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EDUCATIONAL INDIA

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

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What is Right with our Education?

By Sri D. S. GORDON,
Retired Registrar, Mysore University.

REORGANIZATION of Education is in the air. When was it off the air? The Government of India have appointed a commission to go into the question, and the Mysore Governmeut have also set up a body, a much bigger one, for the same purpose. We are told that the Report of the latter body may be expected shortly, while the labours of the Government of India body may take some months more to conclude. At this juncture, therefore, it seems desirable to put forward certain views which may otherwise escape notice.

A peculiar thing about Education is that everybody feels competent to express an opinion on it. In this respect it is like the common cold which all of us catch some time or other. You have only to mention the cold to your friends; immediately a score of remedies are suggested. Only the doctors keep silent; only they hesitate to express an opinion. So it is in Education. Everybody seems to know what is wrong with our Education and what is to be done in order to set it right. But the educationist, like the doctor, wants to diagnose the disease before he can suggest a remedy. This, I suppose, is the object of the commissions that have been set up.

REPORTS GALORE

But our past experience in regard to Commissions and their Reports has not been happy. From the days of Macaulay's famous Minute and Wood's famous Dispatch to the days of the Sadler Report, the Hartog Report, the Sargent Report, and the recent Radhakrishnan Report the history of Indian Education is strewn with papers of this kind. Besides these there are cartloads of regional Reports and other official and semi-official documents.

But what good have they done? A Report is of no use unless it is followed up by action. Unfortunately in India it has been a common thing merely to publish a Report and do nothing about it afterwards. Indeed during the days of British rule it has been a favourite device to appoint a Royal Commission, or some other kind of commission, whenever there was public agitation on any matter of national interest. The immediate effect of such a step was to allay agitation and to make the people think that, after all, something was going to be done in the matter.

The commission no doubt contained some well known educationists, but it also had in it some Englishmen for whom the Government wanted to give a joy ride to India and a sightseeing trip at the Indian taxpayer's expense. At the end of its itinerary the commission left behind it a voluminous Report to be printed at the Government press in due course. But by the time this Report came out people forgot about the subject matter or lost their enthusiasm for it. With slight variations such has been our experience in the past.

It is said that the road to hell is paved with good intentions; it may be said with equal truth that

the road to Indian Education is paved with bulky Reports. The same things are said over and over again in these Reports. This is because little or nothing had been done to change the conditions in the country. That illiteracy is rampant, that schools are few that educational standards are low, that education of girls has made little progress, that education is not properly related to life, that unemployment of educated persons is increasing—these and other statements are as true today as when they were first made decades ago.

In contrast to this, experience in England has been quite different. There a Report has always been a preliminary to action; whereas here in India a Report has usually been a prelude to inaction. It is true that the Reports were placed before the legislature and discussed there. But most often the discussion ended when the question of finance was reached. The ship of Indian Education has always been wrecked on the rock of finance. Sometimes it is true that a small sum was provided with many pious expressions of concern for the progress of Indian Education. But this did no good, and it could not continue for long. So after a time Education was made a Transferred Subject under the responsibility of elected ministers. In this manner the odium for lack of progress was transferred to Indian shoulders while the purse strings were held in other hands.

This history seems to show that we have plenty of Reports on our Education. We do not need any more. What we do need is more action.

REFORM OR OVERHAUL?

Very often in our discussions of Education we seem to start with a wrong orientation. We seem to think, not that the existing system should be reformed in certain of its aspects, but that the entire thing must be overhauled. This is hardly reasonable. In an educational system that has grown over a period of nearly two centuries there are bound to be certain defects; and certain additions and alterations may be necessary in order to make it serve better the needs of a changing society. In such a case the proper thing would be to consider these aspects and make the necessary changes. But what is being attempted seems to be something different. It is a complete overhaul of the entire system from the primary school to the university. Is this necessary? Is our educational system so decrepit and unserviceable that it has to be thoroughly overhauled?

Too often our educationl thinking starts with the question: What is wrong with our Education? Few persons ask. What is right with our Education? It may be that any attempt at educational reorganization should begin with a knowledge of the defects in the present arrangements; but it should also be accompanied by an understanding and appreciation of the good thing that we already have. To make the present system of education the scapegoat of all our national and social ills is hardly just criticism. And yet the present fashion is to do just this. Are we poor? Then our educational system is responsible for our poverty. Are we backward in agriculture, industry or commerce? Then blame it on education. Are our people superstitious? Surely our education is to blame. This attitude is as unjustifiable as it is erroneous. Our many sided backwardness is due to various causes some of them social, some historical, and some political.

CHANGE AND PROGRESS

In our anxiety to find a solution to problems, there is danger of mistaking mere change for progress. When a person buys the latest model motor car to replace the car that he has, he does not always act wisely. He may buy a car that is really worse than what he has got, in spite of its spick and span appearance. So it is in Education. The craze for something new, the desire for something different must not cloud our judgement. I know of a housewife who regularly changes the positions of her furniture once every three months to the great discomfort and danger of the members of the household who stumble against them now and then. Similarly there are educationists who want to make a change merely for the sake of change or merely because such a thing has been done in America, the home of quick changes.

There are others again who would like to tinker with Education just to see how a certain change works. They would add one year to the primary school course and subtract one year from the secondary school course or they would remove one subject and introduce another. Too frequent and over-hasty changes in Education loses sight of the fact that it is playing with the lives of the younger generation. There must be some stability in educational practices; and educational fads must be as carefully avoided as other kinds of fads. It must be remembered that there is no virtue in mere change. A writer, describing the English system of education, compares it to a grand edifice with many rooms, halls, corridors, wings and superstructures. As the nation grows and expands its activities there may be need for making alterations here and there, but it should never be necessary to re-lay the foundations.

The existing system of education in India has served the needs of the country fairly well. It has produced hundreds of eminent persons in many walks of life, including the men who are now sitting in judgement over it in the commissions that have been set up.

HALT: PROCEED SLOWLY

All that has been said above is not an argument for no change. Its object is merely to draw attention to the familiar traffic signal, Halt: Proceed Slowly. Let us remember that the prevailing dissatisfaction over our educational system is not altogether due to defects in that system. One thing, for instance, that has very seriously affected all aspects of the national life is the enormous growth of population. Food, public health, sanitation, employment, indeed every side of our life has deteriorated on account of this. Students of natural science tell us that the huge beasts called dinosaurs and brontosaurs which once inhabited the earth died out because of their unwieldy and unmanageable bodies. We seem to be in the position of these creatures. Our educational system was designed to meet the needs of limited numbers, but we expect it to subserve the needs of a greatly increased population without adequate expansion. This is like stitching a fine suit of clothes for a growing boy and expecting him to wear it when he is a full grown young man. No wonder then that the suit has burst at the seams. The truth is not that our educationl system does not function properly; it is that we are not giving it a chance to function.

The University Grants Commission

By Sri S. R. DONGERKERY,

Registrar, University of Bombay.

THE news that the Government of India has decided to establish immediately a University Grants Commission to advise it on the allocation of grant-in-aid from public funds to the Central Universities and also to other universities and institutions of higher learning should be welcomed by our universities. This overdue decision may be regarded as the first step forward taken by the Government in implementing the recommendations of the Radhakrishnan Commission. It is to be hoped that the new body which will thus be set up will emulate the example of the University Grants Committee of Great Britain, although its scope is unavoidably restricted by the fact that under the Indian Constitution university education, except with regard to the Central Universities, is primarily the responsibility of the State Governments. Within the limits set by the Constitution, however, the Central Government can, and ought to, undertake increasing responsibility for post-graduate education and research which are so necessary for national progress and prosperity.

