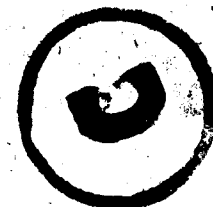


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NO. 1

A Short History of Basic Education

BY

M. K. JAIN, M.A., C. E. Library, New Delhi

If we trace the history of basic education, we find that in 1937 Mahatma Gandhi filled the columns of the *Harijan*, with discussions on Indian educational problems, offering many suggestions. The idea of the present Basic Education has emerged out of his suggestions which are mentioned below:—

(a) The course of primary education should be extended at least to seven years and should include the general knowledge gained upto the matriculation standard, less English and plus a substantial vocation.

(b) For the all-round development of boys and girls, all training should as far as possible be given through a profit-yielding vocation.

(c) This primary education, besides training the mind, should equip boys and girls to earn their bread by the State guaranteeing employment in the vocations learnt and by buying from the schools their manufactures at prices fixed by the State.

(d) Such education, taken as a whole, can and must be self-supporting.

(e) Higher education should be left to private enterprise and the State Universities should be purely examining bodies.

EARLY DEVELOPMENT

An all-India National Education Conference, which was convened at Wardha in October 1937, under the presidency of Gandhiji to consider his proposed scheme of self-supporting education, passed a few resolutions in this regard. This conference then appointed a committee under the Chairmanship of Dr. Zakir Hussain, Principal of the Jamia Millia Islamia, Delhi, to formulate a scheme of Basic Education on the lines suggested by its resolutions. This Committee worked out in detail the implications of those resolutions, and its report is the authoritative Wardha Scheme of Education.

The Central Advisory Board of Education in January, 1938, appointed a committee, with powers to co-opt, to examine the scheme of educational reconstruction incorporated in the Wardha scheme in the light of the Wood-Abbot Report on General and Vocational Education and other relevant documents, and to make recommendations.

The Wardha Scheme, on which the whole Basic Education is based,

(a) emphasises education through activity and is not primarily concerned with the production of saleable material;

(b) does not make spinning and weaving the only basic craft, but admits of the inclusion of any craft of equal or higher educational possibilities;

(c) does not imply the ruling out of facilities for religious (denominational) education, where any community desires it; and

(d) does not state or imply that the salary of the teachers must be directly met from the sale of materials made in the school.

The main suggestions of the committee were:—

1. The scheme of 'Basic' Education should be introduced in rural areas.

2. The age-range for compulsion should be 6 to 14 years, but children can be admitted to the 'Basic' School at the age of 5.

3. The medium of instruction should be the vernacular of the pupils.

In January, 1939, the Central Advisory Board of Education appointed another committee under the chairmanship of B. G. Kher, Education Minister, Government of Bombay, to report on the co-ordination of the basic system with higher education. This committee recommended that Basic Education should comprise a course of 8 years from the age of 6 to 14. This course, while preserving its essential unity, should consist of two stages. The first stage, the 'junior' stage, should cover a period of 5 years. The second stage, the 'senior', would extend over the remaining 3 years.

The reports of both the committees were approved by the Central Advisory Board of Education, and their main conclusions were incorporated in the Board's Report on Post-War Educational Development in India (1944).

The Board's Report envisaged a period of forty years for the introduction of compulsory Basic Education for children between 6 and 14.

After the dawn of Independence in India, in his speech at the All-India Education Conference in Delhi on 16th January, 1948, the Hon'ble Maulana Abul Kalam Azad, Minister of Education, said that programmes which were considered adequate for the old regime would no longer satisfy a free and independent nation. He urged that means should be found to achieve the objective of universal compulsory education in a much shorter period. He was aware of the inadequacy of both trained teachers and school buildings and, above all, of the inadequacy of funds. These difficulties must, however, be overcome. He suggested that, while teachers were being trained, the shortage could be met by voluntary service on the part of every educated man and woman of the country, or even by conscription, if necessary. He held that the problem of capital cost could be solved by modifying our ideas of school buildings and creating *kacha* or semi-permanent houses instead of permanent structures.

The Government of India have since appointed committees to draw up programmes of Basic and Social Education, to fix targets to be achieved in the course of two or three quinquenniums and devise ways and means for financing such schemes.

The Government of India undertook to prepare a syllabus for the Basic Schools — both junior and senior — and also a handbook for Basic Teachers.

PRESENT CONCEPT

The modern concept of Basic Education is the same as defined in the report of Basic National Education Committee (the Zakir Hussain Committee) and elucidated by the Central Advisory Board of Education. It is clear that these basic principles and techniques should guide the future educational reconstruction in India. There is no controversy about

the provision of eight years of compulsory universal schooling and the use of the mother-tongue as the medium of instruction.

It is, however, essential to clear the doubt about the position of craft work in Basic Education. The fundamental objective of Basic Education is nothing less than the development of the child's total personality, which will include productive efficiency as well. This production aspect should in no way be relegated to the background, as has been usually the case so far, because directly as well as indirectly, efficiency in the craft practised undoubtedly contributes to the all-round development of the child. This does not mean at all that the production aspect be allowed to take precedence over the educational aspect.

Knowledge must be related to activity, practical experience and observation, if

we want to have a good system of education. Similarly, Basic Education has been related to three main centres of correlation, viz., craft work, the natural environment and the social environment.

Basic Education does not ignore the study of books, which is sometimes the misconception among many of us. It postulates that the book is not the only or the main avenue to knowledge and culture, and that properly organised productive work can in many ways contribute more richly both to the acquisition of knowledge and the development of personality.

Basic Education, which envisages a close integration between the school and the community, should no longer be regarded as exclusively meant for rural areas. It is a system of education and can be easily introduced in urban areas as well.

Principle of promotion from class to class

BY

M. A. NARAYANA IYENGAR, Retired D. D. P. S., Bangalore.

(1) The procedure of selections for the public examination should be abolished; but the parents may be informed in the cases of students who have failed in the so called selection examination. There must be seriousness in the promotion of candidates from class to class so that students may be able to follow their lessons in the higher classes. But at the same time, promotions should not be too strict as most of the students who are on the average level should have opportunities to undergo the high school course completely and attend Public Examination.

(2) The educational progress of students in a class must not only be judged from the results of the Annual Examinations, but from the marks obtained in the terminal examinations and tests conducted periodically throughout the year under examination conditions. Students may be promoted from class if they have secured the required minimum (1) in the consolidated test marks added to the

examination marks in all subjects in the proportion 1 to 2, or (2) in the average marks of both the examinations of the year.

(3) The Headmaster must be allowed complete freedom to control and supervise the setting of questions and correction of answer papers by teachers, so that they may set right the defects of new recruits and inexperienced teachers. After the Headmasters themselves settle the promotions on the basis of the rules of promotion, they may submit the recommendation of Teachers' Council in hard individual cases, or when there is heavy detention, to the Educational Officer, who should be granted the power to publish a second list of promotions.

(4) Participation in Cocurricular Activities should also be considered as a subject for the purposes of promotions so that students may take interest and get training in Cocurricular Activities.

In Central India, there is a touch of nervous elegance, but as we come to Rajaputana there is youthfulness and vigour in the body. Here movements are at rest. The expression dominates with telling awareness; it steps in and looks out into the void. Specimens of this sort one could find at Chandravati in Jhalawar State, Malwa. (For illustrations see Kramrich's *Indian Sculpture*, plates XXXVI and XXXVII).

In the western part, the figures have a strained motion, instead of the easy and swaying state of poise. Limbs and body are bent with the tension of a bow from which the arrow is just about to fly off. Examples of this art are to be seen in Gujarat. (Illustrations are given in *Indian Sculpture* by Kramrich, plates XXXIV and XXXV).

SOUTH

The southern part of India has its own speciality. Besides stone work, it has metal images. There is a balance between vertical and horizontal in all southern sculptures; equilibrium is established by the dynamical urge, not as a superimposition. There is utmost profusion of detail in the scene, a special feature in the Hoysala and its surroundings. In all reliefs, light and dark curves play a great role. Further it is a special feature in all South Indian sculptures to portray the energy of the figures by throwing shoulders back and by the corresponding tension of the curve of the outline. The volume of the chest adds great power to this. Postures are always at ease, not of command.

In Orissa (Utkala and Kalinga), the mood and appearance are amiable and luxurious, moreover profuse with details. Like its architecture, the figure is carved on a gigantic scale. (See for illustrations plate XXXIII, Kramrich's *Indian Sculpture*; and plate 209 in Glasenapp's *Heilige Stätten Indiens*, Horse in Konarak).

In Andhra and Hyderabad, there is a well developed expression on stone; the

multifarious concepts of a very intricate theology are shown at their best both in stone and in metal. In the eastern region, there is a tougher vitality. The relation of the body to the garment is wholly organic. There is slenderness of form and steadied curve; the tendency towards ossification is great. The joints are marked in greater detail than elsewhere, especially the knee, first in Nagarjuna Konda and then in Amaravathi. (Chola Sculptures are to be mentioned in this connection).

In the western region (Hoysala), the sculpture has its own uniqueness. It is very intricate and at the same time delicate in all its aspects of handling either stone or metal.

In the southern region (Tamil, Malabar and a part of Karnataka) the sculpture, is of enormous size, like its gigantic temple architecture, achieving grandeur with very little loss of simplicity. The bracket figures are its speciality. The dance of Shiva (Nataraja), a fuller study of which is given in the following chapter, is the finest and best example of this region. Besides its relief work, South India as a whole and the southern part in particular are renowned for individual figures, human and divine. The finest specimens of this aspect are, besides Shiva, Rama and Krishna, which are worth mentioning. Krishna as a baby, as a child, as an eternal musician (Venugopala), as the eternal dancer (Kalingamardhana), and as the friend and beloved of Mother Nature (Govardhanagiri Krishna) are the most popular figures. So also Rama, as the protector of the oppressed (Kodanda Rama), and as a teacher.

Summing up, a word is necessary with regard to the relationship of the Indian mediaeval art to that of Gothic in the West. Even though we find an enormous difference in form and theme, the basic principles behind both are the same, that is, to bring out the Divine Vision in human form.

Curricular Reform in England

BY

Dr. P. GOSWAMI, Gauhati

The curriculum is the formal body of knowledge, skills and attitudes historically transmitted at a given age as an essential part of its social heritage. It is usually seen as a course of study to be taught at a particular institution for a particular purpose. In our country, the curriculum is imposed from above by the Department of Education. In England the problem is treated in a different manner. In this country, neither the Minister of Education, nor the Local Education Authority exercises any authority over the curriculum beyond that of agreeing to the general educational character of the school and its place in the local educational system. The governors in consultation with the head of the school are normally responsible for the general direction of the conduct and curriculum of the school, but in practice the curriculum is settled by the head of the school in co-operation with the assistant staff. Before 1944, it could be said of Grammar Schools that their curriculum was conditioned to some extent by the regulations of the Board of Education, which specified certain subjects, and by the requirements of external examining bodies. But the Ministry's regulations that have been in force since 1945 make no reference to the curriculum, and the certificate examination (G.C.E.) has been modified to ensure some latitude. The requirements of the Universities for open scholarships and admission, and the entrance qualifications for some professions affect the curriculum of older pupils to a certain extent. But it is broadly true that neither the Government nor any external body cramps the freedom of the head teacher in his choice of the curriculum and in drawing the syllabus. But, to repeat, for various non-official reasons, the curriculum tends to be markedly similar in character and content in schools of the same type.

Since about 1940 (Council for Curriculum Reform, Oxford), and slightly later, when the new Education Act came into force, there has been in certain quarters much controversy over the quality and kind that may be expected of the post-war educational structure. The focus of attention thus shifts from the discussion of structural change to that of curriculum reform.

The educational system of any community is the provision it makes to initiate its rising generation into its mode of life. The purpose of education tends to determine the content of the curriculum, the methods of teaching employed, the kind of schools and the amount of education given to children and young persons. This functional relationship is frequently overlooked, and there are many who appear to think that problems of the curriculum can be dealt with in an abstract manner. The curriculum is an instrument devised for a purpose, determined by the needs of society. If society wants just technical efficiency, its educational provision will be mainly technical schools; if it wants 'cannon fodder', its schools will be pre-military training establishments; if it seeks the welfare of the whole community and is not concerned with the interests of a comparatively small section of it, it will provide for a wide and elastic system; if it does not know what it wants, its educational system will reflect the social purposelessness.

A failure to realize this vital connection between the purposes of society and what it teaches in schools has also resulted in the curriculum of different types of school being considered as a series of discrete problems. The curriculum of the Modern Secondary school, that of the Grammar school, of the Primary school, and of the Technical school are very

often dealt with, apart from the content of education as a whole. It has often been observed that the secondary school curriculum, by itself, is rootless and roofless.

The underlying assumption that the existing content is satisfactory, and further, that a curriculum is a collection of units which can be included and excluded without much effect on the purpose of education, has hardly any validity. The growth of necessary new knowledge—scientific and sociological—has also to be incorporated into the curriculum, jettisoning some of the things which no longer serve any useful purpose. A dynamic, democratic society demands a thorough overhaul of the curriculum. The main lines of a curriculum should, further, emerge from a consideration of the needs of children at different stages of their development.

A complex society, which demands a secondary education for all and inclusion of many and various subjects, leads on to the question of gradation of the curriculum in accordance with the needs and growth of the children at various ages. This brings us to the 'core' subjects which are basic, and the 'periphery' subjects which come later and are optional to a great extent. The basic minimum will be the native language, mathematics, the natural and the social sciences. Individual differences of taste and temperament have to be taken into account, and specialised training has to be provided; by about the age of 13, and this is the periphery field. At this stage the time devoted to the core subjects has to be cut down in order that optional studies and selective activities can be provided for special groups. These optional studies may mean further work in one of the fields already mentioned or work in any other subject; e.g., a foreign language or an additional science.

The increasing complexity of society has led to a widening concept of education

and the curriculum must be aware of this phenomenon and be extended accordingly. At every stage the social relevance of the subject area under consideration must be taken into account, and there should be integration at each stage and between the various stages. Only thus can the purpose of education be achieved. As a *Times Educational Supplement* leader had observed in 1942: "No administrative reform can give education a social purpose, for this can be discovered only in what is taught and done in schools."

These reflections and criticisms on curriculum have had some effect in the English educational system. Changes have occurred in the teaching of foreign language or languages, methods of teaching the vernacular and mathematics have been revitalized, projects have been emphasized, and the 'project method' has been recommended by the Ministry of Education as it relates a whole body of work in several fields to a central core of interest, such as the soil, the town, the dance, transport, tools, the sea, or indeed any other large-scale and many-sided topic which can give a unity to a large variety of investigations and discoveries undertaken by the pupils. Subjects of modern relevance have been incorporated into the curriculum and a reorientation in the concept of secondary education has taken place. This is evident in a statement like this: "All secondary education must, to some extent, be vocational, since a good general education prepares for the whole of life, not merely for particular phases of life. It is concerned with the boy or girl as an individual and also as a citizen destined to live and work with others. Preparation for the work which he or she will do for the community in the process of earning a living is bound to enter into any kind of education at the secondary stage". (Ministry of Education Pamphlet No. 9).

FEE AND NON-FEE COLLECTING SCHOOLS

BY

M. NAGASUBRAMANYA AIYAR, Papanasam.

G.O. No. Ps. 2124 Edn. dated 29-11-58 states clearly that as per article 45 of the Constitution, elementary education for the first five years need not necessarily be made compulsorily free and gives option to managements to choose either to collect any rate of fees or to run the school free without the levy of school fees in Standards I to 5. In the former case, the managements are not eligible to draw any grant from Government, though the school would be recognised under certain conditions, the managements having to run the schools from their own resources. There may be schools mostly in town areas levying fees at much higher rates than the government fee compensation fixed for such schools. Even such schools would be hard hit, as per the G.O. Unless it be the desire of the government to bring such schools under government management, such fee-collecting schools as are willing to abide by a ruling of the government, fixing a definite rate of fees, may be made to work under half the net cost system. The government may not have to pay much, if they should pay at all. This would be a workable way.

Now that English is to be introduced from Standard 5, the integrated elementary school course itself being reduced from 8 to 7 years with the opening of the revised Standard 4 from next June, the primary course may well be taken to last for 4 years only, the remaining three

years for Standards 5, 6 and 7 with the addition of English in the syllabus being regarded as the higher elementary course. The G.O. needs to be suitably modified for all practical purpose.

The position of the preparatory classes I to 5 attached to some secondary schools in respect of the classification aforesaid is, it is said, to await the views of the ad hoc committee for the consideration of the grant-in-aid code. The integrated course of elementary education is already begun. It would be well for the government and the public as well, who are at present sending their children to distant places for study in the lower secondary forms I, II and III at a great cost and trouble with inadequate results, to encourage the growth of full blown elementary school Standards I to 7 (revised) in a large number of places. But it is necessary that all complete schools should be manned only by teachers with secondary grade qualifications, as is now the case with the preparatory classes of secondary schools. More than all these, greater care and attention is necessary in the selection of teachers for training.

Fee compensation rates for Standards 5 to 7, now ludicrously low, when compared to the existing rates in the corresponding classes in secondary schools, may be raised suitably.

XXXIII All India Educational Conference

FROM OUR SPECIAL CORRESPONDENT

The 33rd All India Educational Conference, under the auspices of the All India Federation of Educational Associations, met at a spacious *pandal* in the Government Post-graduate Basic Training College, Chandigarh (Panjab), from the 27th to the 30th December, 1958. It was attended by about 2000 delegates from all over India. It was organised by the Panjab Education Association. Shri V. S. Mathur, Principal, Government Post-graduate Basic Training College, acted as the General Secretary of the Reception Committee.

THE EDUCATIONAL EXHIBITION

On the evening of the 26th, the Educational Exhibition organised in the college premises in 30 rooms in connection with the Conference was declared open by Sardar Pratap Singh Kairon, Chief Minister of the Panjab. Schools and Colleges of the Panjab displayed a rich variety of exhibits relating to works of art, craft, science and hobbies. Among the educational institutions, the State College of Education, Patiala, excelled all others in the richness and variety of its exhibits prepared by the pupil teachers relating to drawing, painting, embroidery, leather work, cardboard work, weaving and clay-modelling. There was a rich variety of articles of craft presented by local Basic Schools.

Educational publishers like the Panjab Kitab Ghar, Jullunder, University Publishers, Jullunder, Delhi Pustak Sadan and Magadh Rajdhani Prakashan, Patna, displayed a wealth of children's literature, educational literature, charts and maps and other educational material. A good display of science-material for educational institutions was made by Hargolal & Sons, Ambala. The Delhi Public Library also displayed educational literature published by it. The exhibition was so extensive as to engage a visitor for three hours at least.

The Chief Minister said: "An educational exhibition brings the school and community closer and helps the people appreciate the progressive changes made in the system and methods of education. Such exhibitions not only give information, but are also an effective means of cultivating good taste among children. Psychologically, these motivated the small children to express themselves, make things of their own creation and experience exuberance of joy in their own creation. But the objectives of such exhibition would never be achieved, if they were organised once in a blue moon; such exhibitions should be organised off and on not only in the urban areas, but also in the villages.

"I should request the teachers and educational officers to grasp the excellent ideas provided by the exhibition and disseminate them in class-room and among your colleges and friends working in the field of education. The job of spreading the ideas gathered from the exhibitions would best be done by School Inspectors."

Earlier Shri V. S. Mathur, General Secretary of the Conference, explaining the main features of the Exhibition, said that audio-visual aids and arts and crafts by children had made education of the child more interesting and effective. He thanked the schools and colleges of the State, the publishers, the businessmen who displayed educational apparatus, and the workers who had helped him in arranging the exhibits, for the active cooperation that they had given.

Prof. D. C. Sharma, President, All-India Federation of Educational Associations, said that this Conference was a precursor of many other conferences that would be held in Chandigarh. It was after a lapse of 26 years that this Conference was being held in the Panjab. He assured the Chief Minister that

XXXIII ALL INDIA EDUCATIONAL CONFERENCE

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efforts would be made to organise educational exhibitions more often and in both rural and urban areas.

Shri Amarnath Vidyalankar, Minister of Education, Punjab, welcomed the gathering and expressed the hope that they would enjoy the Exhibition and other activities of the Educational Conference.

Thereupon the Chief Minister declared the Exhibition open, and went round the gallery along with the delegates.

At night a Council meeting of the A. I. F. E. A. was held in which the General Secretary, Shri D. A. Sahasrabudhe, read his report, followed by reports of the Subjects Committees.

WELCOME ADDRESS

Shri Amarnath Vidyalankar, Education and Labour Minister, Panjab, Chairman of the Reception Committee, welcomed the delegates on behalf of the Reception Committee on the 27th morning. Extracts from his address are given below:—

It may be recalled with interest that it is after a lapse of about 26 years that this important conference is meeting in the Punjab. It was the 8th Session of this conference that met in the famous city of Lahore under the chairmanship of Dr. Ziauddin Ahmad. Ladies and gentlemen, the growing city of Chandigarh greets you. If I may be permitted to say so, Bhakra-Nangal and Chandigarh, these twin projects symbolize the new spirit of the virile and rapidly advancing people of Punjab. It certainly is not a bad setting for such an important Conference.

The common man in India today entertains high expectations from our educational system. Its utilitarian aspect is the most important from his point of view. Any system of education that might be in vogue must be geared to the needs and urges of the community.

Our present system and structure of education is hopelessly out of date, and lacks the essential qualities to meet the

urgent needs of reconstruction. The first and most important test that our education should answer today is, whether it endows and equips the average Indian citizen with minimum qualities of citizenship, and whether it is fully conscious and confident of meeting the most pressing and exacting requisitions for suitable human material, made by our system of political and social democracy. Ours is the biggest, and perhaps the most ambitious, democracy in the world today. And here is the real challenge that our educational system must meet: Are our schools and universities capable of producing citizens who are men of quality and who possessed the capacity of successfully working and building up a truly democratic system in our country? With all our effort we shall indeed succeed in producing and possessing enormous material wealth; and still we should not forget what once the poet Goldsmith had said:

Ill fares the land, to hastening ills a prey,

Where wealth accumulates and men decay.

Acquirement of knowledge is not the 'be all and end all' of education. Perhaps it is the beginning. Our children must learn and practise the art of living, and living profoundly and dynamically. *Tejasvinavadhitamastu*. The knowledge must acquire dynamic qualities in order to be put to proper practical use.

In order to achieve this end, besides acquiring knowledge, our children should be assisted in cultivating in them the capacity of correctly assessing and appreciating the relative values of life. Self-restraint and highest order of disciplined life, natural dignity and keen sense of honour, sensitive appreciation of the needs of others and an attitude of respecting them, capacity to discriminate, decisiveness and the ability of forming balanced judgment: these and similar others are the virtues that are indispensable, at least in some degree, in every citizen of a successful democracy. Our

education must lay sufficient emphasis on cultivating these virtues in our young men, if we are to survive as a great democracy. Strong destructive and disruptive tendencies that raise their ugly head from time to time, mainly due to unbecoming rivalries for political power or due to our narrow conceptions of casteism, provincialism or localism, communalism and linguism, can be successfully countered only in the field of education.

Modern Education has tended to remain excessively 'individualistic' with competition as its watchword. It has failed to give our children practical lessons in the *samaja-dharma* and to cultivate a proper social outlook. Our true aim should be the fullest development of an individual's 'social personality' and not mainly his 'individuality'. A country's progress depends on the degree of selfless devotion to social causes shown by its citizens. It depends on their capacity for voluntarily subordinating and surrendering their 'individuality' for the sake of 'collective' life and well being of the whole society. The cultivation of this social instinct should be an indispensable part of the duty of our educational system.

Another but no less important function of our education today should be to prepare our children for the hard and tough struggle for existence. This is possible only if our education lays equal emphasis on its practical as on its academic aspect. Our educational system should be reorganized to combine study with work, preferably at the actual place of work, in order to provide special training for work, depending on the local and individual needs. The blind race for opening traditional type schools and art colleges must cease at once, and at each educational centre, technical and vocational classes should be arranged for every child.

Our curriculum should be so modified that at least six periods at primary stage and twelve periods at the secondary stage in every school should be devoted for the

technical and vocational education of every child. Not every child should be expected to join the high school and the university. It should depend on individual aptitudes. Universal education up to the secondary standard till the child attains the age of 14 or 15, should be sufficient to equip our boys with adequate knowledge and capacity for selecting their diversified lines, and they should then begin to feel the urge to work in the field, factory or a shop with a view to rapidly becoming earning members of society. This is so in almost every modern country, in Germany, in France and in Russia. Orthodox educationists will be shocked at the idea recently conceived by the Soviet educational authorities, who in their New Secondary Educational Plan have provided that the children should compulsorily work in State enterprises in order to give them actual work training. I do not go so far as to advocate almost a system of 'Juvenile Labour'; but it shows the direction of the wind in modern countries today.

Today most of the text books are written in a most indifferent manner. We have produced yet very few really good text-books. A really good text-book cannot be easily substituted for by the cheap and worthless help book that has recently become a malediction in the educational field. It requires collective national effort to produce really good text-books. Have we ever thought of mobilizing all the talent and accumulated experience of thousands of our teachers in the actual field of teaching work?

The teacher in India is destined to play a most significant role. He is to be the real architect of the new India. Teaching should be taken not only as a profession, but as a passion and mission in life. However, to get really qualified and right type of teachers, will remain only a cherished dream, unless teacher's status and position in the society is sufficiently raised and he is again elevated to the high pedestal of the 'Guru', not only of the pupils but of the whole

community. The social and economic status of the teacher, his training, method of recruitment, conditions of work and professional relationship are, therefore, matters of vital importance.

