controversy over English and Hindi would become a thing of the past.

MR. TANDON'S APPEAL REGARDING HINDI

Babu Purshottamdas Tandon former President of the Congress, said that the time had come when Hindi should become the national language and given the status which English enjoyed to-day and Sanskrit enjoyed in the past. "It is not consistent with India's honour and dignity that English should continue to maintain its hold in the country. It is also alien to our soil and the sooner it goes, the better it would be." He did not want that Hindi should be developed at the cost of other languages. While other languages were the pillars, an edifice of Hindi had to be built upon them.

A free country, continued Mr. Tandon, could only progress if its administration was conducted in the language of the people. He could say with confidence that Hindi was to-day not the language of a particular State but of the masses. All the languages spoken in the different parts of this country flowed from Hindi.

Mr. Tandon urged the people to develop a national outlook and not to patronise things which were alien to our soil. They should take a pledge to popularise Hindi and make it the real language of the masses.

MAULANA AZAD ON EXPANSION OF EDUCATION

During the course of his speech at the Budget Debate, the Education Minister, Maulana Azad, said that the Planning Commission had agreed to set apart as much money for education in the Five-Year Plan as possible. The Planning Commission had also agreed that no cut should be made in the

existing amount that the Education Ministry was spending. Maulana Azad said: "We are spending in the Education Ministry about six crores of rupees annually. This amount would be left undisturbed. Apart from this more money will have to be found for education in the five-year Plan. How much it will be I am not in a position to say just at present. But I want to tell the House that we are thinking of setting apart an amount between Rs. 32 crores and Rs. 50 crores. I, of course, cannot commit myself to any sum, but you will know it after a few days. But supposing for a few minutes that we are able to find Rs. 50 crores for the next five years, what will it mean? It will mean that every year for the coming five years we will be able to spend Rs. 16 crores on education. This will amount to four per cent of our total budget—an amount much less than the ten per cent of the total budget recommended by the Kher Committee that the Central Government should spend on education. If 16 crores of rupees are spent every year on education, we will be able to start work on the more important schemes of education we have already completed. I hope that after a few days it will be

possible for me to bring before the House the results we achieve in this respect.

Maulana Azad said that he had repeatedly told the House that the Education Ministry had already well-prepared schemes on basic and adult education and technical education lying in its shelves. But when the schemes were all ready for implementation they found that lack of funds prevented them from taking any step forward. In fact, it was not lack of brains that was hampering the work of the Education Ministry but lack of money. "We have enough and more of brains but our pockets are empty. There is no dearth of schemes but dearth of funds. If we have the money, we can start work on all these schemes from to-morrow.

The Maulana recounted how in 1949 the Education Ministry with great difficulty managed to have rupees one crore for spread of adult education. But exigencies of circumstances then prevailing had forced it to part with the amount in the interest of general finances of the Government.

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RESHAPING YOUNG LIVES

The Caldecott Community

BY HOLEN DUNT

Founded over 40 years ago as a nursery school in the slum of St. Pancras, London, and now housed in a fine building in Kent, the Caldecott Community has developed into an unique co-educational institution for children of all ages. Its founder principal, Miss Leila Rendel, still leads the way in the development of modern advanced methods for the care and education of homeless children.

In the fine Adam house of Mersham Le Hatch, near Ashford, Kent, are nearly one hundred children, whose ages range from a baby of four months, to a boy of almost sixteen. All the children come from disturbed homes: some are orphans, some are illegitimate, some have seen their homes broken up by divorce, separation, cruelty, neglect or crime. Owing to their previous unfortunate lives, over 60 of the children are maladjusted and present special difficulties in behaviour. These injured young lives need re-shaping, and Miss Rendel and her co-workers regard it as their vocation.

COMMUNAL LIFE

In the spacious grounds, where woods, paddocks and gardens occupy many acres of the countryside, the children keep ponies, which they learn to ride. They have their own pets—dogs, cats rabbits and mice—which they tend themselves. They are encouraged to develop a sense of responsibility towards their home and each morning the juniors help the staff to clean and tidy the large rooms, before going to their classes in the Community's own school. On reaching the age of ten or eleven, the children travel daily to secondary schools in Ashford, a few miles away.

All the children receive regular pocket money, which they may spend as they wish. They honour the fact that they are trusted to walk round the Ashford shops on Saturdays—a

favourite outing—and are proud of the uniforms, which they are given to wear as soon as they seem worthy of them.

The boys enjoy working on the estate, helping to saw logs and take them by pony and trap for the feeding of the large open fires in the house. The older children, some of whom become prefects, all take it in turns to do certain chores in the house. One popular job is the stoking of the boiler at night—and woe betide the boy who fails to produce hot water for his comrades' baths!