The Government Resolution which establishes the University Grants Commission proceeds to state thar the latter will "advise the universities and other institutions of higher learning in respect of any question referred by the Government to the Commissions." In this connection, it seems necessary to sound a timely note of caution. Advice which is not sought by the party to whom it is given is never palatable. While the universities would, no doubt, thankfully accept any advice which they themselves might seek from the Commission, they would certainly be fully justified if they were to look askance at any advice tendered to them by the same body on a question referred to it not by themselves but by the Government. Such a position should be avoided at all costs, to ensure the fullest co-operation between the new body and the universities. The University Grants Commission and the universities must from the start work together in an atmosphere of the utmost cordiality and in as informal a manner as possible. There should be mutual and voluntary consultation between the two at every point by means of frequent "off the record" meetings of minds. As has been said of the British University Grants Committee, the discussion between the members of the Commission and the representatives of the Universities should be so informal and friendly that when agreement is reached on any point it should not be possible to say on which side of the table the proposal originated. To quote from the Report of the University Grants Committee (1948), the function of the Commission should be "not one of direction, but of stimulation, co-ordination and advice." The University Grants Committee in Britain stimulates the British Universities to plan for themselves, and it is the goodwill aud mutual confidence between them that has spelled the success of the Committee.

When it begins to function, the University Grants Commission could do no better than adopt as its motto the following words from the Report referred to earlier :

> "It has always been our aim to cultivate an intimate and in many respects an informal relationship with those responsible for formulating and executing university policy, and we are satisfied that by this techique we can most effectively discharge the functions ascribed to us by our terms of reference."

We, in this country, would profit a great deal if the informality of relationship, referred to in the foregoing quotation which is typical of public life in England, were introduced more frequently into dealings between the different public bodies.

As for the composition of the proposed Commission, one may point out that the number of non-official members is much too small for a vast country like ours, with 30 existing universities and a good many more in the offing. The number should be raised to at least five, to begin with, and will need to be raised still higher later on. It is expected that Government will take care to see that the non-official members will be persons of high academic standing in whom both the universities and the Government can repose the fullest confidence. It might be a good thing if the would-be secretary were deputed to U. K. to make a study at first-hand of the work of the British University Grants Committee for a period of at least six months, so that he could assist the Commission, when it started functioning, to draw up its programme and settle its mode of work, in the light of the valuable experience of 33 years which lies behind the University Grants Committee. The success of the Indian experiment will largely depend on the beginning that the Commission makes and the traditions it establishes in the first few years. Of course, it is most important that the Chairman of the Commission should be a person of high academic standing and one who brings to his office a reputation for integrity of character and impartiality, outstanding ability, considerable experience of university education and, last but not least, urbanity and tact, which will always be called for in dealing with the universities on the one hand and the Government on the other.

GOVT. ON UNIVERSITY GRANTS COMMISSION

The Government of India have decided to establish immediately a University Grants Commission to advise Government on the allocation of grants-in-aid from public funds to Central universities.

A Government of India resolution published says that the Commission will also advise Government on the allocation of grants-in-aid to other universities and institutions of higher learning whose case for such grants may be referred to the Commission by Government and advise the universities and other institutions of higher learning in respect of any question referred by Government to the Commission.

The Commission will have as its Chairman a whole-time officer. Two other members will be representatives of the Government of India. There will also be three non-official members.

The Place of English in the Indian School Curriculum

By Sri ANANTH RATHO

Head Master, U. B. High School, Russelkonda, Ganjam Dt.

THE syllabus in English still forms the mainspring of the present scheme of secondary education in any state of India. The reason why English has been allowed the first place is not far to seek. The scheme was at first devised to suit the administrative needs of our country, and the English were our administrators. But now circumstances have changed, English cannot now have the same important place in the present curriculum as it used to have before. 'Mother tongue' has been the cry of the day, and we are not having such times now as we used to have when people believed that it was a rare achievement to be versed in the English language at the utter neglect of even the average knowledge of the mother tongue. I am now reminded of my early student life when a student used to be hailed if he or she could keep talking in English all through, without ever resorting to the mother tongue in course of a conversation. In fact, all this was the natural upshot of the importance attached to the subject.

But now our eyes are being opened to the greater utility of the mother tongue and the growing unusedness of the foreign one.

Less than thirty million people had English as their native tongue about a century back. This number of users of English has been multiplied seven times and more. English has been predomenently the medium of Science and invention, and the factors in its predominence are development of broad-casting, communications, 'talkies', etc. This language made its headway into England from the Eastern Germanic group, during the 4th century, was submerged during the Norman conquest for a century and a half, emerged during the reign of Henry III, was influenced in turn by the New Learning, Reformation, Colonisation, and the industrial and scientific Revolutions. "Modern English," says Jagger, "has acquired relationships with all the chief languages of the globe, and the number of borrowed words exceeds the number of native words.

Because of its practical utility as world language English is learnt in the Orient. "English," says Fancett, "is the outstandingly favoured foreign language of the Orient." There was a time when it was feared that English would be replaced by German. But this tendency was checked by the progress in Science made in England and America which required English to be studied as a foreign tongue to get at this Scientific progress embodied in the English medium. In the Middle schools for boys in Japan English is compulsory for six hours a week. The number of persons speaking English in the various countries of the World has been roughly estimated to be as given below.

England, Australia, Canada,	50,000,000
United States of America	100,000,000
India	2,500,000
The Philippines	2,000,000
China	250,000
Japan	2,000,000

After having general survey of the desirable position of English in the World and in India and the position of the mother tongue, which is the foundation stone of one's personality being the most intimate and expressive of all languages, let us examine what place English had been now given in our school curriculum in India as a whole. English is now taught to our students to prepare out of them English scholars of the type envisaged by Macaulay over a century back, at the wholesale slaughter of the preparation of scholars in our native Indian languages. It may not be out of place here to refer to the importance of the mother tongue in life. "It is round the language learned at the mother's knee that the whole life of feeling, emotion, and thought gathers," says Laurie. To quote West, "all second languages are interchangeable, and are as a matter of choice; but the mother tongue is not; it is irreplaceable, unchangeable; it is not a language, but the foundation stone of personality. A man who forgets his mother tongue forgets himself." The same writer further remarks that the mother tongue is "peculiarly an expression of the colour of national thought, and its words possess an emotional connotation acquired by the individual citizens in infancy. Such connotations cannot be possessed by the words of any other language. The words of another language may mean the same, but they cannot feel the same. "Hence mother tongue is the vehicle of true culture, its highest purpose being access to the spirit of the nation in the widest sense of the word; and the chief aim of learning an alien tongue is to have a correct view of one's own. So far as importance is taken into account now English and mother tongue should exchange their position in any scheme of secondary education in India.

A practical command of the English language should be placed in the forefront of the aims, and this to what purpose? It is to use English as a means of intercommunication necessary for the maintenance of the Unity of India in the absence of a national language of its own, and of touch with other countries of the World to promote that interprovincial and international commerce and industry on which the economic future of India will largely depend.

Bearing this in mind, we should design our school course of English in such a way that the surrender value (the proportionate amount of benefit which will be derived by a pupil from an incompleted course of English) at every point should be the maximum. But it has been disastrous that very often in practice the course is determined not by this principle, but by the pedagogical predilections of the framers. The distinction between language and literature is rarely maintained. On the other hand English literature is allowed to replace English language. No doubt, the study of a foreign literature has its high cultural values. It enables us to get at the best thoughts of a foreign nation and to exchange them with ours; it stimulates ideas in the sphere of scholarship. But this aspect of language is acquirable only by a very few who are gifted students. Literature is not language itself, but an aspect of language namely, the decorative side of it. In a school-

course of study the language itself would naturally come in for greater attention than the literature, which is only the former's artistic aspect. Unless the Indian pupils appreciate and assimilate "commonplace English" first, they are less likely to relish "literary English" afterwards. "To aim at literature," says Wyath, "is to miss the way to language? To aim at language is to pave the way to literature." In order to ensure a practical command of commonplace English in our pupils we must train them to speak the language accurately with a good pronunciation, and to write it accurately with sufficient sense of refinement.

Unfortunately for us Indians, inspite of our recognition of the position of English as it ought to be under the present circumstances, our syllabus in English has been a course of literature still. The general principles laid down by the Matric system of almost all Indian Universities regarding the syllabus and methods of teaching of English are sound enough in theory; but in practice the case is otherwise. Literature rather than language seems to have been the direct aim in practice. As a specimen case let us take up the English syllabus of our state prescribed for secondary schools, and scrutinise it from top to bottom.

THE UTKAL MATRICULATION ENGLISH SYLLABUS

The English syllabus for class VI stresses upon conversational lessons with correct pronunciation during the first half year. But as we actually experience the alphabets are first taught and reading and writing find a place from the very beginning. Pronunciation, which is so important is hopelessly uncared for. A reader, ought to be made use of towards the latter half of the year, but it is actually introduced from the very beginning.