In order to ensure full social status to the teacher, he should be allowed full freedom to exercise his civic rights. He should be fully protected against any arbitrary decisions affecting his professional career. Every effort should be made to make teaching an attractive profession. Also, the relations between the teachers and inspectors should be cordial and respectful. The inspectors must not adopt an arrogant attitude towards the teacher, nor should he play just a patronizing role. The teacher in short must be made a popular and respected member of the community - its true guide, and he should not, as at present, be reduced to the low status of contemptuous nothingness.

Today we hear much about the problem of indiscipline amongst the students. Education and indiscipline are two contradictory things. Because, disciplined behaviour is the external expression of one's culture and education. *Vidya dadati vinnyam*. Indisciplined behaviour is the sign of lack of culture and good education.

Fortunately, students in the Punjab have, in recent years, given much better account of disciplined behaviour than their counterparts in the other States. The Punjab is the border State. It is the sword-arm of India. May be, the Punjab student is somewhat instinctively conscious of his responsibility in this respect. My intimate association with the student community in Punjab has confirmed my confidence in their good qualities.

Indiscipline, truly speaking, is a problem that is teacher's own creation. It is an effect, an inevitable reaction of wrong and careless handling of the human material. It is also a symptom that symbolizes lack of tutorial qualities in the teacher. Lack of the sense of responsibility in the students, should be met by

gradually throwing more and still bigger responsibility on the students and by encouraging them to undertake collectively still higher tasks of responsibility. The more encouragement to the organized collective activities of the students is given, the more avenues will be opened for their functioning in a disciplined manner. Only the mode of their organizational set up must be according to the true democratic principles.

One of the main reasons for the ineffectiveness of so much of modern education, is the attitude of mutual indifference, and often active hostility that exists between the school authorities and the wider community. Unless this hostility and indifference takes the shape of sympathy, understanding and active co-operation, the education given to the child will always be lacking something vital. Hence every effort should be made to make the school a focal and vitalizing centre in the community. One of the best and common means towards this end is the establishment of active and effective Parent-Teacher and Old Boys' Associations in every school. Such associations can serve as vital links between the school and the community interpreting the school to the community and the community to the school.

I would also like you to dispassionately review the Modified Scheme of elementary education as introduced in Madras a few years back but later abandoned. This was a remarkable method of associating the community with the day-to-day work of the schools. The country craftsmen could also be associated with craft-work in Basic and Higher Secondary Schools as long as there is a dearth of craft-teachers.

INAUGURAL ADDRESS

Shri N. V. Gadgil, Governor of the Panjab State, read his inaugural address, extracts from which are given below:

Within a few years of attainment of freedom, a radical change in the economic

policy and thinking was effected. A planned economy has become now the working principle in all matters which concern economic and industrial activities of our country. It is more than a platitude to say that under a planned economy, along with the material resources, moral resources of the community have to be planned and controlled. Hence the obvious necessity to put the entire system of education in the country on a sound and scientific basis. In order to enable the citizen to discharge his new duties and responsibilities, it has become necessary that mental and moral equipment necessary for this purpose should be made available.

In other words, there is a clear necessity that education must serve the high purpose of rearing and maintaining the State to the standard required.

The future of the country and the community is indicated in a broad way in the preamble of the Constitution and in its directive principles. The mental equipment of the child out of whom the future citizen is to emerge, must be such that not only he will be a good worker, manual or otherwise, but that he will have a philosophical and moral philosophy, which will be appropriate for the purpose for which he is to work, think and have his being.

It is in my humble opinion of utmost importance that all efforts should be made to implement the provision of the Constitution, which contemplates free and compulsory primary education before the year 1960. While this is to be done, I also think that it will be dangerous to neglect adult education. An egalitarian social order, where caste and class have no meaning, is to be built up, and in this huge task, mere school and college education, as we understand it, will not be enough. For this purpose, means for mass education must be found. Only a few days ago, our Rashtrapati, Dr. Rajendra Prasad, referred to the great indiscipline now prevailing in the student

world. The individual attention that is the most important factor in imparting education is not available, when the students are too many. Education is essentially a process of illumination of the mind, in which the pupil takes the light from the teacher. If there is no personal touch that is so necessary, then it is no education at all.

At any rate, there should be no overcrowding in the primary stage of education and the selection of trained, good and well-behaved teachers is more important for the stage of primary education than for later stages.

The second reason for lack of discipline is generally admitted to consist in the fact that the students do not believe and have no faith in the leadership of their teachers. This may be due to many causes, but the fact is there. Another cause which is generally advanced for lack of discipline is that the student world is no longer idealistic as it was in the past. This may be true to some extent, but it is more due to the fact that the atmosphere all round him is such as to make him less wedded to idealism. Dr. Radhakrishnan, Vice President of India, has said again and again that the country is passing through a crisis of character.

Social utility and purposefulness of education are matters which cannot be lost sight of. Surely, it is not the object of our educational system to educate a vast number of students and leave them without any employment at the conclusion of their education. It is, therefore, necessary that there should be a school curriculum evolved round a group of important subjects which will offer alternatives to suit the aptitudes of different people. In my view, the student should be trained right from that stage to a craft or a calling, for which he has an aptitude and for which there is a clearly established national necessity. Apart from those who go in practically for the technical education at this stage, there should be provision in the curriculum itself to make

the student "machine-minded", and just as in the scheme of basic education, children are expected to be trained through activity, some such thing should be also made possible even in the secondary stage. When a student takes to education of a craft or a calling at the beginning of the secondary stage, there must be also some provision for general education.

In short, from the primary to the University stage, the process of education must be definitely related to certain objectives. The duty of the State is to give such education to the child as will bring out the best from him and train him for such a vocation as is in accord with his aptitude and temperament and ultimately to fit him in the scheme of things which enables him to lead a life of hope and effort.

The profession of teaching should not be just a resort for those who have failed to get on in other lines. Teaching must be a matter of choice of pleasure, and this is only possible if the terms and conditions are attractive enough.

Today the conditions in which the teacher has to live his life are not ideal. However, to improve the lot of teachers at all the stages of education, is a necessity and is admitted by all.

The society must realise that it is necessary that the teacher must be a contented soul and the teacher should realise that he is not just a factory worker or a clerk in any Department, but he has a responsibility different from any other member of the society, inasmuch as he is responsible for the shape of future things to come.

The progress made by our country during the last ten years is not meagre, but much more could have been done if there had been greater determination on the part of all concerned. A recent publication entitled "China's big leap forward" says the total enrolment of elementary schools increased from 2,40,000 to 6,40,000 in the course of 8 years; of middle schools from 10 lakhs to 60 lakhs; of

vocational schools from 3½ lakhs to 7,78,000 and of Universities and colleges from 1,55,000 to 4,45,000. The number of engineering students increased during these years to nearly five times, that is, 1,63,000. This progress is due to the close attention paid by the Government and the co-operation it secured from the people themselves. In China, education is definitely linked up with production and class work is in close connection with the same. To quote from the latest report: "All of them (schools) have these characteristics in common, class works in close connection with production, unity with progress, method and subject matter of instruction adjusted to production, needs and available time, place and personnel". One result of this is, that most of these schools are entirely or largely self-supported. Eightythree per cent of the school age children are in school today in China. If India stands today for socialism through democratic methods, education then must create the spirit of democracy, a spirit of enquiry and a spirit of toleration. New values are gradually emerging. Education is a catalytic agent of this adjustment and this fusion without violent clashes.

MESSAGES

Messages of good wishes from Dr. Radhakrishnan, U. N. Dhebar, Pandit Gobind Ballabh Pant, V. V. Giri, Shriman Narayan and V. T. Krishnamachari were read.

In his message, Vice-President Dr. Radhakrishnan said: "Our system of education is now being attacked on many sides, and I hope you will contribute to the clarification of the ideals of education."

The Congress President, Mr. U. N. Dhebar, said: "The problem of education in India is intimately connected with the problem of its development, just as the problem of development is intimately connected with education. I have a feeling that along with efforts that the state is making,

efforts must be made on the part of the people to supplement what is missing in the education and what the state, because of its limitations in resources and personnel, cannot give."

The Union Home Minister, Pandit Govind Ballabh Pant, said: "Education is the main instrument for preparing men and women for the great tasks of national reconstruction and democratic citizenship. The responsibility for making education a dynamic factor in national development, therefore, rests with the teachers and educational administrators."

Mr. V. V. Giri, Governor of U. P., said: "I am sure the Conference will consider the reforms necessary and practicable to make the education system suited to the genius of India."

Mr. Shriman Narayan, member of the Planning Commission, said: "I expect that the deliberations of the conference will be helpful in reorientating our educational structure along sound national lines."

Mr. V. T. Krishnamachari, Vice-Chairman of the Planning Commission, said: "All programmes of social and economic development depend for their success on the manner in which education, at all levels, is organised to meet national demands".

PRESIDENTIAL ADDRESS

Dr. K. L. Shrimali, Union Education Minister, delivered the presidential address, extracts from which are given below.

"Indian education today is at the cross-roads. As changes take place in our social, political and economic life, the educational system must also undergo transformation. In fact, it has to become to some extent instrumental in bringing about the desired changes.

India is gradually but steadily moving towards science and technology. With the growth of the scientific spirit, it is natural that people should develop aversion towards that religion which is associated with bigotry and intolerance. Science

is opposed to all kinds of dogmas, whether they are religious or political. It overturns all kinds of orthodoxies based on caste or creed. It is opposed to authoritarianism and political conformism. It strikes against rigidity and social stratification. It is, therefore, bound to uproot many of our cherished beliefs and social institutions. We need not have any regrets for this loss, provided science develops at the same time a positive faith in those moral and spiritual values which are the roots of democratic life. It is necessary to stress this point, lest the one-sided development of science and technology should cramp human life within the narrow value scale of economics. It is only by keeping before us the spiritual conception of the human personality that we can make proper use of science and technology for the ends of individual life and not allow the individual to be used as an instrument for the purposes of power. With the rise of the arc of material wealth and prosperity, the arc of inner, social and moral vigour should not go down. It is here that the educator has to play his distinctive role. While the spirit of science should be all-pervasive in our schools and colleges and the students must learn how to use their minds, it is the responsibility of the educators to ensure that they are not dehumanized in their pursuit of science and technology. This should be achieved not by reverting to the teaching of philosophic and religious views which have no relevance to the problems of the modern world but by providing opportunities for productive living and creating among the students a sense of social responsibility.

For the proper growth of scientific thought it is essential to make science all-pervasive. Science must be utilised for the improvement of the physical and social environment, so that it may provide a more congenial atmosphere for the development of human personality. This can be done only when the gap which exists between the everyday life of the common man and that of the scientist is bridged

and new creative energy and imagination released for social planning.

How can science flourish in a society in which the majority of the people are doomed to a life of stagnation, poverty and ignorance? A rigid and stratified class structure cripples the scientific spirit, and the only way to remedy the present evils is to make way for greater mobility by reconstructing the educational system. It must enable students of the lowest income groups to reach the highest ladder of social prestige, power and income by their ability and hard work. The economic barriers which stand in their way and which prevent them from deriving the maximum advantages of education will have to be pulled down by making provision for free and universal education for all classes. It should also be the responsibility of the State to ensure that no student who has talent and ability is denied the opportunity of higher education. A system of free and universal public education and easy access to college education will by themselves exercise a great democratising influence in making the classes fluid. When opportunity and social experience are equally distributed, they bring about social equilibrium which in itself will help in releasing the new social energy needed for developing a scientific and technological society.

At this stage, a word of caution is necessary. Science and technology have brought great benefits to humanity, but they are by no means an unmixing blessing. They have been put to wrong use and have also brought ruin and disaster to civilizations. In the development of

science and technology one of the dangers against which education has to make necessary safeguards is over-specialisation which leads the scientist to withdraw from all questions relating to values and human relations such as politics, morals, religion and aesthetics with the result that he becomes merely a tool in the hands of other persons and executes interests and purposes which are not his own. Science must grapple with the ethical consequences of techniques, if society is to be saved from disaster.

There is a tendency on the part of the educators to treat Science and Humanities as separate disciplines. This separation is partly responsible for the present moral crisis. The remedy of the present ills lies in reconstructing the educational system which may bring about a union of arts and sciences. With the help of the physical sciences man has acquired mastery over his physical environment, and now with the help of social sciences he must learn to control his irrational impulses, so that he may acquire mastery over his social environment. He must be in tune both with the life of nature and the life of the spirit.

The survival of our civilization depends on the way in which we can adapt science and technology to suit the culture and genius of our people. Education will have to tap all the sources of creativeness to meet this challenge.

The opening session concluded with a vote of thanks from Sri D. C. Sharma on behalf of the A. I. F. E. A., and also from Prof. I. M. Verma."

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Our Educational Diary

BY
'PEPYS'

27-11-58. The Andhra Education Minister put in a vigorous plea for retaining English as the medium of instruction in universities and colleges in Andhra Desa. He said that the stage to do so could come later, when an all India language was evolved. The student should not be made to suffer for want of a common language.

[It is obvious that the Education Minister thinks that the medium of instruction in the colleges should be the all India, if not, English language.]

2-12-58. The India Government have approved of the scheme to provide free and compulsory education to all children by the end of the Third Plan.

3-12-58. Speaking in Chidambaram, Professor M. S. Thacker said that formal education formed only part of the total education of the individual. "Education is a continuing process," he said, "and it is incomplete, unless it awakens the qualities of charity, love and tolerance, virtues which are deeply rooted in man."

7-12-58. The second conference of correspondents of aided colleges in Madras State met at Karaikudi. Justice Basheer Ahmad presided. He opined that it would be best to see that the Pre-University course formed part of the collegiate course. This would be advantageous, both administratively and academically, he said.

[It has another advantage. If it were to be tacked on to the school the medium of instruction would have to be the vernacular. But sometime ago, Minister Subramaniam, addressing the principals of colleges, seems to have taken it for granted that the Pre-University course would have to become part of the school course as the Higher Secondary Standard].

9-12-58. The Prime Minister addressed the teachers all over the country

who had assembled at New Delhi to attend a two-week training course in "administration of basic education". He said lack of discipline among students was due to teachers' inability to control the students in a friendly way. As regards basic education, he said that the child must develop his intellect by taking interest. Basic education tried to combine practical activity and intellectual training against the background of the child's own normal environment and work.

[This is what Rajaji wanted to do and which raised such unmeaning opposition in Tamil Nad.]

12-11-58. Speaking in New Delhi, Dr. Shrimali said that the aim of modern education should be to combine religion with education.

23-12-58. According to a revised scheme of secondary education, Russian children will work in State enterprises. Secondary education would be divided into two stages: an eight year compulsory course and their continuation in various types of school simultaneously with work in the enterprises. The aim is to link school with life. Under this scheme boys and girls will spend three days of the week in industry, agriculture and science and two days in a week at school. It is laid down the teachers themselves should be trained in industry so that they could teach the boys how to work with their hands.

[I think this is real basic education and not the stuff that is being dinned into our ears by basic education experts. Why not our Government copy this instead of endlessly theorising about basic education?]

24-12-58. The Union Ministry hereafter will shoulder the entire burden of girls' elementary education in the States and waive the 25% contribution from the States. The scheme of the revised girls' education consists of two parts: (i) the

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first part relating to the training of girl teachers, accommodation for them in rural areas, etc.; (ii) the other relating to the beneficial schemes for the children, e.g., giving mid-day meals, books etc. Rs. 70,50,000 have been allotted by the Centre to induce more girls to take to primary education.

26-12-58. Sri C. D. Deshmukh has deplored the tendency of State Governments to interfere with the admission of students into technical institutions and engineering colleges, and said this would lead to disastrous consequences. He said that he would have to take cudgels against erring in States in this matter and if need be, recommend the curtailment of Central grants.

[What about medical colleges? The result would be even more disastrous.]

27-12-58. At Chandigarh, the Union Minister, Dr. Shrimali said that no student who had talent and ability should be denied the opportunity of higher education.

[And yet what do we actually find? Even Sri C. D. Deshmukh has openly admitted it. He confined his remarks to technological and engineering institutions. But it is the same with reference to other kinds of colleges, i.e., the medical and the Arts. It is the Centre's responsibility to see that such anomalies are not allowed to rear their ugly heads in the States. The Centre could themselves invite applications from students with high talents, offer scholarships and see that they are admitted in one or the other colleges in India].

Minister Subramaniam laid the foundation stone for staff quarters for teachers working in St. Mary's High School, Dindigul, to be built at a cost of Rs. 5000 each at the rate of 10 per year. Speaking later, he appealed to the people to contribute their mite towards the cause of education. This would help the

Government to afford relief to the schools and the teachers in an appreciable measure.

29-12-58. Opening the Book Exhibition in Madras, the Education Minister assured the English teachers assembled there that his State would give every facility for the development and growth of English and for the study of the English by the younger generation.

The necessity for giving English an important place in the curriculum of studies because of its indispensability in the scientific and technological studies and its value as an international language was stressed at the ninth session of the All India English Teachers' Conference, held at Madras.

[As far as English is concerned, I can't help feeling that we are fighting a losing battle. The odds are against us. The masters of the democracy, the voters with adult franchise, do not take kindly to it for reasons of self-interest. The States do not want it as their language, neither does the Centre as the national language.]

Dr. Mudaliar, speaking at the All India English Teachers' Conference, said that as nobody wanted English, neither the States nor the Centre, it would be best to start voluntary associations for teaching English.

Inaugurating the Education Improvement Conference at Thandikudi village, the Education Minister appealed for private philanthropy to improve and expand education, for the State alone could not achieve it, with all its desire to do so.

[Minister Subramaniam's appeal for private philanthropy seems to have a very good response even from people in the rural areas. It is a bright idea, and he is to be congratulated on the success.]

ENGLISH STUDIES IN INDIA*

BY

Professor DEWAN CHAND SHARMA, M.A.

The idea of holding a conference like this came to some of us before India attained independence. I hope you will forgive me for saying that it was the result of informal talks held amongst the late Amaranatha Jha, Prof. N. K. Siddhanta, Dr. Mahmood Hassan and myself. As a result of that we had the first conference at Lucknow, which was presided over by the late Dr. Amaranatha Jha. Then the conference was invited by the University of Panjab, and it was held in Lahore under the presidentship of Prof. N. K. Siddhanta. An Association for promoting English studies was formed there, and I was elected as the General Secretary. But at that time the idea was to have a biennial conference which, we little thought at that time, was the easiest way of keeping this conference in a state of suspended animation. Then there came the partition of India with all its turmoils and tragedies. I was one of the several millions of people who were affected by it. The struggle to survive was so dire that I could not think of any academic or extra-academic activities at that time. In that moment of displacement I found a temporary home in Delhi and, finding myself at a loose end, I wrote letters to a dozen friends of mine all over India, and I must say that the President of the Conference last year, Prof. V. K. Ayappan Pillai, was one of them. To be candid, I did not ask my friends for help of any kind, but I just wanted to report to them that I was alive. The letters that I received from my friends, including that of Prof. V. K. Ayappan Pillai, were of great help to me in facing up to the stern realities of the new life. I am saying all this to show that after the partition I lost all interest in this conference, and it goes to the credit of Prof. S. C. Deb of Allahabad University that he gave it a new lease of life.

I am really glad to find that it has acquired a name for itself during the last decade or so and its work is appreciated by teachers all over India as well as abroad. I have just glanced through the proceedings of the conference held last year and I find that it has addressed itself to the problems of teaching English very energetically and constructively. I do not, however, know how many of the suggestions, given by Dr. A. Bose in his Annual Report, have been put into effect. For instance, I do not know if the Association has started a journal of its own. I do not know if we are maintaining a record of the research work in English studies at the various universities in India. I wonder if the project for writing an account of Indo-English Literature has been taken in hand. I am not sure if we have drawn up any plan for following the excellent work of the late Suba Rao on the detailed studies of the Indian element in the English language. Nor do I know if the suggestion to draw up a detailed syllabus of language paper or papers in compulsory English for under-graduate students has been implemented. I need not say that all these suggestions are valuable, and in the last analysis our Association will be judged by this kind of work. It is only work of this nature that will give our Association the right kind of standing and prestige; without this our Association will not strike its roots in the soil of India, and if it fails to do so, English studies in our country will not have a congenial soil for their growth and development.

I say this deliberately because I feel that the future of English studies in this country is not as secure as it should be. The problem for us is not merely one of staying alive, but also one of acquiring an assured sense of living. In this matter we

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are facing many challenges and those are of a grave nature. It is still a matter of controversy what place English should occupy as a medium of official communication, as a medium of instruction and as a subject of study in our curricula at different schools and universities.

The question then is: What ends do we have in view? Our main aim is to preserve and continue the study of English as before, to maintain its standards, to bring it more in line with the study of our Indian languages, modern and classical, and to use it not only as a medium of inter-provincial contact, but also as a medium for inter-continental intercourse. We have, therefore to look upon it, first of all, as a subject of study at our schools, colleges and Universities. In this respect I must admit that there has been some deterioration ever since India attained independence. There was a time when English was a subject of compulsory study for six years before students took the Matriculation Examination. Now, so far as the study of English is concerned the element of compulsion for school-boys does not exist everywhere. For I know in a few States of India a student can pass the Matriculation Examination without knowing a word of English. At the same time the number of years during which a student should undergo schooling for this subject has been reduced. To make matters worse, the number of periods for the study of this subject has also been curtailed. All this does not augur well for the future of English in this country, but I wonder if we can help it in view of the conditions prevailing in this country, for in the matter of languages we are being subjected to different and sometimes contradictory pulls.

Recently I read in a newspaper that the Governor of one of our States had favoured the compulsory teaching of Sanskrit for four years at the secondary schools. He had also said that India would require one lakh of Sanskrit teachers for this purpose. The same day I read in an English newspaper the following

statement made by one of the Union Ministers:

"Now that English is to be sparingly used and the regional languages are being rapidly pushed ahead—rightly so—it is time to think of a common link to take the place of English. If we do not do so, we will be taking the risk of getting apart."

The same Minister further stated that Hindi had been made compulsory in educational institutions and this had resulted in 80% of students learning Hindi. The obvious conclusion was that Hindi was to be the common link—a unifying factor—amongst the different States and their inhabitants in India.

Another Union Minister appealed recently to students to learn as many languages as possible, and warned them against being carried away by sentiments expressed by "some foolish people" in regard to language. Inaugurating a convention he said the opposition to English language "emanated from a poverty of imagination on the part of some foolish people who cannot even speak the language."

In a message to a convention in Bombay the Chief Minister of a State said that "while the medium of instruction at all levels, including university education, should undoubtedly be the regional language, Hindi should be taught compulsorily in all secondary schools and English should be made a compulsory subject for those who want to proceed to university and post-graduate study."

So we find that in spite of the correct lead given by the Secondary Education Commission on the subject, our thinking was not very clear with regard to the relative places that the classical languages, the regional languages, the official language and the foreign languages should occupy in our country. But this need not depress us. At least of one thing we are sure, that our regional languages are going to occupy the pride of place in any scheme of studies at any level. Next

* From the presidential address at the IX All India English Teachers' Conference held at Madras from December 29 to 31, 1958.

to these will come the official language of India. Then India will have to make a choice from amongst the classical languages and the foreign languages. It will be a difficult choice for any educationist to make, but I can foresee what the choice will be. Granting that a place will be found for the study of the classical languages in same way, I have no doubt that the majority of students will opt for English at the secondary school stage. This is not only my view, but it is also the view of the majority of educated persons in India. The confirmation of this view came only recently from Bombay, where a conference of guardians passed a resolution appealing to the Government to extend the present period of 4 years of English teaching in secondary schools to 7 years. The conference further said that such a step was necessary in view of the continuance of English as a medium of instruction in colleges and as the language of administration, and of the handicap Bombay students faced while appearing for competitive examinations and seeking jobs in Government and semi-Government institutions owing to inadequate knowledge of English. The conference also subscribed to the view that the regional language should be the medium of instruction at the university stage as well as the language of administration. From that it is clear that the guardians want something which is at variance with the language policy of the State. But even taking things at their worst, I cannot help thinking that the majority of our students will continue to study English as a subject at the secondary school stage. I believe the same thing will hold good in the case of college education. Even when English ceases to be a compulsory subject of study at the college level, more and more students will be drawn towards it for one reason or another. At the post-graduate level, it will be a matter of personal choice, and if the present conditions can give us an indication of the future, I can say with confidence that the number of

students taking up English at the post-graduate level will continue to increase. So English in free India is bound to be dislodged from its position of sovereignty at schools and colleges, but will continue to occupy an honoured place. My belief is that, even though it may not be a compulsory subject of study at any level, it will continue to attract larger and larger number of students in the years to come.

I believe in the inherent potentiality of English to grow from strength to strength. The English people are reputed to be insular and exclusive. But the English language is the most hospitable of the languages of the world and is unrivalled in its capacity for assimilating words from other languages and making them its own. It is, in fact, a mosaic, a mirror that reflects the vocabulary of all the nations of the world and and this accounts for its richness. Allied with it is its flexibility. Not only this, but it has also established itself as one of the most accepted media for trade and commerce, science and technology and inter-continental communications in the world of politics, diplomacy and culture. The English language, I should be permitted to say, is greater than the sum total of all kinds of literature that has been produced in that language. Nor is English literature the least part of its glory. Without going into details I would say that in some of its fields human imagination and man's creative impulse have attained to their peak.