Everything possible is done to make the communal life a happy and fruitful one, although Miss Rendel believes that it would be wrong to usurp the normal love of a parental home, and endeavours to send each child away during the school holidays. They visit their own parent or parents unless this is impossible or inadvisable, in which case they go to foster parents, chosen by Miss Rendel in co-operation with the local authority Child Welfare Officers. —British Information Services

UNESCO News-letter for June 1952

The following are some of the most important activities of the UNESCO contained in this report:—A world agreement came into force from 21st May for free flow of educational, scientific and cultural materials between countries, by the abolition of import duties on them. Projects are set up to form a complete directory of Asian periodicals and Asian reference books and for the standardisation of Asian names. UNESCO is organising in the Netherlands from 3 to 30 August 1952 a seminar "on Education for world citizenship" and a seminar on Adult Education, near Paris from 12 to 23 July.

Book-Reviews

METHODS AND LESSONS—By Gondhalekhar and Deshpande. Third Edn.—Pp. 176. (Dastane Brothers' Home Service Ltd., 456, Ravivar Peth, Poona—2) Price Rs. 2-8-0.

This is specially intended for teachers under training: but it is equally useful to teachers in service for refresher study. It gives briefly the various teaching methods in English, Mathematics, History, Geography, Science, and Marathi. The suggestions given are of a practical nature based on the wide experience of the authors. Model notes of lessons on nineteen carefully selected topics on the various subjects are given for the guidance of the teachers under training. The book is very nicely got up and it is commended to all teachers under training and for school libraries in general.

EDUCATION IN FREE INDIA—By K. N. Srivastava, (Orient Longmans, Madras), Pp. 107. Price Rs. 2-4-0.

This is the third book in Longman's New Era Series. With his long and varied experience in the field of education, Prof. Srivastava surveys several of the most pressing educational problems that have arisen in free India and gives practical and constructive suggestions. He pleads for a new outlook in education and a dominant change in the objectives and practice of education in every school. He is strongly against the youth of the country being misguided into active and imitative politics outside schools.

Teacher training institutions should develop new teaching methods which lead to international understanding, looking up to the new light that emerged from Sevagram to turn the world from the path of destruction to the road leading to harmony among free men and people.

Regarding the great deterioration that the country has seen during recent years in the standard of academic achievement, character and discipline among students, the author after a careful and correct analysis of the various factors responsible for such deterioration, suggests a higher standard of teacher-training and appeals to teachers to rise to the occasion and raise the quality of education which is the most important instrument for rebuilding the nation. Regarding adult education, he suggests that Parent-teacher Associations should plan dynamic Parent Education Projects which will revolutionise our homes and rebuild our nation. We commend the book for the general public and for all libraries.

COOPER'S ENGLISH COURSE—Book II K. & J. Cooper, Bombay—Pages 214. Price Rs. 1-4-0.

Following the same plan as their first book, the publishers have made this Reader a self-contained text-book consisting of the Reader, Composition and Grammar, suitable for Form IV. It is a highly commendable plan to bring out such kind of Composite Readers on a graduated scheme with interesting factual matter, and closely coordinated composition and grammar lessons added to it. The publishers are to be congratulated on their high quality publication.

LITTLE WOMEN—By L. M. Alcott—Pp. 100, Price As. 14.

TALES FROM TOLSTOY—Pages 86, As. 12. (Oxford University Press).

These two books are among those in the second series of Tales Retold for Easy Reading and intended for extensive reading with vocabulary and idiom within the range of comprehension of high school pupils. They can be used as Text-books for non-detailed study in the upper forms. They are attractive, and moderately priced consistent with the quality of print and get up.

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— FOR NON-DETAILED STUDY —

1. Barlow's Naganathan at School — (10th Edition)

This book is written in a simple direct style worthy of imitation by schoolboys. It should prove to Indian boys what "Tom-Brown's School Days" is to English boys. (Prescribed as one of the Non-detailed texts for the S. S. L. C. Examination, 1948.)

2. Cocks's Tales and Legends of Ancient India — (3rd Edn.)

The old stories of our country are here retold in a simple style with the art of a true story-teller.

3. Wren's Stories for Indian Students — (8th Edition)

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Mr. Wren's "Stories for Indian Students" gives your boys an opportunity to read some of the famous stories from "Arabian Nights," not in a literal translation, but in present-day idiomatic English. For whereas Mr. Wren has entirely rewritten these stories, they are generally presented to the boys in some old translation, with a few changes here and there. Headmasters will please note this important point which distinguishes Mr. Wren's stories from "Arabian Nights" from some of the other school-editions of these stories published as Supplementary Readers.

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— *The Punjab Educational Journal* (July, 1928.)

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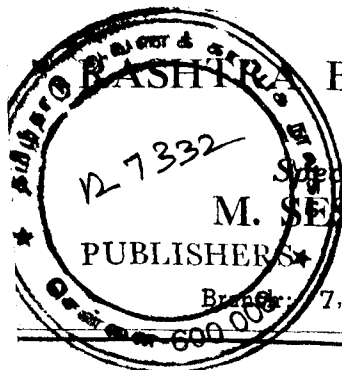
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