The English course for Class VII demands analysis of sentences into subject and predicate, together with forms of sentences, the parts of speech except the conjunction and the interjection and their uses in simple sentences, and the joining together of simple sentences. It astonishes and astounds an educationist in direct touch with the tender brains whether this portion of prescribed grammar is capable of being successfully taught even in the mother tongue of the class.

The course in English for classes VIII to XI, which four are the topmost and called high school classes, is not indicated in outlines as is done in the lower classes. Text books are prescribed by the University for classes IX to XI and by the D. P I. for class VIII along with classes VI and VII. The aim of this selection has been inculcation of the idea of "English literature" as distinguished from "commonplace English." Three years' course done out of proportion in classes IX, X and XI is examined in the University Matriculation examination which takes place at the end of class XI. The course being ambitious entails a heavy strain on the tender brain of our pupils and the inevitable result is unhealthy 'cramming.'

This sort of cramming after elimination by skilful manipulation of certain portions of the ambitious course in the class room may produce high percentages of examination results; but they tell upon the gradual disciplined development of the mind which is a living and growing organism. The crammed material remains undigested in the minds of our pupils only to be vomited on

their answer books, leaving at last a vacant and weak mind.

In consideratiou of the position of English that ought to be under the present circumstances as pointed in the beginning, and with a view to suit the matter to the psychologically growing mind of the taught, the present syllabus for the matriculation class should be reformed as follows.

THE "REFORMED SYLLABUS" CONTEMPLATED.

1. Instead of the Matriculation examination being conducted in three years' English course, it should be confined only to a year's course of the topmost class XI. So there should be about 80 pages printed matter of which. say, 60 pages are prose and 20 pages are poetry.

2. Formal grammar should first be taught with a volume of practical examples of applications of the theory learnt in a general way, and this knowledge of formal grammar should be applied to the English texts in a practical wav. Questions should be asked in the examination both in formal and textual grammar, and not only in the textual.

3 When it has been recognised on all hands that Oral Work including correct pronunciation, correct reading with proper pauses at the various marks of punctuation, conversation with proper intonation, accentuation and manner are very necessary, it is quite essential to test the achievement in these respects in a student of the Matriculation class. So an Oral test (otherwise known as practical test) in the English examination of Matriculation standard be instituted.

4. As the first impression of the child mind lasts the longest, it is very difficult to eradicate this impression later. Hence great care should be taken that correct language forms with proper pronunciation, tone, manner, emphasis should be cultivated from the very beginning which will be the foundation for future development of the child's language. This can be done only by one who himself is a master of this language and generally graduates are expected to have some, if not full, mastery'. So from the very beginning English should be taught by graduates alone.

5. The present method of questioning (the essay-type with wide choice) should be given up at once. With the reduction and simplification of the syllabus, the bit-type of questions embracing the whole course will ensure psychological mastery of the subject by the taught.

6. Questions in criticism should be avoided as the aim of teaching English in the secondary stage is not inculcation of literature.'

7 The subject should be begun in the class VI when the student must have acquired enough of the mother tongue and sufficient mental as well as physical growth to withstand the strain of learning an alien tongue. The course from this class to class XI should follow psychological gradation unlike now.

8. The 'practical command' or the 'adequate knowledge of the language' should serve as the foundation stone, but not as the basement itself for study of 'literature' in the University— 'literature' not as a compulsory subject as is done now, but as an optional subject, so that those who have a special aptitude for it only will take it up for specialisation. For this propose provision must be made for library

work in the subject tobe examined in the Matriculation class. Such of the students as pass the test in this library work alone should be allowed to take up English as an optional subject with the definite view to prepare out of them scholars in English.

9. Under no circumstance should English be made the medium of instruction or examination of non-language subjects.

The reform of the English course cannot be complete without reforming the condition of the teacher, be he a graduate or otherwise, who handles the subject. This reform consists in two ways, one to provide him with mental equipment and the other to keep him economically sufficient. Enough has been done in the former direction for his professional improvement by subjecting him to a period of training at his own cost of course; but sufficient attempt has not been made as yet to advance his economic status. Although this point has been kept as the last for courtesy's sake, it is not the least in importance. Rather it ought to have been mentioned as the first and foremost reform in the matter to be of immediate effect, because the teacher happens to be the pivot in any scheme of education. In order that there should be efficient work a fair and reasonable amount of satisfaction should be allowed him in his economic life. He should feel that his worth and competence are recognised and his sincere and faithful work suitably rewarded in view of the fact that he is after all a house-holder. Otherwise, what amount of efficiency can be expected of a teacher in the class room who before attending school is not able to have a full normal meal, let alone the case of the members of his family who depend on his income.

Teaching Shops or Temples of Learning?

By Principal B. S. MATHUR

THE Education Minister of Delhi State is greatly pained by educational conditions in Delhi state. He sees in various schools and colleges nothing but teaching shops, teaching for money. This is no education but this is the truth. A great tragedy, indeed!

We must have a clear vision and idea of education as it is a vital factor in civilisation and life. Educatian, covering life itself, is a steady, preparation for life.

If our aim of life is money-making education can have this aim. But that cannot be the aim of life. Life to be successfully lived in peace, security, comfort and culture. I say "culture" last not because it is of least significance in life. Culture is the vital thing, perhaps the only possession that can take us out of present frustration and sorrow we seem to suffer from so deathlessly.

Education must have culture as its main aim. What is culture here? I think of a certain discipline when I think of culture. Education must generate a mental attitude towards life so that each individual might lead a successful life.

At the moment in most of the educational institutions emphasis is placed upon material aims. Not only that. Some people have this idea of making money by starting schools and colleges. These people don't think in terms of real education for their children in schools and colleges. They consider just the financial aspeet; they treat starting and running of a school as an economic proposition. They never care for any education in their schools and colleges.

This is like killing the nation at its source. We must think and stop this fashion.

TEMPLES OF LEARNING

Kabir says:—

There the sky is filled with music;
There it rains nectar;
There the harp-strings jingle,
and there the drums beat.

Kabir is thinking of sacredness and virtue as inseparable companions of man. In this unique company, where vices have no place, there is unlimited music, all divine. Exactly such should be the result of true education.

It must enable man to be virtuous and divine. There is God in man. That God must come out. How can He come out? Man lives in his dreams, thoughts and deeds. There-in deeds, dreams and thoughts, God must appear.

At the moment there is lot of frustration. Man is not man. He is verily a beast, who cannot think and whose actions invariably start an unending violence. This should not happen. Our education must bring out God who is inside and then only there is an escape from present misery.

When our schools and colleges are merely teaching shops there is no hope. Our schools and colleges should be temples of learning. The idea is clear.

Temples have an atmosphere—religious and peaceful. That atmosphere of religion aad peace must prevail in school and colleges. By religion I never mean strict adherence to some religious ceremonies. I want the essence of religion to obtain in our educational institutions.

The essence of religion aims at our meeting God. Indeed, by meeting Him we have to live Him. And so they say: "Religion is not to be taught; it is to be lived."

I want the same thing in educational institutions. We might insist on the communication of knowledge to our pupils. But we need a greater insistence on the living of that knowledge. That is of the essence. And then alone our education will have any value, any future of use to humanity as a whole.

KNOWLEDGE AND ITS USE

The idea is: We want the application of knowledge to life. That is living education. That will give life and body to education. At the moment our education is rather a thing without a body—all that is abstract and so even after obtaining various degrees people are put out in life. They seem to live in a confused world and they are not in a position to take any reasonable line fo action. If our education has not enabled us to think rightly and to act rightly it has no value.

Education must result in a certain mental apparatus. After all, all books cannot tell us of entire things of life. Life is so vast and so complicated. We must have, then, a mental discipline and culture

to face the ever-changing and progressive life and its complications. This has to be the aim of education.

This aim will come near fulfilment if we think of education as an atmosphere, in which what we teach is to be lived well. Education should not concentrate upon books. It should think of the personality. There is always a pleasure in the company of great minds. Books cannot be substitutes for men.

Our education must be human, not bookish. It must be living, always fresh and invigorating. It should teach our pupils the art of life—its living splendidly.

Life is to be regarded as a great adventure. We have to enter upon this adventure with spirits and enough mental and physical equipment. That is the need of the hour.