But a student thinks of the English language first and English literature afterwards. It is true that English language offers many difficulties to foreigners. But in spite of all this, we have got used to this language. It has been with us for more than a hundred years; and it has acquired for us—at least for the educated Indians—the force of a habit. If it is a good habit we should not give it up, but even if it is a bad habit, we will find it difficult to shake it off. We should, therefore, keep up our living and active interest in the study of this language.

(To be continued)

EDITORIAL

Problems and Programmes.

The All India Educational Conference met at Chandigarh towards the end of December last, and the Central Advisory Board of Education at Madras about the middle of this month. Naturally both at Chandigarh and Madras several problems were discussed and programmes put forward.

Sri Amarnath Vidyalankar, Minister of Education in the Punjab, in his welcome address at Chandigarh, drew attention to Rajaji's scheme of elementary education as "a remarkable method of associating the community with the day to day work of the school." He also praised the record of the students of the Punjab for maintaining discipline, a record which is also shared by their brethren in Madras, if we except certain unfortunate incidents at Annamalai Nagar. His charge that the root of the problem lies in the inefficiency of the teacher and his careless handling of sensitive human material has to be emphatically denied. The teacher, on the other hand, has a legitimate grievance against the politician for tempting students away from their duties.

The Governor of the Punjab, Sri N. V. Gadgil, considered the problem more comprehensively and agreed in the main with the analysis of Rashtrapati Rajendra Prasad. He attributed indiscipline among other causes to lack of idealism and 'the crisis of character' through which the country was passing. He pleaded for the introduction of a craft at the beginning of the secondary course. The comparison he instituted with China offers a challenge to Indian education.

Dr. Shrimali, in his presidential address at the Conference, confined himself to the general problem of the impact of science on Indian education and society. He pleaded for continued faith in the

values that lie at the root of all civilization, but fought shy of religion, than which nothing else could inspire or sustain them. On the practical side, he laid it down that a democratic State should see to it that no student with talent was denied higher education.

Among the resolutions passed at the Conference, one suggested concrete measures for promoting national unity such as translations from one language into another, provision of facilities for studying other Indian languages than the regional language, exchange of students and teachers among Universities and increased support to State and national journals by teachers. In this context, strangely enough, the encouragement of the study of Sanskrit does not appear to have been thought of. Claims were advanced for giving the teachers an effective voice in shaping the third plan and representation in cultural delegations. The institution of an Indian Educational Service, comparable in prestige and emoluments to the Indian Administrative Service, was suggested. A strong protest was recorded against the "uneducational and wasteful experiment of nationalisation of text-books carried on by certain State Governments against the advice of such bodies as the Secondary Education Commission, the international team of experts and the All India Federation of Educational Associations." Attention was invited to Article 26 of the Universal Declaration of Human Rights (sponsored by the UNO) which reiterates the rights of parents to choose the kind of education which should be given to their children. There was a demand for placing education in the concurrent list, social security for primary school teachers, modification of basic education and removal of disparities in pay scales.

At Madras, it was Dr. Shrimali who again took the lead. He urged that

higher education should be restricted only to those who were fit. This is more easily said than done, in view of the political and communal pressures for seats in institutions of higher education. Following Dr. Shrimali's lead, however, the Central Advisory Board of Education reiterated the principle that access to higher education should be regulated by the adjudged capacity of students to benefit from higher education. There was a rider that due regard should be paid to the needs of the backward communities. We are afraid that this rider should be strictly defined and delimited, for during the last decade or so it has played havoc with the standards of education at all stages. The Union Ministry cannot surely be unaware of such aberrations as the declaration by a State that 95% of its population was "backward"—an admirable device for keeping out the fit and thrusting in the unfit in flocks and herds.

It was also resolved to persuade the State governments to change over most of their high schools to the higher secondary pattern by the end of the Third Plan period. We do not know how it is proposed to guard against the almost inevitable fall in standards of instruction in the Pre-University class, which will follow from this change, and to provide adequate finances to the colleges which will be losing the main source of their fee income.

A resolution dismissed as 'not desirable' the proposal to make the study of Sanskrit compulsory at any stage of the school course. "The present three-language formula, which has previously been approved by the Central Advisory Board, should not be disturbed, as it provides

for the study of Sanskrit either on an optional basis as a separate subject or as part of a composite course." Even lovers of Sanskrit would agree that at a time when political agitations are conducted on the basis of languages, Sanskrit should not get involved in the mess. But the Board has a duty to scrutinise such schemes as those of the new reformed secondary education in Madras, which pit Sanskrit against Hindi and whose effect is certain to be the total extinction of the academic study of Sanskrit.

A committee is proposed to be set up to study the need for a specific provision to impart moral and spiritual values in educational institutions. In the atmosphere of anti-religious prejudice, in which our political leaders move, much cannot be expected from such a committee. Its deliberations and recommendations however will be studied with interest.

In another resolution the Board flirts with the idea of compulsory national service for students in regard to promotion of literacy and social education. With due deference, it has to be stated that the suggestion has always seemed to us half-baked and impracticable except in a totalitarian set-up.

If we review on the whole the deliberations at Chandigarh and Madras, the conclusion is irresistible that we are not out of the woods yet. Confused pursuits of cross-purposes still mark our educational policies, which continue to offer hostages to fortune in the all-important matters of national unity and the maintenance of high or even adequate standards. Let us hope that the dawn will soon arrive.

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2. Physical, intellectual and emotional defects. Physical ailments cause mental backwardness. Physically handicapped students are mostly backward in school subjects. Often, physical defects lead to emotional disturbances, complexes and temperamental imbalance. This affects the growth of the students, and generally they follow such paths as are sure to lead to failure. Intellectual defects are inborn, and intellectually deficient students having a low I.Q., fail in their scholastic studies.

3. Absence and truancy. The students often remain absent from the class, either for want of good health or due to emotional maladjustment. Truancy or running away from the school, avoiding the schoolwork, is very common among the students. Due to fear, the backward child "cuts the class", and due to some dislike for the subject or the teacher, the intelligent students also commit such wrongs. Later on, when it becomes their habit, they are an easy prey to failure in their examinations.

4. Certain attractions and bad companions. In the cities there are various means of entertainments and attractions. The cinema is the most easily available attraction to the students. Other means of whiling away school time are loitering in gardens, markets, and places of picnic. Such acts are not accomplished alone and singly. There are companions who join together. Often, these "bad companions", who do not have a mind to study and would not let others study, disturb these, and finally the whole "gang" succumbs to failure.

5. Unhealthy and immoral habits. The filthy scenes in the cinema-pictures, a feeling of having no responsibility and completely neglecting the duties make the students contract habits which are unhealthy and often immoral. They become indisciplined. They are defiant towards authority and disobedient to elders. They speak lies and commit acts of public nuisance. Such habits cause neglect of

schoolwork and duties, which in the long run result in failure.

6. Lack of ability. Generally, when the students have no time left for study, they try to get through by the shortest possible way. This is the way to know the important portions and mugging them up in a short time. It may bring success or not. It is merely a game of chance. The reason behind it is that the students lack in ability to master the whole content. Another reason for this lack of ability is that the method of promotion is very lax. From the very lowest classes, students get promotion without any consideration of their worth and merit. It is so, because the school authorities have to run the school and there is always a threat from the students to leave, or there is some undue influence from above.

7. Wrong admissions. It is found that students who fail in one class do not want to re-read in the same class next year. What they do is to leave the first school and join another school. But they do not join the same class but join a higher class. Such admissions are very popular in villages, and even in the cities such practice is not uncommon. It brings before the students a difficulty to carry on in the new class, and ultimately when they appear in the final examination, they utterly fail.

THE PARENT

In assessing the causes of failure of the students, one should not forget to look at the parents who also have a locus standi in bringing failure in their High School Examination. In educating the children and providing them educational facilities for success, the parent has to contribute very much, without which failure is sure on the part of their children. But the parents on the whole are found to show the following drawbacks, that help the gross failure among the students.

1. Economic inefficiency: Most of the parents are found very poor. They cannot

provide all the facilities to all their children for getting education properly. No suitable place for study, no helper or guide, no books and even no nourishing food are provided to sixty per cent of students on account of poverty of the parents. Besides those, who have money but are either ignorant of the values of education or have no educational mind, do not want to provide to the students even those means which are not beyond their capacity. Hence this ignorance also makes them unwilling to spend properly on the education of their children.

2. Educational incapacity. Indian parents are uneducated and unlettered to the extent of 80%. They are quite ignorant of the needs and requirements of their children. They, being themselves uneducated, cannot help the furtherance of their children's education. It is not strange if their children fail in a large bulk at the very outset of their educational career. Inability and ignorance of the parents causes failure of the students in the High School Examination very often.

3. Wrong attitude. Parents look at the progress of students from the economic point of view. Generally, a parent desires his ward to get through every class, whether the student is capable of promotion or not. The parent finds himself at loss and thinks his money wasted, if his unworthy child is detained in any class other than the High School class. He often frowns on such detentions and threatens to take away the child, if he is not promoted. This wrong attitude, if submitted to, leads to unlucky results and is sure to bring failure.

4. The new class of population. To-day, due to the democratic way of life, there has sprung up a new class of people who were up till now deprived of opportunities for educating their children. It is certain that such a new class is totally devoid of education, so far as the parents are concerned. In this sense, these parents want to see their children get higher

education. Due to State help, the backward communities and scheduled castes are sending forth their children to appear in High School Examination. But these classes of people have no educational and cultural heritage. The social heritage and also the environment are far behind to bring the students of such people up to the mark. Another class is composed of those persons who have earned very much in war times and are economically very well off, but they also lack the educational environment and cultural background. This is sure to lead their children in an unguided manner, and the final outcome is failure. This is really happening in actual practice.

THE TEACHER

The teacher has been compared with the artist who moulds the students in good or bad forms. Hence the importance of the teacher is no less than that of the student or the parents. The teacher indeed has the master-key in his hand to unlock the store of knowledge to the students. He is the person who is responsible really upto High School at least to achieve the goal of passing the examination. He is entrusted, therefore, with the intellectual work of the students, and he should feel interested in the progress of students. But there are drawbacks and limitations, which cause failure directly or indirectly. They are as below:

1. Low salary. The teacher community suffers most the social ignominy of being low paid. This sort of social treatment makes him appear low in the eyes of others. Loss of social status gives rise to certain complexes, and these complexes find a vent in neglect of duties and cause an attitude of shirking work and insincerity. This tells upon the student, and the teacher does not do justice to his subject and students suffer failure.

2. Aptitude of teachers: Teachers have been found with an average or low

1. Q. Generally, there are very few who have a real aptitude for teaching. There are others who enter this profession, being rejected from other careers. Being frustrated, they take little interest in teaching, although they are trained. Besides these trained teachers, a large number of the teachers are untrained. They know little or nothing of psychology and methods of teaching, and utterly fail to meet the class room situations. It therefore causes havoc with the students' advancement in learning.

3. Faulty methods of teaching. To relieve the burden of explaining and making the students understand well, the teachers give notes and summaries to the students to commit to memory to pour down in the examinations. This is a sort of spoon-feeding. It gives the students no scope for free expression. Unpsychological handling of the subject matter is rampant in the schools. There is a fear complex in the teacher that the Headmaster would ask why the course has not been covered in time. This makes the teacher finish the whole course in a hurry without minding whether the students have grasped or not.

4. Overburdened teacher: A teacher has to attend to dual duties, at school and at home. At school, he has to face a large class and is busy with the students, teaching, writing, dictating, and correcting. He is too busy, as he has to teach too many periods a day. It is found that he is busy for all the periods of the day. Moreover, he is given to teach too many subjects, as if he is master of all, although in fact he is neither the master nor a jack of all trades in most of the cases. At home, the teacher has to perform domestic duties even. For looking after the children, he has to devote some hours in the morning and the evening. In order to eke out his income, he takes to tuition. Teachers are found busy with tuition work even for seven or eight hours extra to the school hours. The rest of his time he devotes to writing books, notes, and other such things which may fetch money for his well being. In such conditions, is it possible for him to teach well? Certainly not.

(To be continued)

TEACHING AND RESEARCH

BY

C. V. N. DAS, M.A., B.L., Cuttack

A venerable colleague of mine in the College has planned a project of research in English studies. When I bade him godspeed on his voyage, he earnestly suggested to me to follow his example and embark on a similar expedition and offered to help me in drawing up the blueprints of the journey. I snapped up waspishly and sententiously and then followed up with an apology. I darted at him at first and said what Dr. Johnson had once said under provocation, "Sir, clear your mind of cant."

In these days, when shrines are being built all over the country for planning, whether it is national planning or family planning or planning of spatial travel, I quite understand that it will certainly not pay to whisper here that some of our plans eventually turn out to be only conspiracies. Most plans are the hobby-horses with which small minds entertain themselves; they are a nuisance in the regions in which more spacious spirits dwell. In my own case, nothing succeeds, as the faintest plan for research does, in

crippling my aspirations to become a well-informed teacher, and in hewing and wearing away my untamed spirit which, in my moments of blessedness, freely ranges over the wilds in its native lawlessness. Speaking in general, are not our educationists drugging their own minds incurably by thinking that a research degree obtained by a University scholar is the Pegasus on which the University with all its other scholars can dart upward to find the secret of the stars? I mean no disrespect to research degrees; but I certainly do believe that a University has other functions in the direction of fostering scholarship that does not run after research degrees.

You will say that obviously I am not a research scholar in the subject which I teach in my college, namely, English literature. I am not one indeed; and I may tell you that I do not care to be one, no matter that I arouse certain fears and doubts in certain quarters in the University regarding my professional prospects. Research is not commensurate with scholarly idleness, which is little known and much less understood among a vast number of our university dignitaries who shape the destinies of our universities. The scholarly idleness of Dr. Johnson gave to the world the flashes of reflection and commonsense that we catch in his conversation as we go through the reports of Boswell. Those who attribute to Dr. Johnson the foible of idleness often forget that it was a scholarly idleness, just as those who call him a royalist and a Tory often overlook the important fact, that he was a thoroughbred and exemplary democrat who never bowed his head in submission to man born of woman. Name can be deceptive sometimes. Dr. Johnson never ceased thinking and reflecting even in the worst spells of his idleness. If he became a god of commonsense in literature, as in fact he did, he owed his shrine to his idleness that finally converted him from a reluctant writer into a willing talker. The famous Literary Club over which he

presided fostered his idleness, because this idle man brought distinction to that small and odd university which he called the Club by playing the role of the most well-informed common man.

The well-informed common man is a man with an unerring sense of values, who, being educated in a University of commonsense like Johnson's Club, would study Milton, for example, and discover, as Mark Pattison has discovered, that the discipline which the study of Milton has fostered in him is a love of consummate scholarship. The adolescent boy or girl who sits in a University Lecturer's class for instruction on Milton is helped to contemplate a vision of excellence by acquiring from the lecturer, however inadequately, the habit of appreciating Milton's consummate scholarship. There are University lecturers who do a superb job of communicating adequately to their scholars the vision of excellence that is called Milton. This habit of understanding excellence and recognizing what is first-rate is the ultimate reward of correct education.

Now I honestly doubt that a research scholar who has worked on Milton and has dug deep into the origins of Milton's genius is for that reason more competent to fill the minds of the young men and women studying in the university with a Miltonic vision of excellence more richly than a teacher who has reserved his fervours not for such excavation, but for an instruction in the class-room of which the guiding principle is the constant and watchful patterning of the disciplines of adolescence. Here is the real differentiation between a research scholar and a teacher; and it does great good to everybody concerned to remember that a scholar in a university can be a great teacher without being a research scholar; and conversely, he can be a competent research scholar without ever having anything to do with teaching. The two functions—research and teaching—are clearly different and

should be understood as such. They do not overlap, unless a hide-bound vice-chancellor or some such potent dignitary chooses to be stupid and lays down a perverse and hare-brained injunction that every teacher in the university must take to research, as if research is the better half of teaching. Between the pure research scholar and the pure teacher, while both are working in the university, there is a clear division of functions. One adds or tries to add new facets to the fabric of knowledge. The other finds or tries to find a use for these facets in bending the adolescent mind and all its early impressions and experiences into patterns of discipline. This beating of early life and energy into shape and the process of helping the adolescents to tune their lives in accord with a constant and unflinching vision of excellence is much less tried, alas, and still less effected in our universities than pure research.

Some gullible educationists in India lay undue emphasis on the acquisition of a research degree by the teachers who are working under their command, because they have no adequate conception of meaningful and first-rate teaching. They seem to think that research is a remedy for

bad teaching. If some one is found to be teaching ill, they at once prescribe a penance, as in the story of the Ancient Mariner, that he should atone for his sin by immediately taking to research and quickly furnishing documentary evidence of his progress in it. Nothing can be more preposterous than this method of purification and absolution from sin. Teaching is a full-time job and so too is research. A man in the university cannot do both the jobs at the same time, unless he scamps. A really great teacher in a subject like English studies has simply no time for research, because his task as a teacher of a very living subject which pulsates with life makes such supreme demands on his power of application. It must be a gravely irresponsible and ignorant administration that controls education in our country, when it expects a full-time teacher in a university to steep himself in research, and conversely entrusts the task of teaching to a research director or a research scholar. A man who, being employed to teach in a college, forgets himself and his purpose and walks away into the region of research, would, in the words of Lord Dunsany, merely bark himself, when there might be occasion for barking, though he kept his own dog.

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THE BRITISH SCHOOL SYSTEM

BY

SUDARSHAN AHLUWALIA, Jabalpur.

Slogan-mongering has become the order of the day. It is a fashion to describe things in ambiguous and dubious terms. Recently this sort of trend has crept into the educational sphere as well. Some theorists take pride in explaining educational truths and half-truths in a language which is characteristic of riddles, puzzles and conundrums alone.

A few days ago, I came across a statement about the British school system which, though apparently it seems to be obnoxious and dubious, yet on deeper analysis reveals great depths and brings an important fact to light: "The British school system exemplifies the peculiar genius of the British for effecting compromise between thesis and antithesis."

At the very outset, it is not easy to amplify the above statement. At the present juncture, however, it becomes imperative on our part to interpret rightly and in very significant terms the various components of the said statement. In fact, the British school system is something consisting of disconnected growths. It is not as well-defined as the Union Jack is. The existing school system in every constituent district is not exactly similar, but they differ from one another. However, a dependable unity is visible which is undeniable. Some educationist has rightly remarked about the British school system: "A mighty maze! but not without a plan".

As regards the peculiar British genius, it is useful to peruse the statements of a few eminent thinkers. Defoe once said, "A true-born English man is a contradiction", and it cannot be gainsaid that racially they are a mixture. Professor Fred Clarke says: "The Englishman can be fertile enough in the creation of new institutions. He hates to scrap old ones, so he adapts and re-adapts them to changing needs and purposes". A critical

scrutiny reveals that this is why there exist still some schools that owe their establishment to pious founders who lived centuries ago.

Ross, harping on the same tune, remarks, "Rather it is our genius to allow the new ideas to permeate the old, to keep what has been found to be of value in the past, adding to it what seems to be of value in the new".

Authentically speaking, the British school system is, like the British Parliament and the British Empire, the outcome of a series of accidents, modifications, adaptations and expansions. It is not based on any theory or on any pre-conceived planning, but was developed as the occasion or the social needs and changes demanded. Thus, if we now critically scrutinize the existing British school system, we find that it exemplifies the peculiar British genius. Let us first take the question of state control in education. In Great Britain, we find a strange conglomeration of varied types of schools. There are "public" schools that, in spite of their generic title, are purely private in character. There are private schools that receive state assistance. If we take into consideration the question of religious instruction in schools, we find sectarian institutions as well as institutions of undenominational character. Moreover, all these form still a recognised part of the fabric of the British school system.

In addition to the above, the school system continues to be marked by variety, due not only to the co-existence of private schools, but also to the differences in powers assigned to local authorities, according to their size and to the participation of denominational groups in the supply of schools. All such schools are progressing side by side. Central authority simply lays down national policy and national standards, and the schools enjoy

absolute freedom within the rule of law. Educational laws there are, but they are not the result of something thrust from the above, but legislation has come in when the local needs and public opinion warranted it. Central authority simply advises, stimulates and encourages, but never dictates and prescribes.

Let us now take the question of curriculum. It is a notable fact that we still find old type "Grammar" schools that lay emphasis on learning the classics and stress the need of the disciplinary values of certain subjects. In this connection, it will be good to keep in mind the words of Ross, the eminent British educationist: "We are reluctant to believe, even when struck by a new idea, that everything we have done in the past has been on wrong lines, and we hesitate to scrap well-worn modes of educational practice." However, a new era is ushering in, and we see modern multilateral schools. They have a psychological bias and follow progressive ideals, cropping up in the vicinity of old grammar schools. There exist to an appreciable extent equal opportunities for liberal as well as vocational education.

If we try to analyse whether the British school system lays stress on the individual or on society, we again come across the peculiar British genius to effect a compromise between divergent extremes. In this connection, the influential verdict of the members of the Hadow Committee (1926) is worth noting. The verdict is of special significance, because it was given at a time when the gospel of individualism was being widely pursued. "A well balanced educational system must combine these two ideals in the single conception of social individuality. The general aim should, therefore, be to offer the fullest scope to individuality, while keeping steadily in view the claims of society." This verdict is characteristically British, as it portrays rightly the British way of thinking, which is described by Sir Winston Churchill as follows: "The British people have built up a certain culture, point of view, independence of character and spirit, and

a certain power of carrying the past forward into the present, gaining at once all that was precious in our history without hampering in any way the forward march of progress or social development."

The above analysis makes it clear that the British school system exemplifies the peculiar British genius. In every walk and sphere the basic British traits are visible—a passion for democratic freedom, the spirit of universal, good-natured tolerance, and universal individualism. Besides, well-worn modes of educational practice are still followed in some British schools, though their sanctity and efficiency is proved to be otherwise. It is due to the strange British characteristics that they hate to scrap the old, believing in the dictum, 'Old is gold'.

As British literature is the mirror of British life, similarly "the British school system exemplifies the peculiar British genius to effect compromise between thesis and antithesis." In the end, it is commendable to quote the words of R. E. Hughes: "The English school system is like the British constitution; it works remarkably well on the whole, but no one quite knows how or why". (Schools—At home and Abroad.)

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XXXIII All India Educational Conference

FROM OUR SPECIAL CORRESPONDENT

THE SESHADRI MEMORIAL LECTURE

(Continued from page 17, Jan. 1959)

On 29th December, 1958, there was a general session of the Conference, presided by the Reverend M. M. Balagnor, Principal of St. Xavier's Collge, Bombay. Dr. A. C. Joshi, Vice-Chancellor, Panjab University, delivered the Seshadri Memorial Lecture on 'Function of a University in Indian Democracy.' The Reverend M. M. Balagnor, commenting on the lecture, said: "India holds the key to world peace by keeping democracy alive, because if Asia and Africa go the totalitarian way, there will be no hope for democracy. We are really advancing world peace." He added that universities had to uphold the dignity of man who was something more than a machine, because he was to be trained as a future citizen with a balanced judgement without which no Government could function. Universities, therefore, must emphasise the individual for whose welfare the state was a means.

Doctor Joshi, in his lecture, said that knowledge was the surest way of public good, and as such the universities had a great responsibility in rearming the moral and intellectual resources of the nation, and implanting in the minds of people the sentiment of virtue so essential for preservation of democracy.

Explaining the vital role of universities in strengthening democracy, Mr. Joshi referred to the fall of democracy in the neighbouring countries of Pakistan and Burma and said: "The forces which have struck at democracy in those countries are not absent in India. Personal and sectional interests have been kept in check so far by a determined national leadership, steeled through suffering in the struggle for independence and deeply imbued with a sense of social responsibility. Protagonists of sectional and personal interests, however,

are active in every part of the country. If these interests, which look upon Government as an instrument for gaining sectional or private advantage, are allowed to entrench themselves in the body politic of the country, they will strike a heavy blow on individual freedom and on equal opportunity for physical, mental and spiritual growth of every citizen for which the republic has been founded. In a situation of this kind, universities cannot remain aloof. They cannot remain unconcerned when enduring values of life are being seriously undermined by immediate economic and political difficulties. Needing as they do unlimited freedom for enquiry and exposition of knowledge, universities are vitally concerned with preservation of free institutions. Liberty of thought is indispensable to their existence."

Continuing, Mr. Joshi said that universities could make effective contribution to the success of democracy in India, if they instilled among their alumni proper respect for the law of the land and constitution of the country. Strict discipline among teachers and students in the context, he added, was most essential.

Urging universities to relate education to the employment potential, Mr. Joshi said that the recent trouble in the Banaras Hindu University had clearly demonstrated that discipline among students was closely related to the employment content of the educational programme. Learning for its own sake was a good motto for universities in the past. Today they had to face an entirely new social structure. Students today went to universities to prepare themselves for suitable employment after completion of their studies. Universities in India should realise this and see that admission in different faculties was roughly proportional to possibilities of employment.

Concluding, he said fissiparous tendencies of various kinds existed in India and often took the form of violent agitations. Languages moved some group, while others got upset about minor adjustment of state boundaries. Religious and caste distinctions still persisted. Universities, he added, therefore, should encourage programmes which would promote development of a common culture and emotional integration of the country. The medium of instruction had a significant place in this context. Before the advent of the British rule, Sanskrit, as the common language of scholars, had helped create cultural unity in India. In recent years, English had been a potent factor in the unification of the country. Universities should, therefore, encourage in every possible way the study of both these languages—one would strengthen forces working towards a united Indian nation and the other keep it in touch with its ancient heritage.

RESOLUTIONS

The sectional meetings of the Conference took place on 27th, 28th, 29th and 30th December. On 30th evening, the closing session of the Conference took place, in which reports of sectional meetings were read by the local secretaries, resolutions were adopted by the Conference, and the formal thanksgiving was given by the General Secretary. President, Chairman of the Reception Committee and Chairman of the Working Committee. The Public Relations Department arranged a puppet show for the entertainments of the delegates. A cultural programme was also arranged by the local institutions on the 28th, which was highly appreciated by the delegates.

In the resolutions passed, grief was expressed at the death of Maulana Abul Kalam Azad and of Sri Kamaleshvari Prasad. By another resolution, the Conference authorised the council of the A. I. F. E. A. to take steps for the effective observance of United Nations Day on the 24th October each year, laying

stress on the functions of its non-political agencies.

The following measures were recommended for the promotion of National Unity through education:—

- (a) **Translations of Classics from one principal Indian language into another.**
- (b) **Inclusion of at least one Indian language other than the mother-tongue or the regional language in the curriculum of Higher Secondary Schools and of atleast two Indian languages as elective subjects in that of every University in India.**
- (c) **Inter-state tours by students and teachers.**
- (d) **Inter-state exchange of College and University teachers.**
- (e) **Inter-state festivals of Colleges and Universities in sports, games, debates and other cultural activities.**
- (f) **Publication of an All India journal of education for students.**
- (g) **Increased support to State and National journals by teachers.**

The Conference recorded its view that for the effective implementation of the Education Programme in the development plans, there should be close consultation between the A. I. F. E. A. and the Education authorities. It called upon the Council of the Federation to prepare a programme for education development in the 3rd plan period.

The Conference asked for greater representation to teachers in our cultural delegations to other countries and in the appointment of cultural attaches in our Missions abroad.

The Universal Declaration of Human Rights adopted by all the member states of the U. N. O. was endorsed, and particular attention was invited to Article 26.

which states: "That the parents shall have the prior right to choose the kind of education which shall be given to their children."

This Conference expressed its deep concern over the most uneducational and wasteful experiment of Nationalisation of Text-Books carried on by certain State Governments against the advice of such bodies like the Secondary Education Commission, the International Team of Experts and the A. I. F. E. A.

In order to ensure satisfactory progress of Education throughout this country, this Conference recommends the setting up of a cadre of an Indian Educational Service on a par with the I. A. S.

The following resolutions dealt with
Sanskrit:

Resolved that the Central and the State Governments be requested to implement the recommendations of the Sanskrit Commission regarding promotion of Sanskrit studies in India.

Resolved that the Central Government be moved to set up forthwith an Institute of Indology at the Centre.

Resolved further that the Central Government, the State Governments, the Universities and various educational institutions be moved to modify the curriculum of Higher Secondary classes in such a manner as to include a classical language as a compulsory subject for all.

A resolution demanded due priority for primary education in the Third plan which was denied in the Second, and called upon the Planning Commission to plan in such a manner that primary education could be free and compulsory within the Plan period.

By another resolution, it was demanded that education be put in the Concurrent List by amending the

Constitution, in view of the failure of a large number of States to take steps to ensure uniform development of primary education.

The Conference also demanded social security for primary teachers, modification of the Basic Education system, removal of disparity in pay scales, training of primary teachers and setting up of a primary education commission by the Centre and of primary education boards by State Governments.

A resolution recommended that Indian public schools should give increased importance to vocational training in keeping with their special circumstances.

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ENGLISH STUDIES IN INDIA

BY

Professor DEWAN CHAND SHARMA, M.A.

(Continued from page 22, Jan. 1959)

I remember attending a Seminar at Mahabaleswar which was organised by the British Consulate in India and which was presided over by the late professor E. V. Gatenby—a prince among teachers. There we discussed the various methods of approach to this problem, and I believe a report of that Seminar was published afterwards, though I think it is not easily to be found now. We studied these problems with regard to all levels of education and stated our considered views. Since then there has been a great deal of thinking on this subject. In December, 1957, an all-India Seminar was held at Nagpur under the auspices of the All-India Council of Secondary Education on the teaching of English in Secondary Schools. I have gone through the report of the Seminar which has been published, and I agree in the main with its conclusions with regard to the syllabus, the teachers' training, the examinations, methods of teaching and text-books. I wish that the main recommendations of this Seminar should be given effect to in the different States of India. These are as follows:—

(i) that the primary aim of teaching English in secondary schools should be to enable pupils to learn, as well as possible, to understand, speak, read and write, the English language:

(ii) that, within a period of six years of the high school course, the pupils should be enabled to attain a working knowledge of English, giving them mastery over about 250 basic structures and a vocabulary of 2500 essential words:

(iii) that the course in English be organised in such a way that it be self-contained, bearing in mind the needs of

those who will not pursue their studies beyond the high school level:

(iv) that, while keeping these aims of teaching English as the chief objective throughout the secondary stage, an attempt should be made to initiate the pupils in literary appreciation or cultural enjoyment of the English Language in the last two years of the high school (secondary) course. The material used should be adapted to the general character of the course and should be simple from the linguistic point of view.

I also agree with the recommendation of the Seminar that: it is fitting that English should occupy the place of the second language in all the States of India for several years to come, in view of the fact that the medium of instruction, in most of the universities of India still continues to be English, and that, even in the few other universities, the use of the regional languages is still at the experimental stage. I wonder, however, if the States will implement the recommendation with regard to the adoption of English as the second language.

After some time the University Grants Commission appointed a committee known as the Kunzru Committee to examine the problem of the medium of instruction at the university stage and recommend ways and means of securing an adequate proficiency in English. The report of this committee contains a number of whole-some recommendations, some of which read as follows:—

1. That the change from English to an Indian language as the medium of instruction at the university stage should not be hastened.
2. That the change to an Indian language should be preceded by an adequate preparation both in the cultivation of

the Indian language concerned as a medium of expression for learned purposes and by preparation of a sufficient body of learned literature in that language in all subjects of study.

3. That, even when a change in the medium of instruction is made, English should continue to be studied by all university students.
4. That, in relation to the Three-Year Degree Course which is now proposed to be introduced in our universities, the teaching of English be given special attention in the pre-university class.
5. That it is in our educational interest that English should be retained as a properly studied second language in our universities even when an Indian language is used as the ordinary medium of teaching.

I do not know how many of these suggestions have found favour with the departments of education and the universities in the various States. This problem was also studied at the conference of Professors of English. Then there was a conference on the problem of teaching English, held on 26th, 27th and 28th March, 1958, and its recommendations have been circulated to the universities and the department of education in our country for their comments. I have gone through these recommendations very carefully and I agree with them on the whole. So far as schools are concerned, it has been recommended that the length of the course in English should be six years for the secondary schools and at least 7 years for the higher secondary schools.

It has been suggested that, in order to attain the desired proficiency, six to eight periods per week should be allotted to English and that each period should be of 40 minutes' duration. It has been said that the number of pupils in each class should not exceed 30. The approach to the teaching of English has also been

indicated. It should be oral to begin with, so that facility in speaking can lead to facility in reading and writing. After the first three years of study in English, emphasis should be shifted from oral work to reading for understanding, though the oral work should be used throughout the course. Suggestions have been given with regard to the preparation of suitable text-books for supplementary reading. Teachers have been warned against the formal teaching of grammar at schools, and it has been recommended that grammar should be taught in direct relation to the students' expression. Recommendations have been made with regard to the examinations in which an oral test will play an important part. Provision has been made for the bright students. It is suggested that for such students optional courses in English literature should be provided. It has been urged that the co-operation of All India Radio should be sought so that radio programmes in English can be arranged for schools and also for universities. On going through these recommendations I find that every thing that has been said is unexceptionable.

I wonder, however, how many States will pay heed to the sound advice offered by the University Grants Commission. One thing is sure; if they ignore it, they will do so at their own peril. So far as English in universities is concerned, it has been recommended wisely that it should be a compulsory subject in pre-university and pre-professional courses. It has been pointed out that it should be a compulsory subject throughout the Degree Course in the Faculties of Arts, Science and Commerce. So far as the pre-university stage is concerned, it has been said that at least six periods a week should be devoted to the teaching of English and that adequate work should be provided in tutorial classes which should not consist of more than 12 students. It has been further recommended that for lecture and text work, a class should not have more than 60 students. In the same way constructive suggestions have been given

with regard to the preparation of text-books and the holding of examinations. Sound advice has also been given for B.A., B. Sc., and B. Com. Degrees. In the case of these classes, it has been suggested that there should be instruction in English for at least four periods a week and that at least half the periods allotted to this subject should be for tutorial work. Then optional courses in English for Bachelor's and Master's Degrees have also been suggested. For the B. A. course in English literature, six papers have been proposed, and it has been suggested that at least one of these papers should be concerned with the introduction to Linguistics with particular reference to English. This course in Linguistics is thought to be very essential for those who wish to become teachers of English in secondary schools. Then there are other recommendations regarding the training of teachers for secondary schools and the in-service training of university and college teachers. The most hopeful aspect of this report is contained under the heading of "Additional Expenditure". It says: "We are aware that the proposals we have made will involve substantial additional expenditure on account of additional staff for the English Departments of universities and colleges as well as of additional books and equipment. It is hoped that the University Grants Commission will make it possible for the institutions concerned to meet the additional expenditure." This means that the University Grants Commission which is going to call the tune is also ready to pay the piper.

On going through this report, I have come to the conclusion that the University Grants Commission has viewed the problem of the study of English at schools, colleges and universities from a very correct angle without regretting that the study of English has lost its privileged position. It has taken due note of the situation as it exists to-day and has realised that the study of English is more or

less essential for our national development. It has given a correct lead with regard to the study of English. It has even gone into details with regard to the periods of teaching, text-books, examinations and the training of teachers. In other words, it has given us a complete prospectus for the study and teaching of English. Above all, it has held out the hope of meeting the additional expenditure from its own funds. I believe nothing could have been more encouraging for the future of English studies than this inquiry by the University Grants Commission. Naturally, I congratulate the Commission on this thorough work and I urge the State departments of education and the universities of India to carry out the recommendations of the University Grants Commission fully and unhesitatingly.

There has also been another development in our country which augurs well for the future of English. This is the establishment of an English Language Teaching Institute at Hyderabad. The object and function of the Institute are as follows:—

- (a) To train High School teachers of English, Training College Lecturers and Inspectors from the various States of the Union in the use of modern techniques for teaching foreign languages.
- (b) To conduct research into the special problems of Indian students of English, and to adopt syllabuses based on structural analysis to fulfil the needs of speakers of Indian Language.
- (c) To conduct research into the writing of suitable text-books and the preparation of visual aids.
- (d) To advise State Governments on syllabuses, examinations and Training Colleges, curricula and allied topics.
- (e) To publish such journals or papers as would further the object of the Institute.

- (f) To train English teachers of other countries of South Asia which may not have made similar provision for imparting modern methods of teaching foreign languages.

It is also worthy of note that the Institute, when established, will receive assistance from the Ford Foundation or the British Council in the form of professorships or scholarships in the Institute. I welcome the establishment of this Institute, for it will be instrumental in keeping up the standards of English in India by the organisation of research in the teaching of this subject and by training the teachers in the most suitable techniques. I wish, however, that this Institute should apply itself not only to the problems of teaching at the school level, but also to the work of teachers in English in colleges and universities.

All this shows how our country is wide awake; how it is seized of the problem and how it is trying to tackle it all along the line. In this matter, while I congratulate the Government, I congratulate also the Ford Foundation and the British Council on their giving valuable assistance. We have reason to feel particularly grateful to the British Council in India for the laudable interest taken by them in the promotion of the study of English in this country. The Seminar at Mahabaleshwar to which I have already referred is worthy of note. It has also been their practice to bring distinguished teachers of English from their country and arrange lectures by them on English literature for the benefit of the teachers of English in India. Conscious as I am of the great value of such academic and cultural contacts, I would suggest with a due sense of humility that these visiting Lecturers should not give discourses to us on Shakespeare's *Othello* and on T. S. Eliot's *Four Quartets*. Valuable as these lectures are, they are not of much avail in the present context of our life. My feeling is that the British Council should take some of our Indian Lecturers to English-

speaking countries and ask them to deliver lectures on English literature, while they should bring teachers from English-speaking countries to give us their assessment of our Indian masters of English prose and poetry. This would be really the kind of cultural and academic exchange that is needed in the countries of the East and the West today. It is only by doing so that we can promote better cultural relations. My own feeling is that while English people are conscious of the contribution that Australia and New Zealand have made to English literature, they are blissfully ignorant of what Indians have done in this field. We would like to have an assessment at their own hands of Indian writers in English. That our country has produced distinguished writers in English in every field of human endeavour goes without saying, and yet the members of the English-speaking Union have shown no interest in them. I wish some of them were to read Dr. K. R. Srinivasa Ayyangar's book, *Indian Contribution to English Literature*. Even a cursory glance through this book will show to them that our achievements in the realm of English poetry have been notable and that in the realm of fiction, the essay, drama and criticism we have a great deal to show for our pains. So far as history, philography and autobiography are concerned, our achievements are of high excellence. Nor are we behind any one else so far as journalism and Juridical literature go. As regards oratory in English, we have a long line of masters of the spoken word amongst whom I count C. R. Das, V. S. Srinivas Shastri, S. N. Bannerji, Mahatma Gandhi, Bhulabhoi Desai, Motilal Nehru, S. Srinivasa Ayyangar, C. Rajagopalacharya, Sarojini Naidu, Lala Lajpat Rai, Pt. Madan Mohan Malaviva, Jawaharlal Nehru and Dr. Radhakrishnan.

Now the question is what we, the teachers assembled in Madras, should do. Our first duty is be conscientious and painstaking teachers of the subject. In this respect there is need for widening

our mental horizon. The truth of the matter is that no teacher of English can function now in isolation. He has to see to it that though he is master of the English language, he has also adequate knowledge of some regional language and literature and acquaintance with some classical language which he likes. He has to be a multi-lingual instrument for the exposition and interpretation of English language and literature. He has also to see to it that his duty does not end in the class room, but that the room where he takes tutorial classes is as important as the hall where he delivers the lectures. We all talk about the deterioration of standards, but we forget that it is due to the fact that we have not been giving our students as much practice in writing and reading English as we should. These defects have to be corrected. I need not and that every teacher of English should keep himself as well-informed and up-to-date as possible. In other words, every teacher in English should grow mentally, for, if he does so, his lectures will acquire a new dimension and added impressiveness. Above all, he will find the reward for his work in the sense of satisfaction of his students.

Another suggestion that I would like to put forward in all humility is that the time has come when we should talk about English language and literature in our own right. So far, we have been the docile followers and parrot-like repeaters of other people's thoughts and opinions on English literature. That apprenticeship was necessary in the beginning. But the time has come when we should get out of the swaddling clothes and develop a new sense of self-confidence. In other words, we should bring about a radical change in our thinking with reference to our English studies. It is true that some persons laugh at what they have called "Indian English", and Anstey's "Baboo Jabberjee" gives amusing instances of the howlers perpetrated by the Indian students of English three generations ago. But I take comfort in the fact that such

howlers are perpetrated even by those whose mother tongue is English. I, however, agree with Mr. A. H. King who, in an article entitled "A Functional Approach to English Language Teaching", has said: "I shall be content if the principles are found acceptable that priorities of correctness in pronunciation and syntax should be determined by comprehensibility, and that language and literature should be taught together as an interpretation of culture. Correctness is less important than fluency in speech and writing, provided the fluency is comprehensible; and fluency in speech and writing is less important than fluency of mind in terms of the foreign culture. One looks forward to the day when there will be a recognized Hungarian, Spanish-American, and Chinese-English, just as there are now recognized Irish, Scot, Welsh, Australian and American variants of English. If French-Canadian or Mauritian - English is acceptable (as acceptable they must politically be), why not French-English? Such diversity has not as yet produced incomprehensibility, and there is no reason why further diversity should do so; it is a matter of further variations on the norm, not wider departures from it. And this diversity will enrich English as a means of symbolic exploration, helping to counteract the deadening and standardizing tendencies of today's universal mass media. If your pupil's English is comprehensible, why change it? If you or he can communicate something new by giving 'standard' English a twist, why should you not? That is what has vitalized English in the past".

If, in evolving Indian English, we have to twist standard English, it will not be very wrong, for it is this which will vitalize standard English as well as stimulate our study of English. I am encouraged in holding this belief by the speech that the Duke of Edinburgh made in Ottawa at the World Conference of the English-speaking Union. Prince Philip said: "For instance, as the activities of the Union have widened

to embrace other Commonwealth countries, the name has become slightly misleading. We now look upon it as including those countries which use English as an inter-Commonwealth language. I include pidgin English in this, even though I am referred to in that splendid language as 'fellow belong Mrs. Queen.' So, there is room for Indian English in this wide world. There is also room, I think, for the Indian view of English literature. In this context I repeat the exhortation that was made by the late Dr. Amaranath Jha, while presiding over the First Conference of English Teachers: I believe some of the English writers should undergo re-valuation at our hands. For this purpose every Department of English at the universities and colleges should organise bands of research workers to engage themselves in the study of English writers.

Ladies and gentlemen, when I sat down to write this address so many things came surging in my mind, but I had to call a halt to them. Whatever problems of English teaching there may be, they must be solved by the teachers of English themselves. The future of English in this country depends, to some extent, on the educational policies which are formulated by the Union Government and the State Governments, but largely it is in the hands of the teachers of English at all levels if English is to stimulate us in the fields of Literature, Science, Culture and Technology. If we undertake its instruction with zeal and without losing our touch with the realities of the Indian situation, the future of English is secure in this country.

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M. R. Sampatkumaran
Signature of the Publisher.

29th February 1959

Our Educational Diary

BY
'PEPYS'

31-12-58. All the principal heads of Mutts in South India have issued a joint appeal that our educational system should be given such a reorientation that it would bring out the best in our children in conformity with our great culture and ensure the future well-being of our country.

x x x

Dr. Ganapathy Iyer, speaking in Poona, deplored the Government control over secondary education. He instanced the many changes effected in secondary education during the past decade, which were dictated merely by the whims, of the successive Education Ministers, and the teacher had simply to toe the line. He said that the splitting of the Intermediate course into a pre-university course with a conglomeration of subjects and the introduction of a three-year degree course might be attributed to the whim of the politician in power. He appealed to the politician not to interfere with education to suit their whims and fads and the teachers to speak out their minds honestly.

11-1-59. The Union Ministry of Education has instituted this year a scheme of national awards to teachers with the object of recognising the outstanding service of teachers to the community and to raise their social status. These awards, 32 in number, will be divided equally between primary and secondary school teachers. The award will include of a cash prize of Rs. 500. These awards will be given by the President. A list of the recipients have also been published.

15-1-59. Dr. K. L. Shrimali, speaking at the annual meeting of the Central Advisory Board of Education, stressed the need for improving the quality and standards of teaching in the reorganisation of

secondary education to enable the students to prepare themselves adequately for suitable vocations. He pleaded for a proper selection of students for university education to avoid present wastage. He deplored the criticism levelled against Basic Education. The principle underlying Basic Education was to combine education with productive work. This had been openly approved by the Soviet Russia. He referred to the conversion of all High Schools into Multi-purpose Schools and Higher Secondary Schools. But he said the important thing to remember was that we must improve the quality and standards of teaching, so that the students might be fully equipped for life. The craving for higher education must be counteracted by starting vocational institutes. He stressed the necessity the States and the Centre doing their best to see that no youth who deserved a higher education was denied an opportunity to develop his talents merely on account of his poverty. He envisaged more and more merit scholarships from the States and Centre for this purpose.

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Minister Subramanian speaking on the occasion pointed out the need for giving the portfolios of Education and Finance to the same Minister as at Madras so that educational needs might not suffer.

16-1-59. The Central Advisory Committee agreed with the views expressed by the Kerala State that persons qualified for Higher Secondary Technological Courses should be eligible for the 3 years degree courses, provided they chose a subject they had studied in the Higher Secondary Stage.

x x x

The D.P.I.'s of all States met together to discuss educational problems. These related to the short supply of teachers in science and technology, and administrative delays in educational matters, those specially relating to finance.

25-1-59. The President awarded national awards to thirtytwo teachers of India. The President admitted that the teacher deserved a better deal and gave the assurance that the Government would do everything to achieve this purpose. But he appealed to the teachers not to be influenced in their work by their remuneration. The P. M., who spoke next, said that education was the basis of all development.

7-2-59 The Madras Governor appealed to all the educationists to make the necessary changes in the present system of education and adapt it to suit the present times and needs of the people.

9-2-59. His Highness Sri Jayachamarajendra Udayar, delivering the Convocation address at Tirupati, said that one powerful remedy for avoiding the rush for admissions into universities was to increase the number of post-secondary technical and occupational schools. He also

advocated the opening of smaller institutions for training young men for clerical jobs, commercial and non-commercial. He said that admissions to colleges should be confined to those who deserved higher education, as this would help the cause of higher education itself. The high percentage of failures could be eliminated, only if we raised standards and admitted students who conformed to them.

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Minister Subramanian admonished the school managers 'of aided elementary schools, who threatened to close the schools as a protest against the G. O. issued recently and said that the Government were prepared to take them over. He said this in the Legislative Assembly.

[It seems to be the case of the manager of aided schools that the G. O. makes their maintenance almost a financial impossibility. The Minister should try to investigate the justness of their grievances, instead of issuing what appears to be a threat. If the managers' grievances are true, the Government may find itself saddled with needless and additional financial responsibility.]

EDUCATIONAL ESSAYS

ENGLISH - HINDI

BY

SHAMSUDDIN

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EDITORIAL

Government Text Books

A judgement of Mr. Justice P. V. Balakrishna Iyer of the Madras High Court on the 12th inst. and the publication of the findings of the Kuruvilla Jacob Committee on nationalised text-books in Kerala have drawn prominent attention to the grave perils involved in establishing a Government monopoly in text-books. It may be remembered that sometime ago serious complaints were made in Kerala against the Government text-books, particularly in Social Studies, on religious and political grounds, and that even a petition had been presented to the President on this matter. The main charges against the text-books were that they tended to offend religious sentiment, to belittle the achievements of India, to praise Communism and generally to misrepresent history to the advantage of the Communists. The Committee appears to have come to the conclusion that there was no systematic attempt in the text-books to indoctrinate the pupils into Communism. So far, so good. But the Committee also found that the individual idiosyncrasies of the authors entrusted with the task of writing the text-books led here and there to the expression of a bias against religion and in favour of Communism and Communist countries. Inadequate machinery for the production and scrutiny of text-books was found to be the cause of all this. It was also found that the syllabi had suffered from being prepared in haste and that the usual criteria for writing text-books were not adhered to. Nor was there any improvement in their get up.

Similar lack of adequate machinery for the scrutiny of Government text-books would account for the unusual case on which the High Court of Madras had to pronounce judgement. It has been usual for some years past for the Department of Public Instruction, Madras, to bring out one of the non-detailed text-books in English for the S. S. L. C. examination. This year an abridgement of Scott's *Quentin Durward* has been so brought out. Unfortunately, it was written and printed in a way which provoked widespread

resentment and criticism. A petition was filed by Sri T. K. V. Rajagopalan, retired Deputy Inspector of Schools and Secretary of the Tanjore Town Secondary School Teachers' Association in the High Court for the issue of an appropriate writ, directing the State of Madras and the Director of Public Instruction to withdraw this abridgement of *Quentin Durward* from the syllabus of non-detailed text-books because of the mistakes in it. The petition was dismissed on the ground that the withdrawal of the book at this stage would inflict needless hardship on the students.

However, the judgement condemned the book as thoroughly unsuitable: "It is badly written and badly printed. The author and printer alike disdain the use of punctuation marks. In the matter of spelling, they have original views of their own and recognise allegiance to nobody. In the matter of grammar and syntax, the author is an individualist and declines to be bound by the tiresome rules of old grammarians." His Lordship summed up his impression of the book as "an example of what a good text-book should not be." He added sarcastically that a resourceful teacher could put it to admirable use by contrasting it with Scott's original and explaining to the students that it showed how English should not be written. "It seems to me" he went on, "that to require boys and girls to study this book as a course of training in English is to inflict on them a grievous wrong. To ask them to pay for this by buying the book is an unconscionable wrong. To instruct an error is more baneful than not to instruct at all."

When questions were raised in the Legislature about this book, it was suggested on behalf of the Government that too much was being made of an isolated, unfortunate case and that it should not deflect them from their purpose to produce text-books in future. However, it is well to remind ourselves of the obiter dictum of His Lordship in this case, that attempts to create monopolies in channels of learning were liable to be even more harmful than in purely economic fields and that the production of text-books was best left to private initiative and private endeavour.

The mistakes in the abridgement of *Quentin Durward* could not be dismissed as casual or due to mere negligence in writing or proof-correcting. There were some delightful feats by the printer's devil as in the sentence: "Overcome by sorrow he stamped his foot and tore his hair." But for solecisms like "She was a widow of thirtyfour years old", the abridger cannot escape responsibility. The question therefore arises how these mistakes arose and why they were allowed to get enshrined in the printed book. Once again, we are faced with an inadequate machinery for the scrutiny of Government text-books. If the authority of the Government has the effect of dispensing with the standards required to be kept up in text-books, we may be getting into a position where text-books may uphold error or take a partisan view of controversial issues. In the latter case, we must guard ourselves against the Lysenko affair being repeated in India.

We would therefore commend to all State Governments again the resolution passed this year by the All India Educational Conference against the nationalisation of text-books. Only private enterprise and initiative can maintain freedom of thought and variety of approach, two virtues absolutely essential alike for the writing of text-books and the progress of education.

National Awards for Teachers.