Our education must prepare us for this successful adventure. Our education must make us what we are to be, always possessing sacredness and sanity. Then only we have an assured future of happiness and comfort.

We have just to think and forego our materialism to a certain extent only. All materialism cannot go. That has to be in life. But it should not dominate.

MULTI-PURPOSE SCHOOLROOM

By MARJORIE THOMSON

AN Australian schoolmaster has designed an ideal multipurpose schoolroom which has been patented in Australia and the United States. His design will be incorporated in a 26—classroom school building to be erected soon in Washington, D. C., in the United States.

Mr. Denis O'Brien call his design the Colner Classroom, a contraction of the name of the school near Sydney where he is headmaster.

Mr. O'Brien joined the New South Wales Department of Education 31 years ago. He gained his first-class teacher's certificate in 1935 and has been the headmaster of several large primary schools, which cater for children from eight to 12 years, in the country and Newcastle districts of New South Wales. His present appointment is his first in the Sydney area.

During his 31 years teaching, Mr. O'Brien has always been impressed with the need for a different type of schoolroom where "personalised" teaching and pupils' individual initiative can be fostered. He has incorporated these ideas in his Colner model sectional classroom.

Instead of one large room where 40 or more children sit at desks, he believes that the area should be broken up into sections, separated by polarised glass. These sections should comprise a main classroom for general assembly and instruction, flanked on either side with library study rooms. There should also be a nature study room where pupils can experiment, read, collect and exhibit all types of materials such as species of rock, shells, plants and insects. Another room should be fitted as an arts and crafts room so that the children have the benefit of creative self-expression and self-

teaching as an important adjunct to their studies.

All the rooms are separated by polarised glass which allows the teacher to watch the pupils' activities but prevents noise from one room penetrating to another.

Mr. O'Brien believes that 24 pupils to a class is the ideal number one teacher can handle successfully, although classes at his present school range from 44 to 50.

The measurements of his model classroom are 40 feet by 30 feet. This allows 10 square feet of space and 13 cubic feet of air for each pupil in the main classroom, which is 20 feet square. This main room has three sides of polarised glass folding partitions separating it from the library study rooms and the other crafts and nature rooms. These glass partitions, which also form the interior walls of the other rooms, can be folded back to transform the space into a theatre or discussion room for larger numbers. The desks in the main room are light and movable. The building has a sloping roof with a polarised glass section between the ceiling and roof which can be opened during the hot summer months.

"Children should be free to talk during school lessons", says Mr. O'Brien. "It is only by asking questions that they gain knowledge. For this reason I use polarised glass, I also believe that an arts and crafts room where children can do things on their own initiative should be an integral part of every school. Not all children can learn by visual or oral methods. A great many that are regarded as being 'dull' under to-day's general teaching methods would probably be 'bright' pupils if they were able to work out manually the problems that baffle them now.

"The idea of the library research rooms which flank the main schoolroom is for the quick-learning scholars who need not be handicapped by those who are slower to learn. The idea is based on the Univertity seminar method. The master will set the children certain problems or give them the outline uf a curriculum subject. Then the children will find out for themselves all they can about the subject. At the end of the period the boys will report to the class and to the master just what they have discovered. This encourages individual effort and also gives rise to discussion. Children, according to my observations, learn much quicker from each other than from adults."

Mr. O'Brien's model schoolroom has been inspected by the architects who design the New South Wales school buildings. They have told him that his design for a 40 feet by 40 feet schoolroom, incorporating washrooms and a teacher's office, in addition to the other features, is a good scheme for a one teacher school. It is hoped to include one or two similar experimental classrooms in some of the new schools being built by the New South Wales Education Department in the future.

Mr. O'Brien does not want to make money out of his patent, stating that school teaching and the welfare of children are his hobby and main concern. He is willing to let his design be used by any authority, but he insists that all the features must be included, not just one or two items.

Many of Mr. O'Brien's ideas on practical teaching have been

translated into practice at his present school. For instance, he has done away with the old method of labelling over low classes of the same grade A, B, and C. He names the classes according to the teachers' initials, such as 3M, 3G, or 3S. Mr. O'Brien contends that the old method gave the children a complex, as in most sections of everyday life B grade items are considered inferior to A-grade.

He has a crafts section, where those boys who show an aptitude for the work operate an old-fashioned printing press. They hand-set the type, print and bind all the lesson folders, pamphlets and examination papers. He also encourages the pupils to fossick about for geological and nature specimens and to look after the school garden. He finds that these activities pay dividends as pupils readily understand object lessons when they are demonstrated on a practical basis. Other projects which the pupiis do by themselves include model aeroplane building, stamp collecting and music, including part singing, ballet and folk dancing.

Mr. O'Brien has patented some of his teaching methods under the name of The Narrabeen Scheme. This is similar to the tests used by the Australian Council for Educational Research which help to co-ordinate children's reflexes.

Oxford's Tribute to Dr. Radhakrishnan

Oxford University, conferred the honorary degree of Doctor of civil Laws on Dr. Sarvapalli Radhakrishnan, Vice-President of India, at a ceremony in convocation.

In presenting him to the Pro-Vice Chancellor. Mr. A. H. Smith, Warden of New College, who deputised far the Vice-Chancellor, the Public Orator Mr. T. F. Higham said;

"He has specialised in his subject with one end always in view—a clearer understanding of the highest common factor hetween the philosophies of East and West that may bring the peoples of Europe and Asia more closely together and strengthen the cause of peace throughout the world.

The oration which was in Latin, added: "During his tenure of the Oxford Chair, he has not failed in his duty to his own people,

"In addition, he has been Chairman of the Universities Commission set up by the India Government and in that capacity has urged the restoration of India's ancient religious culture in her Universities, while also encouraging the study of good points in other faiths. His writings, as the British Academy has borne witness, exert a deep and widespread influence."

After referring to the honour, which UNESCO had conferred on him, and to his distinguished service as Indian Ambassador to the Soviet Union, the public orator said:

"Although there are many persons whose abilities and sincerity have enjoyed a high reputation, either among the Russians or among the rest of the world, it is doubtful whether anyone else has been equally well thought of by both. We seem to have found the 'Philosopher-King' of whom Plato dreamed.

"Here too is one who set the seal on Cicero's words 'our instruction in philosophy first held divine worship in view, then common justice which is rooted in the social union of mankind, and next, modesty and greatness of soul."

NOTICE

All communications concern in Editorial be addressed to:—

The Editor,
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Haveli Road,
MASULIPATAM

EDUCATIONAL INDIA

MASULIPATAM, Dec., 1952

Language Policy

WE pointed out last month that there is nothing in the Constitution of our country which makes it obligatory to adopt Hindi as the medium of instruction, that what it wants is that Hindi should replace English as the official language of the Union, that when Hindi so replaces English there is need for the educated classes in the country to obtain that much proficiency in the national language which will enable them to carry on official correspondence in it, to understand the proceedings of the Parliament and to speak intelligently and fluently in that language if they are anxious to become Members of the Parliament, to address public meetings and to play a prominent part in national affairs. It has also been pointed out that to attain this standard of proficiency it is not necessary that Hindi should become the medium of instruction, that the purpose will be adequately served by Hindi being taught on scientific lines as a compulsory second language and that if English is to be replaced in the higher stages of learning as a medium of instruction it should be replaced by the mothertongue of the students and not by Hindi. We laid the whole emphasis on the point that there is no necessary connection between the adoption of Hindi as the official language and its adoption as the medium of instruction. The sooner the educationists and the politicians realise that there is no such necessary connection the better it will be. This is the only rational view of the matter and this is the only view that will set the language controversy at rest. Protagonists of Hindi as the national language should rest satisfied if adequate provision is made in all states for a compulsory study of that language so as to enable the educated classes to obtain a high standard of proficiency in it. They should be prepared to give up their unreasonable and uneducational contention that Hindi should become the medium of instruction in states where it is not the mother-tongue of the people.

ONE usual objection that is raised against this view is that if the mother-tongue becomes the medium of instruction even

in the University stage different universities in the country will have different media of instruction and this will prevent students from migrating from one university to another, and also prevent competent teachers from doing the same. But this is not a serious objection. There is no need for students to migrate from one University to another so far as undergraduate education is concerned. Every university in india provides excellent education for the intermediate and degree courses; and if there are any universities whose standards are low what has to be done is to take steps to raise those standards. The same is true regarding migration of teachers so far as undergraduate education is concerned. The problem arises only in respect of specialised courses and research. If a particular university alone has specialised courses in a particular subject and if similar provision does not exist in other universities there is a possibility of students from all parts of the country seeking admission into it. The same will be the case in regard to higher research for which provision exists only in some All-India institutions like the Tata Research Institute in Bangalore. In these cases the problem of having a medium of instruction which is common to the whole country has to be faced.

IN solving this problem we should not be swayed by merely sentimental considerations. Those who pursue research and highly specialised courses must be familiar with research carried on in the subject of their study in all the countries of the world. Then alone will they be up-to-date and then alone will their research be fruitful. For this purpose they must have intimate acquaintance with an international language. And the ideal of international language so far as our country is concerned is English. We have been accustomed for a century to the English medium. It is the medium which is being used even at the present day. It is also a language in which higher research is carried on in some of the most advanced countries in the world. It is therefore best that all higher institutes of research in our country adopt the English medium. The only alternative we can think of is Hindi. But every one will realise that as yet Hindi is too undeveloped to serve this purpose. What is going to happen fifty years or a hundred years hence is not our concern. We have to recognise that today there is no Indian language that can compete with English so far as higher research is concerned. It is therefore reasonable for us to continue for a fairly long time to come the use of the English medium in our highly specialised and research courses. And those whose ambition is to pursue such courses must make it a point to obtain a working knowledge of this language. They should realise

t it is a necessary tool and essential part of their preliary equipment if they are ucceed in research.

E have thus arrived at two conclusions. One is that so as the ordinary degree ses in our universities are erned the best policy is to t the mother-tongue as the medium of instruction. The other is that so far as higher research is concerned it is best to continue the English medium. Throughout it is understood that adequate provision will be made for enabling the educated classes to study Hindi as a compulsory second language. It is in these directions that our language policy has to be developed.

WE also pointed out last month that the present policy of drift should be given up and persons in responsible position should arrive at definite decisions in the matter so that effective steps might be taken to implement the policy without any delay. The question however is who the responsible persons are that have to arrive at these decisions. Here again there is at present a large amount of confusion. The Ministry of Education at the centre thinks that it is its responsibility to define the language policy and see that it is implemented. Some of the state governments feel that it is their right to do this and that the central government ought not to interfere in the matter. Then there are the universities and other institutions of higher research which think that in an educational matter like this it is their inherent right to arrive at decisions and implement them without being dictated to by politicians either at the centre or in the states.

OUR view in the matter is that each of these—the central government, the State governments and the Universities—has a responsibility and that the responsibility which one of them possesses is different from that of another. The responsibility of the centre consists in seeing that Hindi becomes the official language of the Union effectively and not nominally. This implies as has already been pointed out that it is studied as a compulsory second language in all states where it is not the mother tongue of the people. The centre therefore should lay down that Hindi should be so studied and must take all steps necessary for the purpose. Its responsibility ought to end here. It should not go beyond this and dictate to state governments or to Universities what the medium of instruction should be.

IT should be the responsibility of state governments to decide in consultation with the Universities functioning within their jurisdiction to decide once for all what the medium of instruction should be. In most states there are several Univer-

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sities and it is not desirable that one university should adopt one kind of policy and another a quite different kind. Even if regional conditions require the adoption of slightly different policies the responsibility for this should be undertaken by the state governments in consultation with different Universities.

IT is after this stage that the Universities come in. When governments have decided what the medium of instruction should be the Universities should take all the practical steps that are necessary to give effect to that decision. The training of lecturers, the preparation of text books, the holding of examinations etc. are some of the steps that have to be taken. And they must concentrate their resources and their efforts on them.

IT is on lines like these. that language policy has to be shaped and executed; and this has to be done immediately.

Manual Work by Students

IT is reported that the Government of India recently sent round a suggestion to all State governments that they should organise a "Manual Work Fortnight" for senior high school boys and university students once or even twice a year simultaneously throughout each State. The suggestion aims at realising at least four purposes. The first purpose is to create a psychological change in the educated youth of the country and make them realise the dignity of manual labour. Every one will accept that there is need for such a change. The tradition is deeprooted in our country that those who receive education from a superior class, that it is not dignified for them to turn to Manual Work and that they should even prefer idleness and unemployment to doing work which will involve soiling their hands. They have also a tendency to look down upon those who earn their living by Manual labour. The result is that in addition to the old castes and Sub-castes New castes—the educated and the uneducated—have come into existence. The son of a farmer refuses to work in the fields or to look after the cattle the moment he goes to a high school. It is this growing cleavage between the literary and the non-literary classes that has to be arrested and compulsory Manual Work by Students is considered to be an effective means of achieving this purpose.

A second purpose of the suggestion is to enable the inhabitants of localities - rural as well as urban to get the various amenities they are in need of. The environment in which the masses of people have to spend their lives in our country is most unsatisfactory. The surroundings are insanitary. Cess pools, following sewage, polluted water supply, awfully smelling road sides are a common phenomenon. Most villages have no roads, no schools and no public conveniences. In towns there are any number of slum areas. To remedy this state of affairs and to provide amenities for the inhabitants many things are required and among them is willing work by the educated who have some scientific knowledge and intelligence. And it is the object of the manual work fortnight to make the educated youth do the kind of work needed for the purpose.

A third purpose is educational. Boys and girls in educational institutions should receive real education—an understanding of their physical and human environment and a capacity to adjust themselves to it. It is now recognised that this understanding cannot be obtained solely or mainly through book learning. Physical and intellectual contact with the surroundings and doing work in such surroundings is much more effective. This is the real laboratory for learning lessons of value. This aspect has all along been ignored in our educational institutions. And the new suggestion tries to remove this defect.

A fourth purpose is to educate the masses themselves in new ways of doing things. They have to be taught how to keep themselves clean, how to keep their surroundings free from dirt, how to make roads, how to manufacture compost, how to scientifically feed their cattle etc., etc. It is expected that students have the necessary knowledge on these and on several other matters of value to the masses and that the manual work fortnight will enable them to bring all this knowledge to the people in the neighbouring localities.

THERE is thus no doubt whatever that the objects which the new scheme wants to achieve are of a laudable character and every effort has to be made to make it a success.

BUT there are one or two questions that have to be considered. One is whether it is desirable to set up a separate fortnight for the purpose. We think it is not desirable. Those who are not accustomed to manual work in their daily lives cannot turn to it once a fortnight. It will be too much of a strain for them. It is better that they become accustomed to it in their daily life. Some method has to be devised by which students will have to do manual work everyday or for two or three days in a week regularly and continuously. It must become an integral part of their school work. This is best done by adopting a suggestion made by the Prime Minister that every school should become responsible for improving conditions in a neighbouring locality—a street, a village or part of village—and all pupils in it should take part in effecting the

necessary improvements through their work. The other question to be kept in mind is that students should be trained to do manual work of different kinds if they are to educate the masses. They must be able to do the work with greater skill, with better knowledge and more intelligence. Otherwise they cannot do much to remove the ignorance of the villagers. Their interference will only result in making things worse. In other words manual work should be dovetailed into the regular school work. There should be no room for the idea that manual work is something different from school work.

Education for Culture

IN his address at the Convocation of the Annamalai University His Excellency Sri Prakasa the Governor of Madras observed that one of the three objects of education is the acquisition of culture and he very aptly defined culture as proper conduct towards our fellow-men in all the innumerable situations of life. He further stated ; " If our education is not able to tell us how exactly we are to behave in the world of fellowmen it has failed of its purpose." Every one responsible for educating the youth of the country has to ask himself whether he is conscious of this objective of education and whether he is doing everything desirable and necessary to realise it,

MOST of the unhappiness which we experience in life is due to our not being able to conduct properly towards our fellow-men in the family, in the neighbourhood where we live, and in the country at large. We think that others are not properly conducting themselves towards us. Bitterness, friction unseemly quarrels, civil wars and international wars may all be ascribed to this fundamental defect in us and in our fellowmen. There is today increasing tension between class and class, caste and caste, one linguistic group and another, and one nation and another nation. Mutual suspicion and hatred are on the increase. We are surrounded by an atmosphere of misunderstanding, disagreement and fear. All this goes to prove that we are unable to conduct ourselves properly towards our fellowmen and that we are not being educated for culture and that education has failed in one essential respect.