The first awards under the scheme of national awards for teachers instituted this year was made by the President of India at a special function held at Vigyan Bhavan, New Delhi, on January 25 last. Thirtytwo primary and secondary school teachers (including a lady) received the awards. Each award carried with it a cash prize of the value of Rs. 500 only. Our State was represented, among the recipients of awards, by Sri A. M. Kannappa Mudaliar, Headmaster, Pachaiappa's High School, Kancheepuram, and Sri P. Padmanabhan, of Thiru ViKa Elementary School, Shenoyanagar, Madras. We have great pleasure in congratulating all the recipients of the awards.

Speaking at Hyderabad on February 8, while presiding over a symposium on "Falling educational standards", Dr. V. K. R. V. Rao, Vice-Chancellor of the Delhi

University, expressed his indignation at the Government seeking to improve the emoluments and status of teachers by merely instituting these awards. He deplored the patronising attitude of the State and Central Governments who, instead of doing something genuine for the upliftment of teachers, thought that they had done a great piece of service to them by inviting them to the Rashtrapati Bhavan.

Dr. Rao's indignation is not without justification. And probably it is shared by quite a large number of teachers all over the country, who are in no mood to appreciate symbolic gestures of this kind, however well-intentioned, when they are struggling for their bread. But it is not as if these awards have no value whatever. As Dr. Rajendraprasad said on the occasion: "These awards imply and actually confer recognition on the teachers and the profession of teaching." Dr. Shrimali also pointed out that by honouring these teachers, they were honouring the entire profession. He added: "The value of the award lies not in the value of the prize, but in the recognition that it accords to the selfless work done by the teachers. The main considerations which have weighed in the selection of these teachers have been the teacher's reputation in the local community, his academic efficiency and the desire for its improvement, his genuine interest in and love for children, his participation in the social life of the community and his devotion to duty in general."

Moreover, the fairness and reasonableness of the teacher's grievances are also conceded by the Union Education Minister. "They are not making an unreasonable demand," he declared. "They are merely asking for a minimum wage, so that they may be able to make both ends meet and give reasonable comfort to their family and proper education to their children." But we are afraid that the urgency of the problem does not seem to be realised. We would therefore welcome the institution of these awards as a gesture and as a token of good things to come. The symbolic expression of goodwill has to be followed up by actual, concrete steps to raise the status and increase the emoluments of the sadly neglected teachers.

School Improvement Projects

BY

R. Srinivasa Iyengar, B.A., L.T., Tillaisthanam

The Governor of Madras, in his speech broadcast on the air on the Republic Day, as well as in his address to the Joint Legislature of Madras State, has referred to the School Improvement Scheme as one for enlisting popular support for providing adequate accommodation, equipment and other facilities necessary for the proper functioning of schools. The needs of schools in a particular region are tabulated and put together before the public, if the schools are to be brought to the standards required by the educational department; thus the local people are afforded opportunities for participating in the endeavour to furnish necessary buildings and equipment. Nineteen projects have been successfully worked out. The Government owe a deep debt of gratitude to the persons who conceived the scheme and relieved the Government of a part of their responsibilities in the spread of efficient primary education.

I am deeply concerned with one aspect of the scheme. The entire machinery of the Department of Education has been geared for the functioning of this scheme. I wish to place the role of teachers in this project. Teaching is the main job of teachers; it requires serious preparation, involving patient study with concentration of thought before the lesson is taught, and correction of pupils' written work after the classroom work is over. Teaching is a jealous mistress who does not permit any additional occupation. Distraction or diversion from the main job will seriously affect the efficiency of their main work. Presumably, for this reason several restrictions have been laid on teachers' activities. Teachers should not be burdened with the task of begging moneyed people for financing schemes for improving schools. There are managements who have been created for this purpose.

Generally, people do not part with money, without expecting something in return in some form or other. A headmaster who places himself under an obligation will have to sacrifice his con-

science in the discharge his official duties; hence there is bound to be deterioration in the standard of the academic work of the school. The school itself will suffer in its reputation for efficiency, justice and fairplay.

Working a project involves planning, in finding out the names of persons to be tapped in the area, thinking over the modes of approach to each particular person, the time and place of visits, the groups of persons to visit each particular donor, and several other details. Fund-collecting is a job needing ingenuity. All teachers and headmasters may not have the capacity and temperament for the fund-collecting business.

In my opinion, inspecting officers of lower and higher grades should not be entrusted with putting the scheme into operation. In recent years, schools, elementary and secondary, have increased in large numbers, and inspecting officers now a days find it hard to finish their annual routine of inspection; their correspondence has become heavier; their tour programme is often upset by the visits of Ministers and V. I. P's. The inspection of teachers' academic work is open to considerable improvement. Overloading them with this additional burden will still further lower the prestige of inspecting officers. Hence I feel that teachers, headmasters and inspecting officer should not be dragged down for tapping funds from the public; and these people should be exhorted to attend to their main and essential jobs. Moral integrity for teachers and inspectors is more essential than money for schools. These should not be impaired on any account. Once the morale is disturbed, nothing will and can save our schools and our children's education.

The relationship between the D. P. I. and the Government is analogous to that between the headmaster and the management. The responsibility for financing education and the school is that of the Minister on behalf

the Government and the management of the school, certainly not that of the D.P.I. and the Headmaster whose essential job is to look to the efficient functioning of the technical and academic aspects of education and the school. The Minister gets the sanction of the legislature as grants for the money needed for the Department of Education, and the D. P. I. gets needed money. It is none of business of the D. P. I. and his subordinate officers to collect funds for improving schools from the public in the name of voluntary aid. The heads of other departments do not engage themselves in collecting money

from the public for their departments. Diversion of energy from the main job will only affect the efficiency, morale and prestige of administration, as is evident from the text-book muddle. Let everyone attend with zest to his essential job, the job to which he is appointed, the teacher in the class-room, the inspecting officer in his inspection work of the teachers' academic work and financial state of schools, and let the Governments at the Centre and in the States, allot the needed amounts for education. Then education and schools will improve.

Free Elementary Education

BY

Nagasubrahmanya Iyer, Papanasam.

There seems to be some apprehension among the public that nothing has been said by the Government in their G. O. Ps. No. 2124 Edn. d/29-11-58 as to the payment of M. G. to non-fee collecting school in Standards 1 to 5. In the absence of any mention, the old rules must be deemed to continue. That is, payment of M. G. up to 15% of the total assigned grant according to the merit of the school continues. Representations are strong to rescind the above said order, classifying elementary schools as fee-collecting and non-fee collecting, the former to get no help from Government by way of grant. Knowing that aided elementary schools form the bulwark of elementary education both in quality and number with no endowment, managements, especially in cities and urban areas, will find it impossible to run the schools with the collection of fees only. It would be in appropriate and harmful for such schools to levy fees as they like, and it is against the spirit of the Act itself for a recognised school to do so. There should be a workable *via-media* without affecting any one.

The following suggestions are offered. Without affecting the existing system,

schools that have been already classed as fee-collecting schools may continue as such. But they must conform to the policy of collecting fees at a rate to be fixed by the Government. Std. I and Std. V pupils, hitherto paying a monthly fee of Re. 1 and more and Rs. 2 or so, would not grudge to pay 50 nP. and Re. 1. The rate of school-fee compensation should also be at that level, as is the case with the lower classes in secondary schools already. In spite of flaws here and there aided agencies prove to be efficient, commensurate with the amount spent. It is therefore just and necessary to continue the present system of doling out grants with those modifications, knowing that the aided agencies are only helpers with not much financial backing.

Fee-collecting schools: In addition to the monthly payment of teaching grant and fee compensation grant, 75% of the total approved net cost of the school may be given as M. G.

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Dr. F. W. Thomas.

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Dr. William Miller.

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NO. 3

Functioning of New Schemes in Education Depends Upon ?

Convincing the Community

BY

B. P. Sharma, M.Ed., Jabalpur:

In order to achieve the ideals and objectives inherent in the new scheme and projects of education, it is not enough to throw or force them in schools. The usefulness of any reconstruction in education depends, if not completely, then to a large extent, upon the closeness and active co-operation of the community. While it is necessary to reshape our educational pattern in order to meet the demands of the new age known as the 'Atomic Age' or recently as the 'Rocket Age', at the same time we have to convince society, to obtain its active co-operation. No doubt it is the educative system which assumes the responsibility of providing the necessary new training in citizenship, characteristic of the times, but it is the community which functions as a catalytic agent. In order that our education may suit the times, it will have to undergo necessary reshaping and remoulding. And in order that the community may not take a negative direction of action, it is necessary that it should be convinced of the changes we have undertaken in our schools. Washburne maintains that good publicity, following close in the wake of one's experiment, is essential¹. This makes clear that there must be some systematic approaches

to the community, to convince them of the necessity of the new experiments in the schools and to secure and establish a favourable environment outside it.

As a corollary to the above discussion, we come to the point as how this can be done. Who should be charged with this job? Before coming to the answers to the above two questions, let us examine the position of the various reforms in the schools and the attitude of the community towards them. I am sure this will convince us not to leave the community unconcerned with the propagation of various reforms on the other hand, it is very necessary to establish rapport with it, to arouse an apperceptive mass for our presentation in the form of new experiments in schools.

These are some of the new reforms which are enough to make the point clear. (1) Multipurpose Schools should be started. (2) The duration of the Secondary Schools should be increased by one year more (for old Madhya Bharat). (3) The V class of the Middle Schools, should be attached to the primary school (in M. P.). (4) English should be a second language content in the curriculum of the Secondary Schools. (5) Lastly the activities known

1. Adjusting the School to the Child.

as co-curricular should be made compulsory for every student. The projects stated above are needed because they carry with them new hopes of life. The object of (1) is to satisfy the need and requirements of students with diversified interests and capacities, and of (2) to provide one year more schooling to those who cannot continue it in the universities on account of lack of resources in terms of money and capacity and to make secondary education complete in itself. The same explanation holds good for the project no. (3) introduced by the Education Department of M. P. For no. (4) the explanation is that there is every necessity of national understanding in these days of scientific inventions, and without English it is rather difficult to understand the other nations and to make other nations understand us. For no. (5) the old methods of teaching are no more satisfactory, therefore dynamic methods are necessary. The soul of the dynamic methods is the activity of the student. It is in vain to try to train character without the help of action as in co-curricular activities, because character is forged on the anvil of action.

But in spite of the high ideals, inherent in these experiments, the attitude of the majority of the community is either of cold reception or of dislike. To illustrate the point, it is necessary that the reactions of the community towards these new changes should be given. As regards Multipurpose Schools, they seem to feel that the scheme is costly, and that it is borrowed from America. It may suit their conditions, but does not suit our resources, since we have other urgent needs of food and cloth. Regarding Higher Secondary Schools, they hold that this makes an unnecessary detaining of their wards and burdening them with expenditure for one year more. About the new types of primary schools in M. P., they say that it is no good to put their wards under the guidance of less qualified teachers and in schools which are short of modern equipment. Co-curricular activities are criticised on the ground

that on account of these activities the standard of academic attainment is being lowered and that the matriculates cannot write even a single sentence of correct English. They say that English is no more necessary for our country because it is a foreign medium, which hinders our expression and understanding, and that a majority of students do not need it, as they will leave study after the completion of the Secondary stage.

If we critically examine the situation, we find that though the various new schemes are very necessary as shown above, then the reaction of the community is not in the desired direction. We can come to the conclusion that it is due to failure to convince the community, to explain the values and needs of such schemes and remove their doubts. Had this step been taken along with the launching of the new experiments, the position would not have been so. The community might have assisted in the experiments, and the experiments would have proceeded apace. Now we have to decide who should take up this job, and what should be the means therefor.

(1) No doubt the Government Education Department can do much in this direction, in the form of publishing pamphlets, preparations of special films and radio talks for the publicity of the cause of its various new plans in education. (2) Other agencies such as various Secondary Education Boards and Universities can also do much, if they realize the necessity for doing so. (3) Education can be made a subject in the Secondary School and at the University, level not necessarily as a separate subject, but books for language can have topics on Education. When education takes a place in the curriculum, the students will be made to know the characteristics of the good educative system. They will serve as a driving force for the cause of education and give inspiration to the student. As an adult member of the community in his later life, he will better understand the need of

reconstructions in education. This is a strange thing that the agencies which are meant purely for education do not include education in their curriculum. (3) But above all, it is the teacher who is best fitted for this job, on account of various reasons. He gets several chances of contact, he possesses a better understanding of the educational problems on account of a specific course in his training, he is respected in the community, and so on. And a teacher should accept this job gladly, and should never lose the opportunity whenever he meets the parents to stand for the cause of education. No doubt he does not find enough time and the parents too are very busy, but he should know that if the community is convinced, then school activities are approved. Otherwise the position of privilege given to it will be lost. A teacher should know that by teaching the students to their satisfaction, by applying psychological and pedagogical principles and dynamic methods, he has completed only half of his whole job. The remaining half is yet to be performed by himself. I do not know why we should seek others to help us in performing our duties of getting our schools appreciated by society. We can plead for the cause of reconstruction in education in a better way than others as we are better prepared to deal with various types of educational problems, during our training period, seminars and conferences.

What should a teacher know in performing this job?—(1) Washburne has mentioned in his book, *Adjusting the School to the Child*, that an explanation of a plan before it is executed results in questions and hesitations and fears as to the possible dangers. While if I take the first steps and then explain them as accomplished and reasonably successful, I get sympathetic backing. This is the case even with an unusually intelligent and liberal community. Teachers should know that both the undertaking of an experiment and explanation should go hand in hand, because in the absence of any one of them the acceptance of the steps taken will be cold and passive.

(2) It is much safer to write one's own articles and reports through the pamphlets of school than to leave them to reporters. One can be careful in one's choice of words. To use the word 'experiment' in connection with education brings a sharp retort from some parents. But the word 'research', on the other hand, carries a very different connotation and offends no one.

(3) Through honest meeting of one's critics with open-mindedness and through keeping the community in touch with what one is doing, one can move forward with only a moderate amount of friction, which will be never enough to prevent progress.

(4) The teacher has been a leader throughout history, but there is now a loss of leadership in teachers, because of the lack of opportunities in this sphere. They can regain it by acquiring leadership of the masses at least in the educational field. Shri Humayun Kabir has mentioned in regard to indiscipline that it is the loss of leadership in the teacher which is one of the reasons for it.

(5) The lack of flexibility, re-adjustments and open-mindedness in teachers is responsible for their not enjoying the position which they had in the past.

This is why Charles Lamb says of the teacher: "We are never at our ease in the presence of a schoolmaster because we know he is not at his ease in ours. He comes like Gulliver from among his little people and he cannot fit the stature of his understanding to yours. He is so used to teaching that he wants to be teaching you." We will have to face this charge.

What are the means which teachers can apply to to this job? There are several means but I will mention a few which are more effective and that without explaining them in detail on account of lack of space and time.

(1) The parent-teacher association, should be the chief means of bringing the parents into close understanding and contact with the school.

(2) Various forms of school publications, such as the school magazine, reports, newspapers, annual reports etc. should particularly explain the working of various new plans and their success etc.

(3) Annual functions of the school and other functions in the school such as the prize distribution day, tournament day etc. should be used for contacting the public. It must be remembered that the average parent is not utterly devoid of interest in the education of his child, and so he is not unlikely to respond to any invitation issued by the school. And on such occasions the Headmaster or the

teacher may arrange talks on the starting of new experiments in the school.

(4) Undertaking the various projects such as community service in the directions of social reconstructions and health.

(5) Allowing facilities to use the library of the school.

(6) Organizing general fairs and exhibitions of the things prepared by the students, as a consequence of new experiments.

There are other means also which a teacher can apply, provided he accepts the seriousness of the task of making his institution well known and famous.

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Dr. L. D. Barnett.

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Prof. K. Sundararaman.

The Educational Publishing Co., Nungambakkam, Madras-6.

Failure in High School Examination

(CAUSES AND SUGGESTIONS)

BY

Lakshmi Narayan Gupta, M.A., LL.B., M.Ed. (Allahabad)

(Continued from page 28, Feb. 1959)

THE SCHOOLS

The school is the most important formal agency for the propagation of education. A fully equipped school is really a boon for the students to advance educationally and remove all the difficulties besetting the path of education. But sad to note that this country possesses very few good schools. Schools have some inherent shortcomings, which stand in the way of students' success. The following shortcomings which contribute very much towards educational failure especially at the High School level.

1. *Situation*: The situations of ninety percent of schools are not congenial for promotion of education. Some are situated in the very heart of the city, rather the busiest centre, which is full of noise that disturbs peace of mind. The students become inattentive and even indisciplined. Some are situated in unhealthy and damp corners where disease and ailments frequently attack the students. Moreover, the atmosphere is quite unsuitable and unhygienic from the learning point of view.

2. *Equipment and staff*: Nowadays there has been a tendency to start schools without necessary teaching materials. In the majority of the schools, there is no proper building, no proper seating or writing tables, whether small or big, and other furniture required for a school is also lacking. What to say of teaching materials—no library, no laboratory, no material aids, even no maps, charts and

blackboards. Schools are understaffed everywhere. How is it then possible to hope good results and higher percentage of passes?

3. *School Recognition*: In the villages there are recognized High Schools which do not fulfil all the conditions laid down by the Board. But for the sake of establishing school recognition, help has been sought, demanded and even received from the influence of M.L.A's. or party-people. The result is a competition, and a keen one, between the rival groups who establish their schools. There arise tensions among the groups and these groups appoint teachers who are not properly paid. All have their own axes to grind, and the students have to bear the brunt. They suffer loss and face failure.

4. *Tone and discipline*: In the circumstances, where there is none to look after the students' welfare, the tone of the school is sure to fall. There can, therefore, be no discipline in the school. When the discipline is lost, the students get licence, and licence brings total inattention to studies. Thus, the spirit of study is no more among the students of the school. So the tone and discipline of the school, if spoiled, cause failure of the students.

THE AUTHORITIES

The school authorities are the holders of the reins of the school. These authorities mainly constitute on the one side the Headmaster or Principal, and on the other the members of the managing committee. If the committee running

the school is conscious of its duties and raises funds to equip the school with staff and material, it is quite sure and certain that the results will always be good, and if on the other hand there is slackness or mismanagement, the results will be bad. The good institutions are examples in this regard. The Headmaster there is an ally between the teaching and managerial staff. It is he who can bring coordination between the two. Hence he is the most important factor responsible for the progress or retrogression of the students.

1. *Interest of school authorities:* Nowadays most of the schools are run by members of some or other political parties. The effect of the interest of the school authorities in certain political bodies is found on the students also. Often, students are made to follow the wishes of their authorities. It leads to disturbance of their studies. Hence failure is certain in the end. Often party ideals are followed in the schools also, and all sorts of vandalism and indiscipline are exhibited by the students. This results in failure at examinations.

2. *Behaviour of the Headmaster:* Rude and strict behaviour of the headmaster often cause bitterness and resentment among the assistant masters. The quarrel between the headmaster and the teacher produces a bad result. The students suffer a great deal due to this animosity. Due to this tension, there happens a neglect of work and inability to help the students properly. This surely results in a low percentage of passes.

3. *Teacher-parent cooperation:* In India there is a complete lack of teacher-parent association. This association is meant for removing the difficulty of the students and thereby to avert a large number of failures. It is very sad that, due to absence of such an association, the school authorities cannot understand the needs of the students. The parents also do not know the shortcomings of their wards. Besides, the teachers alone cannot do away all the hindrances coming in the

educational path of their students. They require help from the parents. If such help is not forthcoming, the result is that the students fail to achieve success even at the very first public examination of the High School. Formation of such association is to be encouraged as a sort of duty.

4. Often in some cases the members of the managing committee disturb the harmonious working of the school teachers by engaging them in their own work or giving some mental pain in the shape of charges being imposed upon them unnecessarily or without any substantial cause, which could have been otherwise amicably settled. A tension between the teacher and the manager causes loss of mental poise to the former, when his services are at stake. In such circumstances the students are always neglected and in the end they lose in examination.

SUGGESTIONS

To avoid the above causes and lessen the number of failing students, it is necessary to adopt some measures. These measures may be seen in the following suggestions, which, if properly worked out, can improve the conditions:

1. Keeping of the school records commonly known as cumulative records wherein should be entered all the details about the students.

2. Personality study by means of psychological techniques. The Rorschach Test and T. A. T. methods can be applied to study the students' personality characteristics.

3. Change in the methods of examination. The new type of tests or achievement tests should be supplemented with the old essay type of examination. New experiments in education, especially in examination systems and learning processes that have been done in other countries, should be made available to the teachers. If a cooperative venture is resorted to, it can yield better results.

4. The students should be encouraged to acquire good habits of learning. Better

it shall be, if they are trained to learn in the psychological way. Mental discipline should be an integral part of student life, in which they should have proper guidance and training.

5. Educational guidance is most necessary nowadays, and as such the educational guidance training should be imparted to the teachers also during their training period.

6. An attempt to study the parents' social, economic, and educational conditions should be made. If possible, there should be provision for parents' education also. It will help them to actuate and to realise the value of good education for their children and then think of the means to provide it.

7. The parents should take keen interest in the educational development of their children. They should be ready to discuss the defects of their children and help the teachers to remove them. It is possible only when the parents themselves are educated and form teacher-parents' associations.

8. It is necessary to relieve the teachers' of their burden by reducing the heaviness of subjects and curriculum. Too many subjects and too many topics in one subject really prove too much for the students, and they are frightened even to carry the load. Only little by little mastery of the subject can be achieved, and this should be the main aim. The teachers' working periods should be normal, if efficiency is to be gained.

9. Psychological methods of teaching should be employed. Play-way learning by activity method or by doing should take the place of the obsolete oral and lecture method. The interest of students should be constantly kept in view, and nothing against it should be done, if actual success is to be obtained.

10. Cheap notes should be banned. Teachers should give home work and

insist on its being done regularly. They should take pains in correcting them.

11. The teacher should be paid handsomely. His status in society should be raised to higher level. He must feel no complex. Both in school and society, the teacher should be treated properly, and with respect in order to have good mental health.

12. The teacher should be instructed not to do more private tuition work. There should be a limit. They should create in them a dignity and not be so low as to run after money indiscreetly.

13. The recognition of schools should be restricted. There should be a limit to the number of students in schools—say, two hundred fifty per school as minimum and five hundred as maximum in one type of school. If more students desire to be in one school, there should be separate arrangements. It will do away with congestion, private competition, and the problem of teacher—and—manager dispute. It will also relieve the overburdening of teachers. It will solve the problem of indiscipline among the students.

14. The teachers and the school authorities should always remain peaceful, and both should look to the interests of the students. Personal aggrandizement on the part of the Headmaster should go away, and a democratic way of life should set in. It is wholesome for the school.

15. All the schools of the district should form a group and work in union to achieve the end of educational expansion both in quantity and quality. A sort of schools' society should look after the schools.

16. There should be regular inspection both by the state authorities, and this society to find out the roots of deterioration, and plan out schemes for betterment. In this connection, the teacher-parent association can render good service and extend its cooperation in eradicating maladies.

Evaluation of The Workshop Method

BY

D. PURUSHOTHAM, Chittoor

This is a story or report or treatise or finding, of dilemma, frustration, invention and creation towards a better way of teaching and learning. It is a story of an adventure on the growing sharp edge of the learning process.

We have made an attempt to self-reform our century old (Board Multipurpose) School, Chittoor. Reforms imposed from above may not have the same permanence, as reforms voluntarily proposed and accepted by the teachers themselves. Because of the varying points of view, this school as a unit decided on a certain course of action, after careful deliberation, and we thought it best to allow the school to work out its own salvation. The elimination of evils and weaknesses, and the introduction of measures, not only new but better, are being carried out by the teachers of this school. As we know that self-help is the best help, then surely self-reform is the best reform. But although the teachers may be the first to see the weaknesses, the first to understand what may be done for improvement, it is only with the help of other forces as well, that anything really worth while and lasting can be done. The teachers may be ever so inspiring, intelligent and industrious; but if the pupils do not wholeheartedly co-operate, little of real value can be accomplished. Parents can help greatly by noting the "Before Reform and After Reform" conditions of the school.

We are impressed by the workshop method of group thinking, group planning and group acting, leading to democracy in action. Most of us certainly don't know our objectives. The unexamined methods left us in the lurch. We experienced these things. We feel that the

teachers can learn the problems of education through this, rather than through any other approach, so far known to the educators. No Go-It-Alone-policy.

We have our hypotheses and the ways by which we verify them. It is research, as we do not know whether what we try is going to work or not. We have been in a process of formulating and discarding. We feel we cannot get the procedure which is the final answer.

DISCIPLINE

The colourful political atmosphere, social and cultural background of pupils and parents, are some of the causes of indiscipline, and they are being remedied by dividing the pupils into houses, N.C.C., A.C.C., Scouts and Guides; giving character-training; and instituting the parents' day, school-cleaning days etc., etc.

METHODS OF TEACHING

Education is nothing but scientific encouragement of learning. The workshop aids us in the application rather than in the acquisition of knowledge. In our school we have no more "Talk-and-chalk", but only "Tell-show-do" method. There is less of questioning and eliciting and more of participation and discussion in our school. We also realise that the best method of teaching is yet to be. Teaching and learning, being a cooperative action, pupils do discover in the workshop how to use the knowledge and the teacher helps in that. We place the responsibility for learning upon the pupil and create an opportunity for productive work. Some teachers do condemn this workshop method, some teachers admire it, but wise teachers use this. We lead the pupils from the known to the unknown,

and from the simple to the complex, and create situations for the children to think.