THERE were classes, castes and communities in our country at all times. But there was not the same amount of bitterness and hatred among fellowmen as is found to-day. To a great extent this was due to the fact that the people were taught how to behave towards each other. There were the teachers of religion, of morality and ethics. There was the study of sacred books and the propagation of the truths they contained. Even the folk in the villages were familiar with these truths. Men understood each other.

BUT all this has disappeared from our education to-day. No attention whatever is paid to religion, ethics, tradition and to books which contain the essence of our culture, of our way of life. A cultural vacum —a cultural anarchy—has come into existence. We have consequenly become ignorant as to how we should behave towards each other.

IF this cultural anarchy is to disappear it is necessary that we pay attention to the truths of our religion and social morality as embodied in our traditional literature. Here is a stong case for the revival of a study of Sanskrit, the fountain source of all our culture.

Falling Standards

THERE is a growing conviction that educational standards in all stages of education—University, Secondary and Elementary—are going down. The tragedy of it is that responsible persons knew of it several decades ago but that very little has been done to arrest the fall and prevent it from falling further and further. The standards are at a much lower level today than a decade ago and if things continue as they are at present they will fall much lower in years to come.

THIS is the only inference that one can draw from the dismal comment made by Mr. A. K. Chanda, President of the Board of Secondary Education in West Bengal on the performance of students who appeared for the 1952 School Final Examination conducted by the Board. The fall is seen in all the subjects. In English very little attention was paid to grammar and syntax. In history it was all cramming. In geography the defect was the extremely short range of study and inadequate knowledge about a considerable part of the syllabus. In Sanskrit it was ignorance of the fundamental principles of grammar and want of familiarity with the Devnagari script. In science it was a confusion regarding technical terms and a faulty comprehension of questions; and so on.

THE situation is not much better in other states. Every where the complaint is that schools are under-staffed, that teachers are inadequately paid, that up-to-date methods of teaching are not made use of, and that classroom libraries and laboratories are not properly equipped. The question is whether anything is being done to remedy this state of affairs.

IT appears from all evidence that very little is being done on the plea that no government has the necessary finance for the purpose. But is this a valid explanation? Even if it is valid are we to be satisfied with it?

THROUGH different STATES

DELLI

UNIVERSITIES BILL

The Education Minister proposes to convene a conference shortly of representatives of the State Governments, universities and the Inter-Univesity Board to consider the draft Bill for the co-ordination and determination of standards in universities.

TECHNICAL AID TO INDIA

Details of foreign technical assistance programmes in which India is participating are given in a special pamphlet entitled "Technical Assistance" brought out by the Ministry of Finance.

The pamphlet explains the various programmes of technical assistance existing with the United Nations and its specialised agencies, with some of the member countries of the Colombo Plan and with the U. S A under Point Four aid and with a few private organisations like the Ford Foundation ; the procedure that should be followed in seeking such assistance, who all are eligible for assistance; the financial obligations in taking advantage of such offers, etc.

STUDY OF ENGLISH IN COLLEGES

The Education Ministry of the Government of India has convened for January 23 and 24, 1953, at Delhi a conference of representatives of Indian universities on the teaching of English in the universities, it was learnt.

The Government of India, in a recent circular to the universities, are reported to have expressed the view that the standard attained in English by university students in India has gone down considerably in recent years and that they feel that, in the interest of higher education especially in the teaching of science, it is necessary to maintain an adequate standard of the language even though it will eventually cease to be the medium of instruction.

The Government of India have requested the universities to depute Professors of English to represent them at the conference which will seek to evolve measures to ensure that an adequate standard of teaching and learning of English is maintained in the universities.

ESSAY CONTEST ON PEACE

The Ministry of Education, Government of India has received information regarding the Lawrence S Mayers Essay Contest for stimulating constructive thinking on the problem of maintaining peace and avoiding the peril of war.

The theme of the essay is: "What can I do to contribute to a permanent state of peace in the world?" The contest will be open to all students of Junior and Senior Intermediate classes in all Indian universities and colleges. Three prizes of 100, 50 and 25 dollars

Continued from proceding page

We are a poor country. There is no prospect of our becoming rich in the near future. Is it inevitable that in a poor country standards of education should coninue to fall? It is up to teachers and other experts in education to devise ways and means by which high standards can be attained even in a poor country like ours. Otherwise their claim to be experts in education becomes baseless.

respectively along with Honourable Mention Awards and Bronze Peace Award Medallions will be given.

The best essays from each college may be mailed to the Secretary, Ministry of Educatihn. Governmet of India, New Delhi, for onward transmission to U S. A. Each entry must be accompanied by the name and address, school, age and grade of the writer. as well as the signature of the teacher. The contest closes on December 31, 1952.

ATOMIC ENERGY TRAINING-INDIANS DEPUTED ABROAD

Three persons from India had been deputed abroad to have training on the technique of using the products of Britain's atomic energy programme, according to Mr K. D. Malviya, Deputy Minister of Natural Resources and Scientific Research.

BOOKS FOR NEW LITERATES

The Delhi Public Library has invited manuscripts of easy-to read books for neo-literates under the publication programme of the Library which has received a special grant from the UNESCO for the preparation of such material for neo-literates. The manuscripts are required on these subjects: economic geography of India: physical geography of India; human geography of India; our rural and urban community centres like Faridabad, Nilokheri and Etawah etc.; power development projects; education in India: our children; United Nations; UNESCO; WHO; masonry; elementary carpentry; quick dish menus; and putting waste to use. The first three manuscripts may be of 16 to 24 pages and the rest between 32 to 48 pages. Approved manuscripts which should preferably be in Hindi, though acceptable in English and Urdu, will remain the property of the Delhi Library Board and will be paid for. They should be submitted by January 1 1953 to Mr. D R. Kalia, Secretary, Delhi Library Board Queens Road, Delhi.

MADRAS

MADRAS MINISTERIAL SERVICE

The Government of Madras have directed that the concession allowed to the candidates, who appear for the competitive examination by written test conducted by the Madras Public Service Commission and whose mother tongue is Urdu. to answer Part I of the First Paper in the revised syllabus for the S. S. L C, standard examination in English and to translate in respect of the Fourth Paper, English into Urdu and Urdu into English be cancelled. says a Press Note issued by the Government.

The Note adds : Part I of the First Paper is Essay in the regional language. The Fourth Paper is Translation, both parts.

This action has heen taken, as according to the special rules for the Madras Ministerial Service, as since amended, candidates who do not posses an adequate knowledge of a language or of one of the languages of the district will be ineligible for admission to the competitive examination for recruitment to the Ministerial Services.

The Government have ordered that the examinations of the collegiate standards should continue to be in English for the present and the syllabus for the competitve examination for Group IV Services should also continue without any change for some more time.

MANUAL WORK BY STUDENTS CENTRE'S-SUGGESTIONS

A "manual work fortnight" for senior high school boys and university students throughout each State during the current academic year has been suggested by the Government of India to the State Governments in a circular letter. The scheme will be organised simultaneously throughout each State.

The letter says that this movement for attracting the students to manual work should be regarded a " as national

drive for emphasising the dignity of labour and, in the process adding to the amenities of the locality." With this aspect in view plans are asked to be drawn in co-operation with the State agricultural, rural welfare public health and other departments.

MR G. D. BIRLA'S GIFT TO ANDHRA 'VARSITY

Mr. G. D Birla has endowed the Andhra University with a Professorial Chair carrying a remuneration of Rs. 8 000 a year, for a period of three years in the first instance

The University desires to create a Professorial Chair in Indian History,

Dr. S. CHANDRASEKHAR

News has been received here that Dr. S. Chandrasekhar Professor of Astro-Physics, University of Chicago, has been made Morton D Hull Distinguished Professor of Astro-Physics which is an endowed chair. Dr. Chandrasekhar has now submitted a paper relating to ' the problems of convection inside the earth. "

AGRICULTURAL RESEARCH

The Annamalai University now has facilities for higher research in agriculture and horticulture, and three research students have already been admitted to do higher research in agriculture at the University. All three are graduates of the Coimbatore Agricultural College. A plan has also been completed for setting up an orchard at the University to grow numerous varieties of fruit. About 10 acres of lands belonging to the University are now being prepared for the purpose.

It may be recalled that agriculture was first introduced in this University in 1951-52 as a subject for study under Part III of the B. Sc. course and the Intermediate students also have it as an optional subject under Part III from this academic year. The Academic Council, at its last meeting sanctioned a post-graduate course in agricultural engineering for those who had taken a degree in mechanical engineering.

With the 'agricultural extension' schemes which have been introduced from this khariff year, the Annamalai University has completed a phase of development of agricultural studies, which includes teaching, research and extension the three components of a good foundation for agriculture.

WEST BENGAL

CALCUTTA 'VARSITY INTER EXAM

Shorter Course In English

The Calcutta University authorities have decided to cut down the English course of the Intermediate examination next year " as an experimental measure ", in an attempt to stop the continued increase in the number of failures each year in that subject.

They requested Principals of Colleges to see that the time saved by the shorter ceurse is used for holding intensive tutorial classes " and making a sustained effort to improve the power of English composition of candidates "

The new course, which is to be effective fo 1953 only, until a further notification is issued, contains only one poem each by English romantic and modern poets, two small poems by Wordsworth and either Milton's "Paradise Lost"— Book One or Coleridge s " Rime of the Ancient Mariner."

The continued increase in the number of failures at Intermediate Examinations during the last few years had been viewed with some concern both inside and outside the University. Last year, about 70 per cent of Intermediate students failed in English.

TRADE UNION COLLEGE OPENED

The first trade union college in Asia was inaugurated at a small colony on the southern outskirts of Calcutta by Mr, J. M. Oldenbrock, General Secretary of the International Confederation of Free Trade Unions.

The curriculam for the three month's course at the college will include trade union principles, history problems of organisation, methods of collective bargaining, labour law, and economic, social and political problems. The medium of instruction will be English.

UTTAR PRADESH

VAISHNAVA THEOLOGY

Plan For 'Varsity at Brindaban

An appeal for funds for the Vaishnava Theological University being set up at Brindaban, Mathura (Uttar Pradesh), has been issued by Mr. Kshetra Lal Saha, Principal, Sri Chaitanya College, V. T. University.

In the course of the appeal, Mr. Kshetra Lal states His Holiness Swami B. H. Bon Maharaj, who is the founder of the University, has acquired 84 bighas of land in Brindaban at a cost of Rs. 61,623. A Vaishnava Research Institute has already been inaugurated to which learned scholars will be invited to carry on research work on the various schools of Vaishnavism and on other subjects of religious history and philosophy. The immediate requirement of the Institute is a recurring monthly income of Rs 3 000. The Vaishnava Research Institute building is under construction at an estimated cost of Rs 1:50,000 and a sum of Rs. 45,000 has already been spent on it. A building for a combined college and school to be called "Ranbir Chagvat Intermediate College and Higher Secondary School" is being erected at an estimated cost of Rs.2,00.000 and a sum of Rs. 66 000 has already been spent on it. It is also proposed to have residential houses for students and quarters for professors.

The Principal says that the Vaishnava Theological University is not a religious institution. It is not an establishment for missionary work. It will not train students in religious practices. It will be an institution for the study of the science and philosophy of the Vaishnava religion and those of other religions. The Principal says that the feeling in official quarters that this University does not admit non-Hindu students and, therefore, it cannot be given State aid is not correct. He appeals to the Goverment of India to give financial aid for the institution.

MADHYA BHARAT

DEVELOPMENT OF SANSKRIT

The Madhya Bharat Government have appointed an eight-man committee under the chairmanship of the Director of Education to submit proposals for the spread and development of the Sanskrit language in the State.

The committee, at its first meeting decided that a Sanskrit Parishad consisting of eleven members be formed for preparing courses and conducting examinations in the language.

The Director of Education will be the Chairman of this Parishad and the Registrar, Departmental Examinations, its Secretary.

HYDERABAD

OSMANIA 'VARSITY

A committee of educational experts presided over by Acharya Narendra Dev had been constituted by the Government of India to go into the academic aspects connected with the taking over of the Osmania University by the Centre. The personnel and terms of reference of the Committee would be announced shortly by the Government of India.

Mr. B. Ramakrishna Rao, Chief Minister of Hyderabad, gave this information at a Press Conference.

PUBLIC OPINION

Mr. NEHRU ON RESPONSIBILITIES OF YOUTH

Prime Minister Nehru was conferred the degree of Doctor of Letters by the Saugor University at a special Convocation held on 30th October.

Addressing the Convocation, Mr. Nehru said that the prime need of the hour was of young men of quality possessing "creative minds" and the University could create an environment in which the creativeness of the mind and the body could flourish. The future of India depended on the kind of people it produced, he said. A country could make progress to some extent, with a large number of people of a mediocre quality but a great country like India must produce people of a more than mediocre quality.

Need To Maintain Quality

In the past, we did produce men and women of quality but lately we have become a nation more or less living on past inheritance, Mr Nehru added. There was nothing more precious than past inheritance and also nothing was more dangerous than living only on inheritance.

Mr. Nehru said: "Look into the faces of a large number of young men and women and try to find out what lies behind their eyes. I am intimately concerned not only with the to-day but also with the to-morrow of India Young men and women represent the to-morrow of India, and that will depend on their quality."

Mr. Nehru said a nation went ahead with the vitality of its mind and body. That was why he was after creative minds and younger generation of quality, of character and spirit. Having a great faith in the people of the coutry, he added, he was confident that the right thing would be done. But a tendency to move towards a wrong situation was obvious from the lack of creativeness and an attempt to create an atmosphere which stifled the growth of the mind.

DR. V. S. KRISHNA ON FINANCIAL AID TO UNIVERSITIES

Welcoming the decision of the Government of India to establish a University Grants Commission immediately, Dr. V. S Krishna, Vice-Chancellor, Andhra University said: "The investigations of specialised committees like the Scientific Man-power Committee and those of a more general nature made by the University Education Commission, have shown that the resources of the Indian Universities are not adequate to meet national needs. The universities have to be brought within the frame work of national planning in order to realise some of the important long-term objectives."

Mr. Krishna said that the British University Grants Committee had handled the twin problems of direction and finance in a most satisfactory way. Though it was the channel through which about two-thirds of the income of the British Universities was obtained it had neither enforced nor claimed the right to direct the development of universities. Decisions were taken at informal meetings between the committee and the universities and personal contacts between the members facilitated easy understanding. The success that attended the Committee's efforts was due to the peculiar British traditions and institutional arrangements which were difficult for other countries to copy. Nevertheless, it was desirable to adopt the method of informal discussions in this country also and make the "Commission a friend, guide and philosopher and not an inquisitor."

The Vice-Chancellor said: "it is not clear to which Governmental department the Commission tenders advice regarding allocation of public funds. The Inter-Universities Board is emphatically of the view that the Commission should be attached to the Finance and not to the Education Department. In order to safeguard the autonomy of the British universities, the Commission is attached to the Treasury, as the latter body does not possess expert knowledge of education and is not therefore, likely to control university policy. The Ministry of Education in this country, on the other hand, has regulatory powers over primary and secondary education, and if the power to give grants to universities is placed in its hands it might try to exercise the same powers in the sphere of university education also. British educational policy thus differentates between the university and other levels of education and there is no reason why a different policy should be followed here.

Dr. PATTABHI SITARAMAYYA ON BASIC EDUCATION

Dr. Pattabhi Sitaramayya, Governor of Madhya Pradesh told more than 1 000 delegates attending the eighth All India Basic Education Conference at Sewagram, Wardha, that "education is not a department of administration, not a field of regimentation but a process of building up the intellectual tissues of the body and the moral fibre of man" Education had thus to be related not only to the art of living but to the very ideals of life. These ideals will have to be restated and the means of attaining them reconstructed" he added.

Dr. Pattabhi, who was inaugurating the Conference, traced the history of education in India and the growth of this 'marvel of basic education". He suggested a plan of rural organisation, under which the country would be divided into self-contained circles by regrouping the villages, each circle having a diameter of not more than eight miles. Each circle should offer the minimum amenities. The whole of India, according to Dr. Pattabhi's scheme, would be divided into 10,000 elementary units. These centres would be regrouped into larger taluka units. These again would be regrouped into still larger units a kind of district headquarters.