Pessimism and cynicism are the enemies of our pupils. We try to remove them. The backward are given private tuition in the school itself. Special methods are adopted to create self-confidence by feeling the pulse of the class. Fears of the pupils at the teachers, at other pupils and at ridicule, are being removed by 'How-to-study-week.' We cannot teach a skill without having the learner try it.

EXAMINATIONS AND EVALUATIONS

We are maintaining a complete record of the social behaviour of pupils. We do consider the class test marks for promotion, and marks for homework as well; besides having the common question papers. Our school promotions rest upon class work 25%, half-yearly examination 25% and annual examination 50% in the aggregate. In our State, the high percentage of passes in the S. S. L. C. Examination of this school is an eye-opener.

CHARACTER-TRAINING

Education without morality is a pilgrimage to vanity. We have suitable text books and syllabus, and award prizes for the best pupils for good conduct and character.

EXTRA-OR CO-CURRICULAR ACTIVITIES

These activities are compulsory for all pupils in this school. We have set apart money for inter-house sports, friendly matches, annual sports and games, equipment, uniform, annual long and short camps, excursions, hikes, medical inspection, film strips, social service etc., etc., so that the child may live a fuller and richer life, than is otherwise possible.

In a co-educational institution like ours, with 1250 boys and 350 girls—all teenagers—and with a mixed staff of 55 male teachers and 15 lady teachers, the single standard, the double standard, or mulitied

standard of the youths' problems, including sex ones, are met from various angles. The pupils are urged to wait, and they are given enough warmth and understanding in the school. The mischief played by "I am better" is discouraged, and they are known as a specialised class, and to meet this, our teachers need professional treatment and not just instructions.

To a teacher there is no end, but an eternal beginning, as satisfaction is death. We are trying to discover what is perfect. It is a mystery. As education looks to the future, man has not finished his work, rather he has only just begun. The fruits of our workshop method are not like something that can be measured in miles, or counted in coins or weighed in tons, but the following answers of our educators are self-explanatory.

1. Would you advise anyone taking the (workshop) course next time? Yes. (60). Avoid the course. (10).
2. General Comments on the Workshop as a whole.

- It developed important new insights. (30).
- I learnt to share problems and ideas. (26).
- I developed a sense of responsibility as a group member. (22).
- It was my most valuable course. (20).
- I need advanced planning. (18).
- I have found a feeling of warmth. (16).
- I have found an exciting experience. (15).
- I know more about myself much better. (12).
- I have learned to listen patiently. (10).

In conclusion, we feel that we have not succeeded in solving all our problems, and we also feel that we have not completely answered any of them. The answers we have found, only served to raise new questions as well. But we are doing better than what we did previously.

XXXIII All India Educational Conference

FROM OUR SPECIAL CORRESPONDENT

THE SECTIONAL CONFERENCES

(Continued from page 35, Feb. 1959)

Sanskrit Section

The meeting of the Sanskrit Section was held on 28th December, under the chairmanship of Dr. B. Ch. Chhabra, Joint Director, Archaeology, New Delhi.

Welcoming the president and the delegates, Shri Raghunata Safaya, Senior Lecturer, Government Basic Training College, and Local Secretary of the Conference, gave a historical account of the contribution made by the people of the Panjab to Sanskrit studies from Vedic times upto the present day, and the progress of Sanskrit studies in the Panjab during the present century. Tracing the origin of Vedic culture from this part of India, he gave exhaustive references to such seers and scholars as Kashyapa, Yajnavalkya, Muni Vyas, Lord Krishna, Manu, Panini, Charaka, Nagarjuna, Chanakya, Brahmagupta and others who lived in the Panjab. After describing the development of Sanskrit studies in the Panjab through "pathshalas", D. A. V. institutions, and Government training colleges, he deplored that Sanskrit was not given its proper place in school and college curriculum.

Dr. B. Ch. Chhabra delivered his presidential address in which he emphasised upon modernising Sanskrit. A synopsis of his address is given below.

"In recent years there has been much talk of popularizing Sanskrit. There has also been much activity in that direction and as a result new organizations and even Universities are being started in the country. Our Government is also encouraging this activity in all possible ways and even with financial aid, awards and rewards.

In spite of all this, the progress is not so great and spectacular as one would have expected.

"If we analyze the causes for this apparent lukewarmness on the part of the masses towards Sanskrit, we will find that we are not giving them what they really require and what they would gladly accept. It is true that we have given some recognition to Sanskrit by its inclusion in the Constitution of India as one of the current languages of India. But, apart from that, what have we done to make Sanskrit take its due place among the living languages of the country? Our *modus operandi* is to enlarge upon the richness of ancient Sanskrit literature, to extol the lofty philosophy embodied therein and to advertise the cultural treasures it enshrines within itself. And that holds out no charms to the common man, no attraction to the younger generation. In the hope of popularizing Sanskrit, we dish up to them translations, in English and regional languages, of Sanskrit masterpieces, forgetting that thereby we actually enrich those other languages at the cost of Sanskrit.

"The correct thing would be to stop translating Sanskrit works and start writing new Sanskrit books in an easy and lucid style on modern subjects such as comics, travel, mountaineering, adventure, and the like. Instead of translating one *Raghuvamsha* into fifteen different languages, we can spend the same amount and produce fifteen new books in Sanskrit on fifteen different modern topics. That would serve the cause of Sanskrit better."

The first speaker of the symposium was H. R. Diwakar. He emphasised the need

for simplifying Sanskrit, selecting the easiest portions from our literature and then introducing the more difficult ones gradually.

Shri Raghunandan Shastri of the Publication Bureau, Panjab, contradicted the president's suggestion regarding modernising Sanskrit.

Shri Hansraj Aggarwal, Registrar, Departmental Examinations, Solan, explained exhaustively the measures to be taken up for the popularisation of Sanskrit. Prof. Ved Prakash of the Government College, Chandigarh, made a critical analysis of the present text books in Sanskrit. Prof. Jia Lal Handoo deplored the position given to Sanskrit in the curriculum. Prof. Sohan Lal Sharma of Jullundur spoke on structural methods of teaching Sanskrit. Prof. Tubri Raman dwelt upon the place of 'pathshalas' in Sanskrit learning.

The Research paper of Sri R. N. Safaya on 'Kashmir as a centre of Sanskrit Learning' was taken as read.

Adult Education Section

The Adult Education Section met on 29th under the chairmanship of Dr. R. K. Bhan, Deputy Educational Advisor to the Government of India, Ministry of Education. Shri Iqbal Chand Wadawan, Superintendent, Janta College, Dujana (Panjab), Local Secretary, welcomed him. Shree K. Chaudhry opened the symposium on the 'Role of Adult Education in raising the standard of family.' Shri R. N. Safaya explained the role of Adult Education in raising the economic, social, intellectual, moral and cultural standards of the family. Shri R. R. Sharma spotlighted some prominent advantages of social education. There was a heated discussion on the point whether social education organisers should propagate family planning. Some Mothers of missionary institutions opposed the idea on moral and natural grounds. All the aspects of social education were dealt with.

Examination Section

The meeting of the Examination Section took place on 29th December. Dr. Visweswaraiya, Principal, Postgraduate Basic Training College, Mysore, presided over the section. Shree Udai Shankar, Professor of Education, Government Training College, Jullundur, Local Secretary, welcomed the president. A dozen speakers spoke on the topic of the symposium, "Maintenance of cumulative record card for public examinations". Among the speakers, Dr. Dosanjh of Training College, Jullundur, explained the importance of the record. Sri K. N. Kakkar put forward some difficulties regarding the same. Shri R. N. Safaya discussed the various problems regarding the maintenance of cumulative records and offered constructive suggestions.

Teacher Education Section

The Teacher Education Section met on 29th December, under the chairmanship of Dr. D. N. Ray, Principal, David Hare Training College, Calcutta. Shri T. R. Sharma of the Local Training College, Local Secretary of this section, welcomed him. A synopsis of the presidential address is given below.

"It is a happy sign for the future of our country that increased facilities for the training of our teachers are being offered and the Universities are thinking of revising their B. T./B.Ed. syllabuses in the line of the recommendations of the Conference of Principals of Training Colleges held at Bangalore in May, 1957. With an adequate staff, the training programme can be made effective. More emphasis should be laid on developing in the trainees the right attitude towards teaching as a vocation.

"In order to draw some of our best students to the profession, scales of pay of teachers of all categories of educational institutions have to be raised sufficiently high. Facilities for enriching the trainees' knowledge of the contents of school

subjects should be provided through better library work and other means.

"Suggestions for the in-service training of our large number of untrained teachers made from time to time by competent persons should be seriously considered. The staff problem of the Multipurpose Schools may be partly solved by organising vacation courses on the contents of different subjects, specially the electives in Science courses, in the neighbouring General Colleges.

"Extension Service Departments attached to Training Colleges in addition to their normal work of improving the qualification of trained teachers may organise in-service training courses for the untrained teachers with the help of the trained teachers on the staff of the school. The staff of the Department, instead of being retrenched, should be strengthened according to local needs, and State Governments should supplement the grants of the All India Council for Secondary Education for the maintenance of an adequate staff.

"State Seminars of subject teachers and of Headmasters and Educational Officers are welcome. Effective follow-up programmes will keep us on the right track."

Shri L. Mukherjee, Asst. Professor of Education, University of Lucknow, Federation Secretary of the section, read his report.

A good number of speakers took part in the symposium on 'Inservice Training for untrained teachers with experience.'

Moral and Religious Education Section

This Section met in the 29th December under the chairmanship of Rev. Fr. Britto, Principal, St. Xavier High School, Dhobi Talao, Bombay. Shri Bhagwan Das, Principal, D. A. V. College, Chandigarh, Local Secretary of the section, welcomed him. The president made a brilliant and inspiring speech on the need of moral and ethical teaching in school and college in the present age, when the materialistic

outlook was gaining ground. He further said: "Our education is producing an incompletely educated man. We have failed to round off the training of our students by failing to inculcate the highest ideals of morality in all spheres of life".

He agreed that scientific knowledge was essential, but he opined that science could know only those which were subject to experiment. "We do not seek or expect to find justice, freedom, equality, fraternity, and great values of life in laboratories, because you cannot put a mother's love or a soldier's loyalty into a test-tube. We need God, because without Him, we will not even be human beings", he said.

Opening the symposium on "Greatness of a nation depends upon the religious education in its schools, colleges, and Universities", Bhai Jodh Singh, a veteran educationist of the Panjab, referred to communal hatred, corruption, blackmailing and nepotism that was rampant today. Moral education was the only remedy to remove the evils, he said. Principal Ralla Ram discussed the growing indiscipline among students and teachers and suggested methods of teaching moral values in the class room. Shri R. N. Safaya, in his scholarly treatment of the subject, emphasised that the very goal of educational endeavour, should be the development of spiritual powers through ethical conduct. He quoted extensively from Indian and Western authors and defined the need for a spiritual outlook to combat materialism. A number of speakers expressed their deep faith in moral values, and deplored the present situation in which secularism was wrongly understood to be negation of religion. Principal Phagwan Das summarised the sense of the house as—"Education means a mass of ideas, which must be systematised and be based on some ideological approach, which in turn should be rational and rocky and not sandy and shaky. Such an approach can only be based upon ideas acceptable universally to all people at all times and in all lands. This is an essential basis of true education."

Women's Education Section

A synopsis of the Presidential Address by Miss S. Sen, Deputy Directress, Public Instruction, Panjab, is given below.

"We are in the midst of a social revolution in our country. Women are no longer satisfied with the position that was relegated to them by men. The father of the nation rightly said, 'Woman is the companion of man, gifted with equal mental capacities. She has the right to participate in every minutest detail in the activities of men'. The mother, according to Manu, is more exalted than the heavens. If man has been the builder of human civilization, woman has been the planner, the engineer and the architect behind his efforts.

"Yet it is a great irony of fate that while Man's education has engaged considerable attention, 'the first tutor' of the child has not received the careful attention of the educational planners. Keeping this in view, a national committee on girls' education with Mrs. Durga Bai Deshmukh as its chairman has been set up, and it is a welcome step. Our constitution has also granted an equal political status to women and assures for them equal rights for education.

"Men and women are no doubt equal as human beings, but work on the physical plane is distinct for boys and girls. Their duties in life also differ, and they must be prepared and equipped differently to play their part well. In general, there may not be much difference, but in some important respects there must be difference. This is an inescapable fact that work for women as a whole lies in the home. The upbringing of the children is another sacred duty a woman has to perform. So if the nature of work is different, the nature of education must also be different for boys and girls. But this is also a fact that woman is not to be confined to the home only and as such she is to be suitably equipped to play her role in public life. So, recognizing the special needs of women, our education need not stand in

the way of girls aspiring to become engineers or scientists or administrators.

"One of the objects of women's education should be to see that the future citizens develop a love for social service. A great writer has said, 'If angels still linger with us in our shadowed world they are surely found robed and embodied in the form of women.'"

Public Schools Section

A synopsis of the presidential address by Mr. E. W. Franklin, Retired Director of Public Instruction, Madhya Pradesh, is given below.

Criticism of Public and Residential Schools has been more unfavourable than favourable. The Secondary Education Commission seem to have concluded that Public and Residential Schools 'may just be tolerated' and that these are a 'necessity'. But the importance of the role of Public Schools in the system of Secondary Education has to be properly assessed. There are two chief characteristics of these schools, namely, (a) their Boarding Arrangements and (b) Independence of national or local control. Both combine to make the schools expensive and necessitate high tuition fees. Many of the parents who send their children to Public Schools are not wealthy. Such parents are drawn towards these schools, because of their aims which keep a student usefully occupied 'for twenty-four hours a day, for seven days a week and for all the working weeks in the year', and also provide him with an opportunity to live a corporate life against a 'stable and continuous background', comprising boys drawn from the different sections of society. This helps a student to develop a sense of adjustment, which contributes considerably towards his integrated personality and emotional stability.

A Public School is 'obliged to provide for the physical, spiritual, moral, aesthetic and intellectual development' of its wards, thus giving a lie to the erroneous criticism that a Public School emphasises 'character-building at the expense of brains'. Activities which are described as extra-curricular

in a Day School form an integral part of the programme in a Public School. Again, a school-master's job in a Public School is a whole-time job.

The House System in a Public School affords senior students and prefects wholesome opportunities to develop and cultivate a sense of responsibility and authority. Besides, in a Public School the Headmaster, as the man at the wheel, is never interfered with. Every Public School jealously guards its traditions and reputation, and believes strongly that in any 'nation' there should exist communities which are independent of national control. Public Schools are important 'in the life of a democracy, since they are based on the free association of individuals to

provide a particular type of education' and educationists today maintain that rather than these schools should 'be swept away', efforts should be made to make these accessible to students 'best fitted to profit by them'. The award of scholarships by the Ministry of Education is a positive major step in this direction, but it has to be supplemented by other effective steps so as to help brilliant poor students.

With all their shortcomings, Public Schools 'promote values without which the nation's life would be the poorer,' viz., independence, stability, the life of a close-knit community, respect for both the intellect and other elements which go to make a man.

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CORDIAL CONGRATULATIONS

LIST OF TEACHERS SELECTED FOR NATIONAL AWARDS, 1959

Name, Address and Date of Birth	Citations
1. Shri V. Narasimhan, Headmaster, Municipal High School, Srikakulam (Andhra Pradesh). 13-9-1905	A teacher and Headmaster with a record of 28 years of good work to his credit. He is the President of the District Headmasters' Association and a member of the Andhra Board of Secondary Education. Has written several books and contributed to educational magazines.
2. Shri J. Shaik Abdullah, Government Junior Basic School, Mudfort, Secunderabad (Andhra Pradesh) 9-2-1912	A teacher with 25 years record of good work to his credit. Has kept himself abreast of progressive education and is keenly interested in social work.
3. Shri Girindra Nath Changkakoti, Headmaster, Nazira High School, Nazira (Assam) 25-11-1899	A teacher and Headmaster with an outstanding record of 37 years service to his credit.
4. Shri Babula Nath Goswami, Jorhat Maktab Model Primary School, Jorhat (Assam) 18-2-1907	A teacher with 33 years record of good work. He is President of Jorhat Primary Teachers' Association and has built up a fine reputation for his school.
5. Shri Uma Prasad Sinha, Headmaster, Pusa High School, Distt. Darbhanga (Bihar) 1-4-1918	A capable, hardworking and sincere teacher with 19 years of good work to his credit. He has contributed regularly to educational journals.
6. Shri Nand Kishore Lal Srivastava, Sawtelle Memorial Middle School, Arrah (Bihar) 10-8-1910	A teacher with a high sense of duty who has 27 years of good work to his credit. A life member of the District Teachers' Association.
7. Shri Shankar Kesav Kanetkar, Madhoji High School, Phalten, Satara (Bombay). 28-10-1893	A teacher who can look back upon 39 years of devoted educational work in the service of the Deccan Education Society. Is keenly interested in rural problems and is a writer of several books in Marathi.
8. Shri Gopal Govind Patkar, Headmaster, Primary School, Mitha- bad (Bombay) 15-7-1904	A teacher with 36 years of devoted and selfless work to his credit. He has won the esteem and affection of the community by his character and high sense of duty.

9. **Shri Ghulam Mohammad Javid, Jammu & Kashmir.**
Sept., 1915
A teacher with 10 years' educational experience to his credit. He has shown imagination and drive in organizing his school and is a writer of considerable distinction.
10. **Shai Dharam Vir, Jammu & Kashmir.**
16-12-1916
A teacher with 20 years of educational experience to his credit. He has shown great ability in applying basic techniques and his school is reported to be the best Basic School in Jammu Province.
11. **Shri Kalandi Shekaran, St. Michael's Anglo-Indian High School, Cannanore (Kerala)**
9-7-1901
A teacher of 32 years experience who enjoys a high reputation as an educator and disciplinarian.
12. **Shri R. Ryrn Nayar, Upper Primary School, Punnol, Tellicherry (Kerala)**
24-4-1901
A teacher with 38 years of experience to his credit who enjoys high respect and affection in the community as well as amongst his colleagues and pupils.
13. **Shri Mishri Lal, Mission Higher Secondary School, Seoni (Madhya Pradesh)**
8-9-1902
A teacher with 32 years of sincere and devoted service, who has made an impact on the life of many of his students.
14. **Shri Sarman Lal Gautam, Senior Basic School, Mandla (Mandla Pradesh)**
4-4-1904
A highly respected teacher with 30 years experience to his credit who has made his influence felt by his idealism, his enthusiasm and his freshness of outlook.
15. **Shri A. M. Kanniappa Mudaliar, Headmaster, Pacchaliyappa's High School, Kancheepuram (Madras)**
21-7-1900
A teacher with 37 years of good educational work, both in the classroom and on the playing field. He has been a member of many professional organisations.
16. **Shri P. Padmanabhan, Headmaster, Thiru Vika Elementary School, Shenoyanagar (Madras).**
June 1893
A teacher with 38 years record of service who has taken to teaching in the spirit of a calling.
17. **Shri S. V. Kalmath, Headmaster, Model High School, Gadag (Mysore)**
1-11-1896
A teacher with a meritorious record of 40 years of educational work. Has been connected with many educational associations and conferences.
18. **Shri B. I. Changappa, Senior Basic School, Hudikere (Mysore)**
25-10-1903
A teacher who has put in 30 years of devoted service and has greatly improved the tone and discipline of the schools in which he has worked.
19. **Shri Basanta Kumar Dass, Peary Mohan Academy, Cuttack (Orissa)**
1-4-1892
A teacher who worked for 36 years with great devotion and energy and built up his School into a fine institution. He was a life-member of the Utkal University. It

20. **Shri Lokanatha Nanda, Dagarpada Model U. P. School, Cuttack (Orissa)**
15-1-1913
is a matter of profound regret that he passed away after his name was selected for this award, which will be conferred on him posthumously and will be forwarded to his widow.
21. **Mrs. Veena Manjit Singh, Headmistress, Fenton Ganj Higher Secondary School, Jullundur City (Punjab)**
15-11-1922
A teacher who has worked for the last 19 years in the teaching profession with single-minded devotion.
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26-8-1910
A teacher who has put in 14 years outstanding work in the field of education and social service and has won the love and respect of her children and their parents. She was awarded a Gold Medal last year by the Governor of Panjab for outstanding social work.
23. **Shri Jagat Narain Nag, Gandhi National School, Alwar (Rajasthan)**
2-8-1920
A teacher with 22 years of devoted work to his credit and with notable capacity for organisation and social service.
24. **Shri Rajindar Singh, Government Basic Primary School, Sri Ganganagar (Rajasthan)**
15-4-1915
A teacher with 14 years teaching experience to his credit and a good record as an educator and Scout Master. Has also published two books on Education.
25. **Shri Sadguru Sharan Awasthi, Principal, B.N.S.D Higher Secondary School, Kanpur (U.P.)**
4-7-1901
A successful teacher and Headmaster with 22 years service to his credit. Has encouraged self-government and self-discipline among his students and colleagues.
26. **Shri Har Das Sharma "Shreesh", Head Teacher, Basic Primary School, Sakrar, Jhansi (U.P.)**
1-5-1905
Is the Principal of the biggest Higher Secondary School in U.P. with 36 years service to his credit. He is a scholar and writer of considerable repute and has a number of novels, dramas and text-books to his credit. Has been actively associated with many educational, cultural and philanthropic organisations.
27. **Shri Prabodh Chandr Goswami, Jenkins Higher Secondary School, Cooch Behar (West Bengal)**
1-6-1911
A capable teacher with 28 years teaching experience, is a poet and a keen social worker intensely interested in the welfare of the rural community.
28. **Shri Basanta Kumar Dass, Peary Mohan Academy, Cuttack (Orissa)**
1-4-1892
Has over 20 years teaching experience to his credit and is respected as an educationist with a high sense of duty and sympathetic understanding of the needs and psychology of his pupils.

28. Shri Harendra Kumar Sarkar, F. B. Primary School, Serkarpara (West Bengal) 1-9-1912
A teacher with 19 years educational experience whose work has been characterised by sympathy and understanding.
29. Shri Kidar Nath, L. N. Girdhari Lal K. U. Higher Secondary School, Delhi 14-4-1902
Has been a successful teacher for 34 years and has shown a sense of dedication to his work.
30. Shri Tabla Ram Gulati, M. C. Primary School, Karol Bagh, New Delhi 7-5-1916
A teacher with 19 years experience who has done good work both in the school-room and in the field of social service.
31. Shri H. Nabakanta Singh, Assistant Headmaster of Johnstone High School, Imphal (Manipur) 1-7-1907
A teacher with 26 years experience of work to his credit. He has won the respect of his students, his colleagues and the community by his devotion to duty and keen interest in social service. Has helped many poor children with free tuition and in other ways.
32. Shri I. Shanghei, Teacher of Bhadang L.P. School, Somdal (Manipur) 19-12-1919
A teacher with 26 years experience who has won the respect of the community by his honesty, straightforwardness and sense of duty.

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PREFACE

With so many textbooks already available, we may explain some of the features of this volume which it is hoped will make an appeal of freshness to students and teachers of English.

Numerous works cover the full range of high school grammar and composition. Nevertheless English speech and writing, as developing in India, is tending to a style of characteristic stiffness and often fails to maintain propriety of syntax. This is often due to the use of unsuitable, even slangy colloquialism, instead of correct idiom and proper expression. Efforts to limit vocabulary to a few hundred words only bring about a corresponding limitation of ideas, and make it difficult for a student with such restricted equipment to appraise a literary work in his higher studies. So it has been sought here to instil certain canons of Style and Form from the very beginning, and thereby to awaken elementary faculties of selection and self-criticism. This critical faculty has been decided, in the schools of Great Britain and Australia, to be indispensable for all classes of students in the approach to good composition. That is why, in every section of this work, emphasis is laid on correct expression and style, and the proper means of attaining them.

Many of the works at present available depend largely for illustrations and specimens on hackneyed, heavy passages from out-dated Victorian writers. There has been an effort here to draw only from writers who are good models of style and informative as regards subject matter.

The lessons are in line with present-day practice in the schools of the city of Edinburgh, of Scotland in general, and of the Middlesex Education Authority. Teachers from those areas have given helpful models and exercises direct from the classroom. The passages dealing with avoidance of error have been compiled as the result of twenty years of practical work in Indian schools and Colleges. A new and deductive type of exercise has been freely introduced to stimulate thought.

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Agents for South India :-

THE CHRISTIAN LITERATURE SOCIETY, PARK TOWN, MADRAS-3

Our Educational Diary

BY
'PEPYS'

10—2—59. Delivering the convocation address in Tirupati, the Governor of Mysore deplored the growing indiscipline in colleges. The remedy lay, he said, both with the students and the teachers. The students should not forget their responsibility in the matter, while the teachers should not adopt an attitude of passive acceptance of student turbulence. Society should respect the teacher, and the teacher should on his turn command the respect of the students by his learning, dignity and sense of duty. There was great need for the proper selection of teachers, and to attract competent men, they had to be assured of a decent pay and security of service. As regards the medium of instruction in colleges, the Governor said that we could not switch over to the regional language till our own languages had become adequately equipped with the machinery of a modern language. It would be folly to lay English aside in haste, he said.

x x x

Speaking in Madurai Dr. K. S. Krishnan said that today science should form an integral part of education for every student. A general background of science today had become almost a necessity. This would help us to face facts squarely and draw logical conclusions without any mental reservation. The cultural value of science was something definitely comparable to the cultural values of the classics and humanities. He added that the student who took to one branch of Science should have a broad-based education in both Science and Classics, so that he could acquire the different disciplines.