Dr. Pattabhi suggested the conscription of students for spreading literacy and also urged the need for taking active steps for the encouragement of the study of regional languages.

Dr. Pattabhi said basic education had become "the key to a world-wide movement of educational reform". Its one purpose was "to train the hand and the eye of our boys and girls, train them to do things by trial and error and learn things by doing them. Work is the pivot on which the whole plan of basic education revolves," he said.

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"INEQUALITY IN BENEFITS OF EDUCATION IS DANGER TO PEACE"

UNESCO MAKES REMARKABLE PROGRESS, REPORTS DIRECTOR-GENERAL

Warning that "unequal distribution of the benefits of education ond science continues to endanger peace and security," Jaime Torres Bodet, Director-General of Unesco states that "remarkable progress has been made by Unesco during the last 18 months."

"Despite its limited resources and the unfavourable international situation Unesco has proved clearly that it is a useful instrument and a necessary ideal." says Mr. Torres Bodet in his report to Unesco's General Conference whose Seventh Session opens in Paris on 12 November.

Primary emphasis is placed by the Director-General on Unesco's activities to promote fundamental education that is, education to raise standards of living pointing out that "more than half of mankind can neither read nor write and therefore remains sunk in a State of ignorance perpetuating its wretched conditions of existence".

Resources made available to the Organization under the United Nations Technical Assistance programme have given new impetus and increased efficacy to fundamental education activities in Member States. Over the past 20 months, 54 experts sent by Unesco were working in 22 countries on fundamental education projects initiated by the Member States. In addition, an information network for the exchange of experience and ideas on techniques and materials has been established between 46 fundamental education projects in 17 countries.

The first stage in a plan to set up fundamental education training and production centres has been achieved. The first regional centre was opened in May 1951, in Mexico to serve Latin America. Staffed by an international faculty, it is now training 108 students from sixteen Latin American countries and developing, under actual working conditions the specialized educational materials they need. Upon completing their course students return home and either go directly to work in rural regions or open similar training centres organized on national lines An agreement has been signed with Egypt to establish a second centre to serve the Arab countries.

To assist countries in the expansion of primary and secondary education including technical and vocational training 103 experts have been sent in the past 20 months to 22 countries. The problems of extending free and compulsory education formed the theme of the Fourteenth Conference on Public Education, Geneva, July 1951 organized by Unesco and the International Bureau of Education and attended by the delegates of 49 States. Methods of translating the recommendations into concrete action will be studied by Unesco Member States in South East Asia in December 1952 at Bombay, the first of five regional conferences planned for this purpose. The Fifteenth Conference on Public Education attended by 51 States studied the problems of the access of women to education.

In the field of higher education and scientfic research, 51 experts have been sent by Unesco under the programme of technical assistance for economic development to 17 countries to work on projects prepared jointly with the governments concerned.

The report shows that, speaking concretely, Unesco assistance to Member States means, for example, the training of industrial workers in Guatemala, the impovement of harbours in India, the modernizing of a school system in Thailand or the training of badly needed science teachers in Liberia. In every case it fits into programmes adopted by Member States which themselves participate directly in them.

Direct aid has been given to the education of Arab refugees in the Middle East. Working with the United Nations Relief and Works Agency, Unesco is now helping to run 118 schools, Staffed by 890 teachers and serving 50 958 pupils. Towards the joint budget of $ 689 000 for the year 1951-52 Unesco has contributed $88,000. Vocational training courses were also organized and some 40,000 adults learnt to read and write.

These are some of the other highlights of Unesco's activities mentioned in Mr. Torres Bodet's report:

The establishment of a Council to set up a European Centre for Nuclear Research, again a method of pooling resources to conduct research too costly for any single country.

The bringing into being of the first Universal Copyright Convention signed by 35 countries in September 1952, which protects authors' rights not covered in existing agreements.

The elimination of some of the obstacles to the movement of ideas between countries with the ratification by 13 countries of an agreement doing away with Customs duties on the importation of certain educational, scientific and cultural materials.

The development of Uneseo's Book Coupon Scheme designed to enable purchasers in soft-currency areas to buy educational materials produced in hard-currency countries -- to the point where nearly $ 2 500 000 worth of coupons have been issued to 30 countries.

The purchase of $75 000 worth of Unesco Gift Coupons by some 500 000 school children, teachers and others in seven countries and presented to schools and educational institutions in 29 countries in urgent need of books and scientific equipment.

The provision of more than 200 fellowships to enable educators and scientists to study abroad and of 40 travel grants to students as well as the granting of group travel grants to trade unions enabling 800 workers to study life and working methods in other countries.

Finally, Mr. Torres Bodet points out in his report that all Unesco's work bears directly on the education of men and women for living in a world community.

"International relations have been developed throughout the world to such an extent that nations are now interdepenent to a degree hitherto undreamt of," Mr. Torres Bodet says. "This opens up for every individual a new field of duties which in turn implies a special form of education in which full allowance must be made for national prerogatives."

In August 1952, Unesco organized an international seminar in the Netherlands to bring together educators to determine the most effective way of teaching in their schools the principles set forth in the United Nations Charter and in the Universal Declaration of Human Rights.

"In our bewildered world of today," Mr. Torres Bodet concludes in his report, "education, science, philosophy and arts and letters need not only help from governments on the national level but a common programme of action which, while not prejudicing national sovereignty or each culture's essential characteristics, will range beyond appeals and declarations of principle.

He urges this programme as a way of achieving 'practical action calculated to promote that economic and social progress without which no just and lasting peace is possible."

— *Unesco News*

CORRESPONDENCE

POST GRADUATE COURSE IN EDUCATION

Organised by the Teachers' College, Belgaum

"Your colleagues will expect great things from you when you get back to your schools scattered all over the Karnatak - an experimental outlook, a keener interest in recent developments, awareness of modern Theory and Practice and an enthusiasm for knowledge" declared Dr. G. S Khair of Poona University, at the closing function of the M. Ed. Course organised by the Teachers College. The visiting Professor had been lecturing on Education in Japan and China. He congratulated the teacher students on their ambition and their desire to improve themselves.

Dr. A. V Matthew. former Principal of the Kolhapur Teachers' College, emphasised the need for continued interest in study and research and urged the students to keep on working on problem and writing articles and books, giving evidence of their zest for knowledge even after they had got this advanced degree.

Professor J. P. Naik, Secretary of the India Institute of Education, drew attention to the fact there was a friendlier and more social feeling in this group transplanted for this vacation course from their various towns and schools than there was in the Bombay Class which met during week ends. He hoped the students would tackle specific problems and thus extend their knowledge and become more useful to their institutions.

"This class is unique in that it is run during the vacation and has the largest enrollment of any in India" stated Principal G. S. Krishnayya while concluding the function. "Thanks to the confidence and the kindness of the Vice Chancellor it has been possible for you to have visiting professors who to enable you to feel linked to the students of the Poona and Bombay M. Ed classes and who bring in a specialised knowledge and research to the students of the Karnatak. Coming as they did from the different parts of the four districts they were in composition too unlike the students of Poona and Bombay who represented only the two respective cities. It was to meet the needs of employed teachers in the whole region that the college had decided to run the Post-Graduate Course during the vacation. The Principal announced that the 112 students of the Jrand Sr. classes included 18 heads of schools. He urged this representative group to remember the Prime Minister's words "This generation is condemned to hard labour and to do their best to teach their pupils helpfulness civic sense and self-respect, and thus to train the future citizens of Free India.

Among those who participated in this post-graduate work were Mr. R. V. Parulekar, Director of the Indian Institute of Education, Principal G. S. Krishnayya, and Professors S. V Kelkar. N. G. Gajendragad, and P. S. Mulgaonkar of Belgaum Teachers College.

The function began with games, tea and variety programme. in which old and young Headmasters and assistants spent a careful and enjoyable hour.

All-India Educational Conference

The Secretary of the South Indian Teachers' Union Writes:

The 27th All India Educational Conference will be held at Nagpur from December 27 to 31, 1952. Prof. Diwan Chand Sharma, M. P., will preside.

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