1—2—59. Dr. A. Ramaswamy Mudaliar, delivering the convocation address of the Jabalpur University, vigorously opposed the principle of admission into colleges on the test of merit alone. Thereby the backward and depressed communities would be denied a liberal education. He put in a plea for more colleges and the introduction of the tutorial system.

13—2—59. Mr. Deshmukh said in Madurai that Government, due to paucity of fund, had to look to private efforts to start educational institutions. It was the duty of the Government to give every possible encouragement to such private effort. He was referring to the inordinate delay (eight years) at the hands of the Government to acquire a vacant site near the college from private parties and hand it over to the college.

16—2—59. Speaking in Madras, Mr. Deshmukh deplored the fact that fresh Universities were started without consulting the University Grants Commission and then they approached the Commission for aid. This was not proper, for if they wanted its aid, the commission ought to have been consulted before the starting of fresh colleges under the provisions of the U. G. C. Act. He complained that while private colleges were willing to bear a portion of the burden involved in raising the pay of college teachers with the help of the U. G. Commission grant, the State Government refused to bear any burden, and thus it was the U. G. Commission's contribution in this matter could not be given effect to.

17—2—59. Mr. R. Venkataraman, Minister, speaking at Tanjore, said that

the Government would not hesitate to take over the managements of those privately managed institutions that might be closed down consequent on the Government order.

26—2—59. Dr. K. L. Shrimali said that when they were building up science and technology, lowering the standard of English would be a retrograde step. Government of course recognised the principle that regional languages should be the media of instruction in Universities. But of course this could not be done in haste. Regarding University education, he said that there should be close relationship between the employment pattern in the country and the output of graduates. Again Universities would have to devise some method to make a better selection of students and avoid wastage in education.

which was so evident from large scale failures in University examinations.

3—3—59. The Education Minister stated in the Assembly that Government had issued orders for the building of houses for women teachers employed in District Board Elementary Schools in the rural areas of the State at the rate of 11 in each District at a cost of Rs. 2500 per house.

7—3—59. The Education Minister said at (Tiruvannamalai) that Government wanted to provide educational facilities to all children, rural or urban, rich or poor, backward or forward. The teacher-pupil ratio (1: 35) would gradually be decreased as funds permitted. He assured the teachers that their claims would be sympathetically considered and their grievances would be redressed, one by one.

BOOK REVIEWS

"AN EVALUATION OF READING MATERIALS FOR NEW LITERATES AND A STUDY OF READING NEEDS AND INTERESTS". R. T. P. Centre, Jamia Millia, New Delhi.

The book under review is an elaborate account of a survey of adult literacy in the Hindi-speaking regions in India by Jamia Millia, New Delhi, assisted by the Ministry of Education, Government of India, and the cultural wing of the UNESCO. Though it is confined to a particular linguistic region, the conclusions may interest others engaged in similar work in other parts of India. But the difficulties encountered by them in their arduous task of evaluating the needs and interests of the new literates will doubtless reveal the magnitude of the task.

Adult literacy has come to be recognized as an essential condition for the success of democracy, in its infant stages. Independent India, in its eagerness to see that democratic institutions take a deep root in Indian soil, has embarked upon many schemes to further the cause of

adult education. Schools, libraries, radio broadcasts, and even television, (now on its way) have their own part to play in this new field of social activity, designed to make people literate, civic-minded and politically conscious of their rights.

This book reveals the numerous difficulties and problems that one has to face in this stupendous task. Organisation of schools, and libraries, and selection and distribution of reading matter to suit different tastes and varying needs is indeed a difficult problem. The authors have taken considerable pains to collect and collate the necessary data under different heads and evaluate them properly. Those interested in social work should be particularly grateful to the authors for a description of different methods followed and solutions suggested. The book contains details and statistical data under varying heads and is sure to be of great interest to the specialists. The printing and get-up of the book are fairly good.

—N. Subrahmanian, B.A., L.T.,

EVALUATION IN BASIC SCHOOLS: M. R. Laljani M.A., B.T. (Institute of Rural Education, Jamia Millia Islamia; University Press, Delhi-8. Price Rs. 3).

This thesis is the result of a study undertaken by the author under the auspices of the Institute of Rural Education, established by the Jamia Millia Islamia. Of about one hundred and fifty Government basic schools in Delhi State, fifty were chosen and studied.

The problem of evaluation has been tackled from four angles: the need, content, techniques and personnel in evaluation. The meaning, aspects, position and purposes of evaluation have been tacitly set out by the author in the first part concerning the "need" for evaluation. Inadequacy of the traditional examinations and the importance of specific objectives for evaluating the mental, physical and social development of children are all stressed in the second part. In the next part concerning the methods of examination and gradation, the importance of a cumulative record giving a summary of the child's performance throughout his school career, is emphasised. Finally, while examining the role of the teachers and their supervisory staff in evaluation, Mr. Laljani has pointed out their limitations regarding time, personal contact and ignorance of the latest techniques of evaluation.

A copy of the questionnaire issued to schools from the Institute of Rural Education and a table of results of the survey included in the appendix, would be of immense value to those engaged in similar researches in other States.

—Sudha Varadarajan

LETTERS BY AN INDIAN TEACHER FROM U. S. A. (By Kamala Rapole, M.A., B.Ed., Published by K. Rapole, Maharashtra Mandal, Hyderabad, A. P., Sri Lakshmi Art Press; Re. 1)

One of those included in the Teachers Exchange Programme, the authoress has published twenty-eight chosen letters she

had written from the U.S.A., with a view to giving us a broad outline of the school system there with particular reference to the Harvard (unusually spelt with a 'w' in all her letters!) graduate schools. The types of elementary and high school education, similarities in the basic difficulties encountered by teachers in our country and America, the stress laid by teachers on objective thought and discussion by the pupils and parent teacher co-operation in children's education are some of the main facts brought out in the letters. Though appreciating the amenities provided by the schools visited, Smt. Rapole bears in mind the limitations prevailing here regarding material resources, while trying to give the same to schools in our own country.

Besides its educative value, the collection also gives us a glimpse of the reactions of a cultured Indian lady to the American way of life in general.

—Sudha Varadarajan

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The 49th Madras State Educational Conference will be held in Salem from May 4 to 6. Dr. A. Ramaswami Mudaliar presides over the session and Dr. C. P. Ramaswami Ayyar inaugurates it.

Elementary Education Grants

BY

M. Nagasubrahmanya Iyer, Papanasam

Hitherto, aided, elementary, fee-collecting schools are being paid, besides T. G. and D. A., fee compensation grants for the poor income group and for N. G. O's and others and Harijans. It is now settled that education in Standards I to V should be completely free for getting Government aid. Such a policy would be drastic and would be unworkable. If some schools have been collecting fees hitherto, it was out of necessity for managing the schools, and the Government cannot be unaware of it. The chief thing to be considered is as to whether a particular set of schools may be allowed to levy any fees without aid from Government, or whether it would be possible for such schools to classify themselves as free to earn the T. G. plus maintenance grant up to 20%. To create easy conditions, without dislocation, a *via media* may be followed. In fairness to all concerned, the existing fee-collecting schools may be directed not to levy fees in Standards I to V, such schools being allowed fee-compensation grants at the existing rates in respect of all the pupils, rich or poor. Education in Standards VI and VII should

not be costly. The rates of fees to be levied in the two standards should be fixed, and compensation given at that rate. No harm would arise, if both the headmaster and the manager of a school are made responsible for declaring the eligibility of pupils for fee-concessions, in the place of the prevailing system of getting certificates of no adequate value commensurate with the time, energy and cost involved.

Payment of salary to teachers:—Any aided school must have, in a scheduled bank at least two months' salary of the teachers for payment to the teachers on the first working day of each month, and this should be by cheques to individual teachers, to avoid any foul dealings. For the Government to pay direct to teachers would, it is feared, result in unpleasantness in managing the schools and mar their efficient growth. In the matter of giving M. G. the managements should know what items of charges are admissible and to what extent, without there being any secrecy about it to avoid likes and dislikes.

BHAKTHAN

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EDITORIAL

Free Elementary Education :

It is heartening to find that the Government of Madras have taken some steps towards making elementary education free. But unfortunately these steps were taken in a way which caused a lot of avoidable misunderstanding. And we are not sure that the final position, as it emerged from the Education Minister's statement in the Assembly on March, 16, will not mean some hardship to teachers, pupils and aided managements.

A G. O. No. 2124, dated November 29, 1958, declared that fee-levying elementary schools should give up either Government aid or fee-income. If they chose to continue levying fees, they would not be eligible for Government grants. If they wished to receive Government grants, they must make education completely free.

Aided school managements felt that they were placed on the horns of a dilemma. If no fees were to be received from pupils, would they be able to meet all their expenses from the Government grants? If they opted out of receipt of Government aid, would they not be forced to levy fees at a higher rate, which might lead to a reduction in strength and consequently to retrenchment in the teaching staff?

Representations therefore were made to the Government, and the matter was referred to the Education Advisory Committee. On March 10th, it was announced that the Committee recommended that the G. O. should stand and be implemented. The only concession that the Government were prepared to make was that non-fee-levying schools would be eligible for a maximum of 20% (instead of the present 15%) for maintenance, from out of the total grant.

Statistics were given to show that the number of schools affected by the order was only 1033 out of a total of 21,703

elementary schools in the State. Of these again 640 had opted to give up fees. Only the three hundred odd schools that remained had found it difficult to make up their minds. These figures were meant to justify the somewhat Draconian reform which the Government, with the best of intentions, have tried to bring about. One may argue from the same figures that the Government could have moved more gently and gradually towards their objective.

The Minister's statement that the Government were preparing a scheme for implementing free and compulsory education by the end of the third five-year plan suggests that aided secondary and higher secondary schools may be faced with a similar choice in the near future. It is to be hoped that, when the time arrives, decisions will be taken after a full appreciation of the role that private enterprise has to play in education.

Indeed, the way in which the Government has set about this reform hints at a profound disbelief in private enterprise in education. There is no doubt that some private aided schools will now be closing, and though their replacement by Government or local bodies' schools will save pupils and teachers from suffering as a result of the closure, the pattern of education will be the poorer by the reduction in the number of aided schools. The decision to pay the salaries of teachers direct in the case of elementary schools continuing to receive Government aid, also seems to show the same scepticism about aided managements.

We hope that there will be no reason for any conflict between the private and public 'sectors' in education as some suppose there is in industry. In our view, private enterprise in education has a very important role to play in preserving basic democratic values.

A SIMPLE COURSE IN GRAMMAR AND COMPOSITION BOOK III

BY

A. R. DAWOOD

Principal, Ismail Begmuhammad High School, Bombay

AND

C. A. CHRISTIE

Principal, Robert Money Technical High School, Bombay

Pages, 223

Second Edition

Price, Rs. 2-00

Approved as a textbook for Form VI by the Madras Textbook Committee.

PREFACE

This book is the final one in the series entitled "A Simple Course in Grammar and Composition". It has been prepared so as to meet the needs of the topclass of high school pupils who have studied English for about three years. The book is divided into two parts, Part I dealing with Grammar, and Part II with Composition. A few of the special features of Part I are mentioned below:

1. As in Books I and II of the series, the language used in both the text and the exercises is within the vocabulary range of the top class of high school pupils.
2. The use of technical terms in grammar has been reduced to the barest minimum.
3. As a thorough understanding of the various aspects of grammar dealt with in the book can be acquired only by sound practice, a very large number of exercises has been provided under each topic. The teacher of grammar will thus have ample material to choose from for giving adequate practice to his pupils. A novel feature of these exercises is that many of them form part of a continuous narrative such as stories or anecdotes. This will no doubt help to make the practical work in grammar more interesting to the pupils.

Part II of the book is concerned with composition. It contains lessons on letter-writing, story-writing from outlines, descriptive or narrative composition, comprehension, precis-writing, translation and paraphrasing. Here also the explanatory matter is written in simple language; and the exercises, which again are copious, deal with situations within the experience of high school pupils.

The aim of both the grammar and the composition sections has throughout been practical, namely, to develop in senior pupils, who have only a limited vocabulary at their command, the ability to express themselves in speech and writing in simple but correct English.

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The Educational Review

MONTHLY RECORD FOR INDIA

VOL. LXV

APRIL 1959

NO. 4

Extension and Improvement of School Education

BY

Pedro T. Orata, Department of Education, Unesco.

*The facts :—*Some 550 million children in the world to-day are between the ages of 5 and 19 and belong to what is known as the "School Age Group." Of these 30 out of every hundred attend primary school, 7 out of every hundred are in secondary or post-secondary schools and 63 out of every hundred (or nearly 2 out of every three) are not in school or have never been to any school at all. Out of 100 children in school, 79 (or 4 in 5) are in the primary grades where more than half of them do not go beyond the second grade, 18 in the secondary and 3 in college or university. And to make matters still worse, many children are under teachers whose education amounts to just a little more than that of the pupils, that is, the equivalent of less than the secondary level. In addition, a large percentage of these children come from homes with illiterate or semi-literate parents where the application of what is taught in school, meagre as it is, is often nullified because the parents are unable or unwilling to co-operate. Thus the pupils are taught to brush their teeth after meals and before going to bed and to open the windows at night, but at home they are not provided with tooth-brushes or their parents require that the windows be closed to keep bad air in and the ghosts out.

In many cases, too, the schools are without facilities for the practice of health habits and citizenship duties. The teachers may handle six of eight grades, or may be required to teach two or three groups of pupils during the day. The result is an overcrowded curriculum and an emphasis on verbal teaching. This often leads to wastage and absenteeism which, in turn, accounts for the very great percentage of the pupils who have learned to read and write, becoming illiterate a short time after leaving school for lack of practice.

THE NEEDS AND PROBLEMS

The many and diverse needs can be listed under two main heads: the extension of educational facilities and the improvement of the school curriculum—the first to accommodate as many school-age children as possible and to keep them in school long enough to acquire permanent education, and the second to improve their living standards through relating the content of education to the problems that confront them in their homes and community. A corresponding problem is how to obtain the money with which to provide more buildings, text-books and teaching equipment and to pay the teachers' salaries.

MEANS AVAILABLE

Paradoxical as it might seem, education is often least available where natural resources are in greatest abundance, where, in fact, the conditions of climate are most favourable for producing food and the tools and means for better living. Where the climate is severe, where it is possible to grow things outdoors only a part of the year, where land, water, forest, minerals and similar resources are in short supply, and where, in fact, man has to struggle very hard to make a living, modern living standards are generally developed. In other words, the greatest need is motivation and education and training to enable the people to develop their abundant natural resources for better living for themselves and their families.

THE PROGRAMME

To meet the needs and problems of education the world over, Unesco has devised a variety of approaches, the main purpose of which is to help people, especially in the less developed countries, to help themselves, in discovering their educational needs, in planning to meet them and in seeing the school as an indispensable instrument of modern living.

Development of educational information and insight was promoted by making available to needy countries the experience of more advanced communities. This was done through exchange of publications, by conferences, seminars and workshops and by sending experts to less developed countries and fellows to institutions abroad where they could get better training than was available at home.

1. Free and Compulsory Education

Among the many educational projects that have been developed during the last decade, only a few can be described here. There was the project called extension and improvement of education, more popularly known as free and compulsory education, the purpose of which was: first, to raise the school-leaving age and to lower the

entrance age in an effort to increase the amount of education available for everybody; second, to equalize and universalise educational opportunity; third, to improve the quality of the curriculum and the methods of teaching; and fourth, to help solve the problem of teacher shortage and to improve the training of teachers. This project was undertaken through educational conferences in different regions of the world where there was the greatest need for it, namely, in Bombay for the Pacific and South Asian countries, in Cairo, for the Arab States, and in Lima, Peru, for the Latin American countries.

2. Experts and Fellowships

As a result of the exchange of ideas and information on the extension and improvement of educational facilities, the need for more and better schools, curricula, text-books and teaching materials and better trained teachers emerged. Unesco endeavoured to meet this by hiring and sending experts to countries that requested them and who were willing to meet part, approximately half, of the expenses involved. By 30 April, 1958, there were 240 experts on mission in 48 countries, 26 having completed their assignments during that year; at the same time there were 117 fellows and 69 study grants in the approved budget, with 44 fellowships and 29 study grants having been awarded so far.

3. Improvement of the School Curriculum

Going further, Unesco established in 1956 an International Advisory Committee on School Curriculum, consisting of ten members from countries representing different cultures, to encourage and assist Member States in the re-examination and, if necessary, the improvement of their curricula. The Committee has met each year for two weeks at a time since 1956, and so far it has published a number of reports on improving the procedures and content of the school curriculum, through the well-known method of comparative

study of different systems in use throughout the world. Again, seminars were utilized as further means of exchanging information on curriculum problems—in Geneva for European countries, in Karachi for countries in South and East Asia, and in Lima for Latin America. The latest curriculum seminar in the field of secondary education was held in Sevres, France, for European countries.

4. Training of Rural School Teachers

Along with improvement in general education, teacher training curricula are being revised to give future teachers more competence in undertaking duties that are of extra-curricular nature and in relating the school subjects to such activities. This development has been specially strong in countries where money to accommodate all children of school age is in short supply and efforts have been made to gear the schools to community and social development. It is believed that rural teacher training colleges should equip the trainees with such attitudes, skills, points of view and methods of work as to enable them to perform effectively a double role—as educators among children and as community leaders among adults.

A recent venture along this line is the joint Thailand-Unesco teacher training project in Ubol, a rural province a few hours from Bangkok. The project started in July 1956, and is operated jointly by a team composed of three international educators and the local staff of training college. There are 240 students—half of them women—who had completed ten years of schooling (four years primary and six years secondary).

To give the trainees practice in village work, several neighbouring rural primary schools have been selected where the students go to make village surveys, to examine the problems that are discovered, to assist the teachers in their effort to improve facilities for health and sanitation, for food production and for civic training, etc. Through workshops

meetings are held from time to time where the principles of community education are discussed, demonstrations held to tie up subject matter and community activities, and teaching materials prepared from the resources that are available in the community. In this effort to relate the work of the school to the problems of the community, the co-operation of the parents and other adults is enlisted by means of which they are, incidentally, taught the principles of sanitation, food production etc., simultaneously with their sons and daughters in the school.

5. Educational Reform

The latest development is the study of educational reform as a whole, the aim being to help countries to look at their systems of education as a whole instead of trying to improve any one aspect of it at a given time, such as primary and secondary education, the school curriculum or teacher training. In September 1958, a seminar on school reform was held in India attended by delegates from some twenty-three countries. They studied the way in which educational systems have been reformed in a number of countries outside the region, to see how their own systems could be similarly improved. Such reform must necessarily be long-range in scope and quality.

6. The Latin American Major Project

The numerous techniques that have been exchanged or developed as a result of the various projects are now being applied on a mass basis in Latin America where a major project in free and compulsory education, curriculum development and teacher training, including the preparation of instructors for training colleges, has just been started.

This project represents the first great effort in teacher training intended to develop universal primary education in a given period of time in a specific region of the world. It is expected that at the termination of the project, that is, in ten years, the Latin American States will have

formulated and put into operation systematic plans for the development of primary education, that the necessary revisions of the curriculum will be satisfactorily developed and their socio-economic status improved.

A nucleus of personnel in education planning and administration will be trained. Unesco will continue and improve the recently organized Inter-American Rural Education Centre. Research studies and pilot projects will be organized with special reference to problems of school attendance, teacher training, community needs, etc. For training of specialized personnel the fellowship programme will be continued and expanded. The activities financed by the Expanded Programme of Technical Assistance budget in primary education and teacher training in the region will be closely co-ordinated and integrated with the work of the project. Unesco will help the governments to co-ordinate all external resources made available to them

so as to ensure speedy achievement of the goals of the project.

Progress and Trends

Being a slow process, the results are difficult to determine within so short a time as the life span of Unesco, but there are some indications showing the changes that are being made in various aspects of education. For example, every year there is slight, though significant, increase in educational expenditures; there is a constant move towards educational autonomy: free schooling is constantly being extended and, in a number of countries, the school-leaving age is being raised; half of the countries on which information is available, have revived their primary school curricula during the last few years and a large number are beginning to revise the curricula for the secondary level; and the problem of teacher shortage has passed the critical stage (at the primary level) even though it is becoming increasingly widespread at the secondary stage.

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SOME OF OUR YOUTH MOVEMENTS

BY

K. G. Warty, M.A., B.T., Belgaum

It is not possible to take a survey of all the youth movements that actually are operating in India. My object therefore is to enumerate and emphasise some of the main objectives that should normally guide such youth movements and examine how some of these movements are trying to carry them out.

To train the younger generation to be good citizens of the state is admittedly the first objective of any such movement. But just as there is diversity in this universe, diverse methods are used by these movements to achieve the same object. In some of the advanced countries like the U. K. and the U. S. A. there are a good many organisations for the young with a view to train them in religious, physical, intellectual, cultural, social and political matters, all calculated to train the younger minds towards that one goal of being good citizens. In democratic countries, politics does not form the main objective of these organisations, though it is not eschewed. Most of the political training is done through study circles only. But in Russia there is only one—and powerful—youth organisation, known as the Lenin Young Pioneers, which serves the purpose of the young pupils not only by indoctrinating their minds with communist philosophy but also by carrying out physical and cultural activities in close co-operation with the education authorities. The Young Pioneers, as the official record says, assist the Communist party and the school to bring up children in the spirit of love and devotion to their country. It cultivates among the children a taste for social activities, diligence, discipline, industry and a desire for knowledge; it helps the children to acquire a

versatile education and training, to grow up into politically conscious, healthy, cheerful and courageous citizens. The Young Pioneers wear a triangular red tie and the "Ever Ready" badge. The movement is run very efficiently on the same lines as the Scout movement, except for its political colour. But as long as the objective is more political than cultural, such movements cannot thrive in countries with democratic constitutions.

In India too some organisations as the Congress Seva Dal or the Hindustani Seva Dal of old were mostly influenced by political considerations, and therefore they have not been able to take root in the soil in spite of the full support of mighty organisations like the Congress.

In matters of religion also there are good many religious organisations which sponsor movements for the youth. Volunteer corps organised by the churches in England or in America have also been so popular as to attract a vast number of young men, there being a good many denominational organisations to sponsor them. Mention has to be made of one very useful organisation with a religious name, namely the Young Men's Christian Association, which is indeed doing excellent work in the field of education culture and social service. The word 'Christian' has been very liberally interpreted and therefore the association has been able to run institutions all over the world to carry out their objectives. The work turned out by this association was so impressive that an organisation with similar objects was started by Hindus as Young Men's Hindu Association. But this association could not compete with the original in its varied activities.

The Socol movement of Czechoslovakia was started with the sole object of raising the standard of physical fitness of young men of the country. It was one of the best organised movements and was very popular among the young. In connection with this movement it may be mentioned that though it never sought political power in the country, it was thrust on it. Even to this day it is a very powerful movement. On the lines of this movement a movement called Rashtriya Swayamsevak Sangh was started in India too with the sole object of training the youth of India in physical culture. But from its very inception it had a political or rather communal tinge. Christians or Muslims or as a matter of fact youths of any other religious denominations were excluded from joining this movement. Though this movement was called Rashtriya, the methods adopted in training youth did not seem to serve the interests of the nation as a whole. The word 'Rashtriya' was used in a very loose sense. Though the movement was meant to inculcate a sense of discipline which is admirable in one sense, it advocated even disobedience to elders if it came in the way of the activities of the movement. It therefore became unpopular. I believe this movement would have been a powerful organisation like the Socol movement if it had been run on non-political and national lines.

Social service is one of the planks of the youth movement. The habit of helping others is formed by practice and our youth should not lose any opportunity afforded in his life. Among the organisations doing social work may be counted, the Scout Movement, the Bharat Seva Dal and also the Bharat Sevak Samaj. The Samaj is not strictly a youth movement; but the work done so far is mainly by the young. 'Shramdan' is the most important item of the Samaj activity, and it is meant to teach the young the dignity of manual labour. The Samaj has so far turned out good work in villages, which lack ordinary facilities of transport, sanitation, education etc. Construction of approach

roads, sinking wells, cleansing the streets and dirty places that breed germs of disease have been the main items of their activity. But the unfortunate part of the situation is that nothing is done on a pucca basis. A visit to the places of activity of the Samaj after a lapse of about a year will convince the observer of the futility of their efforts and of the waste of public funds, collected by the Government by way of immensely increased taxes. Perhaps the activities of the Samaj would have been more fruitful if they had diverted their efforts in helping the private sector. In my personal opinion, 'Shramdan' is a fad which may help interested persons to be rich at the cost of the Government.

Junior Red Cross is another movement which devoted itself to social work under the wings of the Red Cross Society. Its main work is to prepare young men to take up medical relief work and the movement is an intentional one.

Bharat Seva Dal is the outcome of the old Hindustani Seva Dal sponsored by Dr. Hardikar. Among the objects of this movement are the training of the youth for organised and disciplined national service according to the principles and programmes enunciated by Mahatma Gandhi from time to time and to make them ideal citizens of India. The movement is affiliated to Bharat Sevak Samaj and practically doing the same kind of work, such as construction of roads, filling of pits and moats, constructions of soak pits etc. works which our Government is expected to do for the improvement of our villages. It claims to be a non-party, non-political movement, though it does not want to be free from Congress party control. Moreover, this organisation is mostly provincial, confined to Mysore State only, and has not yet been able to raise troops or companies which they can call their own membership. A good many training camps are arranged and a good number of young people, mostly teachers, are trained as leaders.

Scouting is a youth movement first started by Lord Baden Powell in England some fifty years ago, and though it was started as an auxiliary to military training, it has developed into an educational movement for the training for citizenship. It has a varied programme and trains young men, boys, girls and adults to be disciplined, to be healthy in body, mind and spirit and also to be helpful to others irrespective of cast, creed, religion or nationality. It is now a worldwide brotherhood and claims scouts and guides throughout the world. Reverance to God, to country, to elders and to the human spirit is the core of its teaching and rendering help to others, forms a part of the oath that the scout has to take before he is admitted to the fold. What a scout means by discipline is not military obedience but free discipline, which is seen in their orderly behaviour and dealings. In fact disciplined action is a part of his nature.

It has been a fashion of the day to remark in season and out of season that the present-day students lack discipline and foremost of these persons are those very persons who taught our young generation to disregard and disrespect the established values of life and matter. These people happen to be at the helm of affairs of the country at present and are trying to combat indiscipline in their own way. I cannot agree with the thesis put forward mainly by Governmental authorities that the present-day students are more indisciplined than those of old. The present-day students are disciplined to the

same extent as the older generation was; but the Governmental authorities being obsessed by the idea of indiscipline started movements like the N. C. C. and the A. C. C. and are also liberally supporting the latest fad of the National Discipline Scheme. If the Government holds the opinion that indiscipline is on its increase among the student population, then, the Government will have to admit frankly that these movements substantially supported by the Government and mainly started to combat indiscipline have proved failures and they are wasting their funds on N. C. C., A. C. C., National Discipline Scheme and the Bharat Sevak Samaj. The fact is that the N. C. C. or A. C. C. or the National Discipline Scheme is based on military discipline, and they may be useful in preparing soldiers to fight for the nation; but they will never help to build up the real disciplinary behaviour among the people.

If any youth movement is to be successful and popular, it should be based on the fundamental principles of self-development and selfless service. The discipline should spring from within and not from without as in semi-military organisations sponsored by the Government. Politics should be strictly eschewed. If Scouting has stood its ground during these fifty years of its life, it is because of this character of its training. Our Governments would do well if they encourage movements like Scouting, instead of frittering away their money and energy on movements of doubtful utility.

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XXXIII All India Educational Conference

FROM OUR SPECIAL CORRESPONDENT

THE SECTIONAL CONFERENCES

(Continued from page 62, March, 1959)
Public and Residential Schools Section

The meeting of the section took place on December, 28. Dr. Jyoti, Local Secretary, welcomed the chairman, Mr. E. W. Franklin, and observed that Public Schools, after suitable adjustment, were acceptable to democracy. He added that critics of Public Schools did not object to the kind of education given by them, but they wanted a change in the method of admission. Next, the Federation Secretary, Mr. K. C. Shukla of the Scinda School, Gwalior, presenting the sectional report for the year 1958, referred to the sectional meeting held at Madras and the discussion on the subject, 'The place of Public Schools in the proposed social set-up of the country'. A resolution requesting the Government to register and encourage some independent Public Schools was adopted there unanimously. Mr. Shukla said that in his inaugural address at the Indian Public Schools' Headmasters' Conference at New Delhi last year, Dr. K. L. Shrimali praised the educational standards set up by Public Schools. Mr. Shukla further observed that it might not be possible to convert the Primary section of Public Schools into Basic Schools. Crafts and hobbies were already a part of their curriculum. It was, however, difficult to switch over to Hindi as medium of instruction, so long as Higher Education continued to be imparted in English. Hindi as a subject was given due place, nevertheless.

Thereupon Mr. Franklin delivered his Presidential Address, a synopsis of which has been given in our last issue. Opening the symposium on 'The Scheme of Multi-purpose Schools and Indian Public Schools',

Mr. K. N. Dutt, Principal, Government Teachers' Training College, Jullundur, maintained that Public Schools had their due place on account of their beneficial effects, such as sportmanship, character-building, and leadership training, and the money spent was a 'necessary long-term investment'. He suggested that a Guidance and Counselling Unit should be set up in every school.

Professor S. M. Dattatreya held that the idea of Multi-purpose Schools was not an Indian invention. He maintained that a Multi-purpose School could serve a useful purpose if run separately as a vocational training centre and not combined with a Public School. He pleaded for autonomy for Public Schools, as they were almost unaided by the Government.

Mr. O. P. Malhotra's paper was taken as read. In his opinion, state monopoly over independent schools was wrong in principle and dangerous in practice. Mr. J. A. K. Martyn, Headmaster, Doon School, found the introduction of the multi-purpose scheme in Public Schools uneconomic. He wanted Public Schools to be left to concentrate on a fairly broad-based general education. Mr. J. W. Peterson described the multi-purpose scheme in its relation to Public Schools as impracticable. Mr. Deshpande (from Bombay) commented on the tragedy of the Multi-purpose Schools by saying that they would neither be sufficiently technical, nor sufficiently academic, but would have the shortcomings of both.

The discussion led to the following resolution (which is in an amended form) being adopted nem con :

"Recommended that the Indian Public Schools may accord increased importance to vocational training in conformity with their own special circumstances".

Education for Peace Section

A meeting of the Education for Peace Section was held on the 30th of December, under the chairmanship of Shri Balwant Singh, Deputy Director of Education, Panjab. In his presidential remarks, he started by referring to the idea of one world. Rejecting the Hegelian idealisation of the State and the subordination of the individual to it, he made a strong case for the equality of nations as well as of men. Quoting Bertrand Russell, he added with the spontaneous approval of the house that Western culture is full of energy, abstract intellect and intolerance. That is why a war-psychosis had come about. The primary function of education was to transmit humanistic values. He asked the teachers to avail themselves liberally of the forces of literature, art, music etc.

Dr. Suresh Chandra of Jamia Millia, following, referred to certain limitations of the teacher created by historical exigencies. He however struck a note of optimism in the mounting frustration of this age by devotion to lofty causes. The thread was picked up by Father Xavier, who pointed out the need for preparation of proper text-books and methods of teaching. Shri A. K. Sen referred to his experience in Japan, where desire for peace, born through the fear of the atom bomb, occupied a high place in the school song. Miss Hardeep Kaur emphasised the need for proper cultivation of the emotions and intellect in harmony with one another. Shri Gulam Rasool Azad of Kashmir made a powerful speech in favour of a better standard of living for teachers. Dr. J. Mathier of Andhra decried excessive nationalism and spoke for open-mindedness, while Shri B. Raghavan explained that peace was a positive state and not a negative one born of fear. Shri D. Bhattacharya of C.I.E., Delhi, put forward a

philosophy of joy and loving as the first essential for peace. Shri Ram Prakash of Dharamsala expressed his strong sentiment against the teacher being bound down by organisational strings, while Shri S. L. Sharma of Jullundur referred to ahimsa as it came down to us from Asoka.

The symposium over, the house recommended the institution of international hostels in the cause of world peace. Dr. Premnath, the local Secretary then thanked the President.

Secondary Education Section

This section met on 28th. After a brief report of the secretary on the retrospect and prospect of secondary education in the Panjab, the President, Mr. S. S. Desnavi, delivered the presidential speech. He said: "The faith of the common man has been shaken in our entire system of education. Unless a school succeeds in gaining the confidence of the community, it cannot be said to have achieved its success in the creative function. Confidence will require supreme effort on the part of the teacher to enlighten the parent to appreciate his work."

His address was followed by a symposium, "Change-over from High to Higher Secondary Schools, how it has been done and how it should be done." Initiating the symposium, Prof. Balwant Singh, D.D.P.I., Panjab, gave a resume of how the higher secondary pattern has been put into operation into 135 high schools out of 1200. He emphasised the need for writing suitable text-books, orienting the in-service teachers, training in the curriculum, starting courses in guidance, equipping the schools well, and coordinating the school with the community. Following him, Shri H. L. Joshi Bhatinda presented the difficulty of privately managed schools in switching over to the Higher Secondary pattern. He urged the government to come forward with liberal financial assistance.

Shri S. Natarajan very vigorously clarified the confused thinking about the new scheme. His pivotal advice was to have faith in the reorganisation. "If you believe in it, every problem that appears to you a problem will become an opportunity of revealing your potentialities". Rev. Fr. Verstraten and Rev. Mother Anonio Burk of Calcutta elaborated on how the new scheme was being worked out in West Bengal. Shri S. Thakore explained its working in Bihar. He said that teacher-counsellors were appointed in Multipurpose Schools. Shri S. Mahna Singh of Amritsar pointed out the problem of having suitable books for technical subjects. Mr. Satya Prakash of Simla wanted that the scheme should first be tried in a few selected schools, which would subsequently serve as models for others. Miss S. Sethi of Simla stressed the need for producing teachers of the right calibre.

A research paper on 'The Linguistic Approach to English Grammar' was read by Dr. Patel of Baroda. He wished to dispense with grammar books altogether and to help children to compile their grammars inductively, while they arrived at their own rules and generalisations from their reading material. At the end, Shri V. R. Taneja, the Local Secretary, proposed a vote of thanks for the President.

Primary and Rural Education Section

The meeting of this section was held on 28th. Dr. D. B. Shastri, Additional Director of Public Instruction, Bihar presided. At the outset, the Federation Secretary, Shri S. K. Sarkar, read his report. He pointed out a conflict between the high ideals set forth and their implementation. He regretted that the Government had not been able to fulfil the objective of bringing all children of 6 to 14 years within the orbit of primary education. He urged the setting up of a Primary Education Commission. He pointed out two difficulties - psychological

and physical. In his view, the psychological factors arose from the general mental sluggishness and the physical factors from the insufficient number of schools. Dr. Shastri emphasised that public and private sectors should pool their resources and make a joint effort on a national scale. He also emphasised reorientation of teachers of primary schools to the basic pattern of correlated teaching and corporate community living.

After the presidential address, a symposium was held on the subject, "Single-teacher schools." Shri Uttam Singh, the Local Secretary, introduced the topic and pointed out various problems associated with it. Shri Jagdish Raj, following, pointed out the dire necessity of such schools in rural areas. He revealed that there were 15226 villages in Panjab with a population of 300 each. At such places only single-teacher schools can serve the locality. Shri Mohinder Singh pointed out that the single-teacher schools formed 70% of the total number of primary schools in Jammu and Kashmir. The training schools have evolved a special technique where by teachers could handle five classes at a time. Shri L. D. Gupta made out a case for such schools on financial grounds. Shri S. L. Gajwani, Shri Satya Prakash and M. M. Chakravarti also emphasised the need of opening single-teacher schools.

The following resolutions were adopted by the conference, as approved by the Drafting Committee of the A. I. Conference. The summaries are given below :—

1. This conference calls upon the Government to fulfil the objectives of free and compulsory education to all in the third plan.
2. Education should be put on the concurrent list of subjects.
3. Free Primary Education should be provided for urban areas also.

4. Provision of pay and social security benefit is absolutely necessary for the teachers.

5. A Primary Education Commission should be constituted with terms of reference to cover all aspects of primary education and A.I.F.E.A. should get adequate representation in it.

6. A craft-based type of education which can be easily introduced in rural areas and urban areas should be adopted in the existing type of schools.

7. Disparity in pay scales should be removed.

(a) Non-trained non-matriculates—
60-5-90-6-150

(b) Trained non-matriculates—
70-5-100-7-170

(c) Trained matriculates—
80-5-100-7-170-10-200

(d) Untrained undergraduates and trained matriculates-Headmasters—
100-6-160-10-250

(e) Trained undergraduates—
125-8-205-12-325

(f) Trained graduates and untrained M. A.'S.—
150-10-250-15-340-20-400

8. Training of primary teachers should be attended to; primary teachers should be sent abroad for improving their standard.

9. There should be an education service code for primary schools.

10. Qualified primary teachers should be promoted to inspecting services.

11. Railway concessions should be granted to visit any place of historical interest and to attend conferences.

12. Teaching of science should be emphasised in primary schools.

13. The distinction between the primary teachers and other teachers in the right to elect members to the State Upper House be forthwith removed.

14. Arrangements for spare time education for adult illiterates should be made on the lines followed by China.

15. The State Government should form State Primary Education Boards.

16. The conference approves the formation a committee of Primary and Rural Education Section of the conference.

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Secondary Education Act, 1959, of Madras

BY

R. Srinivasa Iyengar, B.A., L.T., Thillaiathanain.

The *ad hoc* Committee appointed by the Madras Government has submitted its first list of recommendations, and has recommended the enactment of a new law called "Madras Secondary Education Act, 1959" before the end of the current year. Consequent on the abolition of district boards, smaller areas called S. E. Planning Areas are to be constituted, with separate S. E. Boards for administering secondary schools in each area. Thus machinery is created for coordinating the administrative and supervising functions of the various agencies running secondary schools. Proposals regarding the composition and functions of the S. E. Boards require fresh examination. The first question to be considered is the area of jurisdiction of the Boards. Opinion is divided on this point. The view held by a section of the Committee is that each planning area should consist of not more than two contiguous revenue taluks. The view held by another section of the committee is that the territorial jurisdiction of a district educational officer might coincide with each planning area. Already, all districts have been divided into two or three educational districts. There will be not more than two or three S. E. Planning Areas in each district. The latter view is more practicable.

As proposed in the Committee's report, the S. T. Board will control fully Board schools and partially aided schools; and the Government may transfer municipal schools at a later stage one by one. Instead of making the decision later the Government may even now transfer the municipal schools to the S. E. Boards.

The *ad hoc* committee was divided in their opinions on the composition of the

S. T. Boards. The view held by one section was that the District Educational Officer should not be a member of the Board, but should be an external authority responsible to the D. P. I. for the inspection of all secondary schools and supervising the administration of the Act in the Planning Area. The other view held by another section of the Committee was that the D. E. O. should be the honorary chairman of the Board. The latter view will not be acceptable in these days. Even so early as in 1924, non-officials served as Presidents of District Secondary Education Boards which consisted of elected representatives of teachers and managements. Today when there is no paucity of public-spirited men and women, officials should not be chairmen of the S. E. Boards. Provision must be made for election of teacher-representatives, and representatives of aided school managements and municipalities in the area. The D. E. O., in my opinion, must be a member of the Board to guide and ensure the efficient working of the Board. In no case, he should be kept out of the Board. The secretaryship of the Board may be held by the D. E. O. or a senior headmaster of a public school. A junior educational officer may not be able to give satisfaction and command respect. The Government may also nominate retired educationists residing in the area.

The Secondary School Board, as soon as it is constituted, will prepare and maintain a public register of the assets and liabilities of each secondary school in the area, and revise them annually. Its next function is to form a Service Cadre for the employees of board schools, and make statutory provision guaranteeing

remuneration, pension, gratuity and other pecuniary conditions of service. Teachers in aided high schools may be included in the service cadre, and guaranteed similar prospects, so that the ideal of the unification of the teaching profession may be realised in the State. There is no wisdom in the committee's proposal that the first appointments should be made by the Public Service Commission, as schools will suffer from want of teachers too often. The first appointments may be made by respective managements and by the Board in the case of board schools. There is no necessity to bring in the Public Service Commission to look after the prospects of teachers.

A Statutory Fund called the Secondary Education Fund will be created in every S. E. Planning Area: income and expenditure are classified, and Government Grants are classified as Basic, Recurring Development and Non-recurring Development Grants.

An important recommendation made by the Education Grants Committee is the revision of the existing rules and practices relating to the Managing Committees of private Secondary Schools and the definition of the duties to be performed by them. A single individual will not be permitted to have exclusive control over the management of any School. An employer and an employee should not be members of the same Committee, the number of relations should not exceed one-sixth of the total strength. Even now, Managing Committees are constituted to satisfy the Department; but they do not function; one man controls the entire School, and does not even communicate his decisions to the other members of the Committee. The membership should not be hereditary; for capacity to administer public institutions is not inherited. A donor creating a trust must not consider it as 'family property', but consider it as a public trust in which every member of the public can take interest. Some statutory definitions of mismanagement are given in the *ad hoc* committee's report. Employment

of their school teachers to impart private tuitions to children in their families should be included. This is responsible for many ills in the administration of private aided schools. At present an endowment of Rs. 35,000 is demanded for recognition of a private secondary school, irrespective of the number of sections. But this sum of Rs. 35,000 is now fixed for only six sections of a school, and an additional sum of Rs. 5,000 is demanded for every additional section. This demand is exorbitant. The present endowment may be fixed for 18 sections, at the rate of three sections in each standard. For increase in the number of sections - above 18, a maximum sum of Rs. 50,000 may be fixed. Otherwise the scope for expansion of secondary education would be restricted unduly.

The Grants Committee is for maintaining the *status quo* as regards the tuition fees which vary in different schools. The maximum has been reached in most schools; and a uniform rate of tuition fees may be recommended for all schools in the State: a special rate may be fixed for schools in Madras city, if necessary. The rates of tuition fees should not be left to the discretion of individual managements. The rules for fee-remissions and fee-concessions have been codified; and their definition of a poor pupil is a forward one. A "poor pupil" is one, if his parents' income from all sources does not exceed Rs. 1,200 per annum.

Last but not least, comes the most important function entrusted to the "Education Grants Committee" by the Government, viz., the revision of the Grant-in-aid Code. For a long period of years, the grant payable to private schools was 50% of the actual net cost; and private managements struggled hard to maintain schools. In 1948, the Code was revised; and the present *ad hoc* committee strangely enough recommends that existing rules and practices regarding assessment and payment of grants should be continued and that the Teaching Grant

should continue to be assessed to two-thirds of the net cost, a 'notional' income, not the actual income, being taken into account. The Committee, has failed to perform its main task. Two-thirds of the net cost is deceptive, as the net cost is not based on the actual income. In fact, calculations based on a notional income give private managements more than the actual net cost. No school levies standard rates and for eight instalments. The Government may as well honestly pay each management the actual net cost, instead of camouflaging the calculations.

A chapter in the report emphasises that each secondary school must prepare two triennial programmes and that each S.E. Board must prepare schemes of expansion

for the Third Five-Year Plan. Any planned development should take note of the resources and see that not a single pie is wasted. I am unable to understand the fun of the Government putting into the hands of each management the tax-payers' money. In no other sphere of activity, an agency is permitted to earn and retain profits. The Boards proposed to be constituted have funds to finance the needed improvements for all schools. Equity to the tax-payers demands that the Government should not accept this recommendation of the Education Grants Committee, which must be directed to prepare a more just and equitable formula for helping managements with grants-in-aid. Else, it seems to be robbing Peter to pay Paul!

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Our Educational Diary

BY
'PEPYS'

11-3-59. The Prime Minister is reported to have told the Congress workers that the aim of the Government of India was to introduce free education at all stages throughout the country by the end of the Third Plan.

[Of course, what he meant by 'at all stages' was only with reference to elementary education; as he explained later in a letter to an Andhra M.L.A.]

14-3-59. The Union Ministry of Education has set up a committee to prepare, in collaboration with the Planning Commission, a blueprint of educational development under the Third Plan. It includes prominent educationists from the States.

16-3-59. The Madras Education Minister, speaking in the Assembly, said that the 3-year degree course involved a wastage of expenditure inasmuch as there was great disparity between the sanctioned strength and the actual number of students admitted. He trotted this out as a reason for pleading inability to contribute 25% of the cost towards the enhanced pay structure of college teachers.

[The Hindu, commenting upon this statement, points out that the reason for the fall in strength is due to the fact that more and more students opt for technical education. But this does not mean that we can afford to neglect the study of the humanities. In any case, the fall in strength need not be considered as a catastrophe. For this would ensure a

higher standard of education. Again, the managements may be trusted not to indulge in the luxury of over-staffing their institutions for the simple reason that they cannot afford it. But in any case, the college teachers are not to be denied their legitimate due for circumstances for which they at least are not responsible.]

17-3-59. Dr. Shrimali said in the Lok Sabha that the Centre had decided to give special assistance to backward States by allotting funds and additional teachers to speed up the scheme of free and compulsory primary education.

23-3-59. The Education Minister announced that the pay of the teachers working in aided elementary schools would be paid direct by the Government from next year.

The Madras Health Minister said that the pay-scales of the Medical College teachers would be upgraded. He said that the Centre had agreed to bear a share in such expenditure.

Replying to a question, Mr. Kabir said that in the case of Engineering Colleges, from this year a condition had been laid down for giving grants, under which limitations had to be made on the basis of merit, except in the case of reservation of seats for backward classes.

25-3-59. Having regard to the fact that the teaching of English is a controversial subject, the Bombay Government

has recommended that English could be taught from the fifth standard on an optional basis under certain conditions.

x x x

The Bombay Education Minister recalled that the per capita expenditure on education was the highest in Bombay, greater than even that in the Kerala State. The per capita expenditure in Bombay, he said, was Rs. 7/- while in Kerala it was only Rs. 5/-, and in Madras, Rs. 5.7.

x x x

The Madras Education Minister said that the Government were considering the question of extending medical concessions to teachers with a pay of Rs. 100/- and above. As for teachers drawing Rs. 100/- and less, they were even now entitled to free medical treatment in Government hospitals.

28—3—59. The same Minister said that the Government had no proposals "at present" to stop stipends to students of Training Schools.

[It would seem, by implication, that the question of stopping stipends is in the contemplation of the Government.]

30—3—59. Referring to the security of tenure for teachers in aided institutions, Mr. Subramaniam said that victimisation of teachers would amount to mismanagement, according to the recommendations of the Education Grants Committee.

2—4—59. Inaugurating the sixth session of the Sanskrit Viswa Parishad, the President of India said it was desirable that people should have at least some acquaintance with Sanskrit. It was an important basis of unity of the country and its influence and power of unification.

even in these days of linguistic controversies, had not lessened.

8—4—59. The Advisory Committee of the National Institute of Basic Education made the following recommendations: (i) The Institute should try the results of their findings on projects for developing a correlated syllabus for Basic Schools and evolving minimum targets in craft work for Basic Schools for at least one academic session and in different conditions. (ii) It was recommended that the Basic training course should be of shorter duration and should be held at more frequent intervals. The State Education Departments were requested to send their problems to the Institute for assistance. (iii) The Committee opined that text books for Basic education should be prepared only by teachers and that they should be encouraged by the Ministry of Education. (iv) It was recommended that the Institute should make a survey of Delhi City regarding the suitability of crafts with a view to trying them in schools. (v) The Institute should conduct an experimental Basic School, and it might for this purpose take up one or two schools and demonstrate their working. Experiments in the direction should be such that the results achieved could be applied on a national scale.

11—4—59. The Government College at Coimbatore is to be the pilot college for imparting college education in the regional language. The State Government has issued an order that all colleges will have to impart higher education in the Tamil medium for 1963-64. Private colleges will have the liberty to continue educating in English, but no grants will be granted to them. Of course, there will be no change, as far as the study of English is concerned.

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THE CHRISTIAN LITERATURE SOCIETY, PARK TOWN, MADRAS-3

The Educational System of England and Wales

BY

Shamsuddin, M. A., M. Ed., Raijuri, M. P.

Unlike Russian education, English education is not a result of any revolution. It is a natural historical growth of evolution. It has changed according to social, political or religious necessity. So the policy of education has been a result of needs or pressure. No changes have been introduced with pre-planning. Britishers show great zeal in action when they are in difficulty, because they are conservative and have no faith in revolutions. The British system of education has been moulded by three agencies: (1) the church, (2) the rigid class system, and (3) industrialization.

The Church:—The conflict between the Church and the State had been going on throughout Europe. The Church was an important agency of education and wanted education to be denominational in character, while the State emphasised that it had to be secular in status.

The Class System:—Traditionally, England had two classes—the noble, and the commoners, and later the poor and the rich. So the upper classes had better facilities for ample and intensive education, but the common people were put down for a very long time and they had to suffer for their children.

Industrialization:—The idea of mass education for the children of workers came in, because, as the result of industrialization, people moved from villages to the cities. This was opposed by the ruling upper classes as well as by industrialists, because they thought the education of masses would endanger their position: but labour associations in the country and the transfer of power from the aristocratic class to the labour class changed it, and now by the Act of 1944, it is the right of the English child to have free education upto the age of 16 years,

irrespective of any barrier. Thus English education has grown by a series of accidents, by modifications and adjustments, but these were not based on any planning, being introduced as time demanded.

To-day England regards herself as the 'Home of Democracy'. Therefore the State had to accept that she should educate all the electorate and so she could not neglect education of masses and hence had to shoulder the responsibility of educating the masses. So the problem arose: 'Who is to educate the people?' Some regarded it as the responsibility of State; and some thought it was of the church or society etc.

As a compromise was reached that the State should make provision for those who could not afford for education, we find in England a variety of educational institutions. Some are run by the State, some by the Church and some by private enterprise. There is a dual system of education in England. As a result of this, the upper classes had better facilities for education while the labour classes did not have adequate facilities for their children. Upto 1914, only 5% of poor children could get higher education.

Recently, Central Schools have gained in prominence. Several changes have been made in the curricula of these schools. In the year 1945, 50 lakhs of pupils attended these schools.

Schools run by the Government are known as 'Provided' or 'Council' schools. Schools run by private agencies are known as 'Non-provided' or 'Voluntary' schools, which are generally run by the Church. They only supply the building and light. This is the public system of education. All the schools are meant for the common people.

Grammar Schools are comparable to High Schools in India. These are very old. They teach Latin as a compulsory language. After completion of the courses in Grammar Schools, pupils go to Universities for various courses. They charge high fees there. Some Grammar Schools receive grants from the Government. They are also known as 'Provided' schools. Some Grammar Schools directly receive grants from Central authority; therefore they are known as Direct Central Schools.

Schools for Aristocrats:—A Public School in England is a private educational institution of the residential type for the children of the rich. The total number is about 200. Some of these are very old. All the schools have wide provision for extra-curricular activities. The fees are exorbitant. They charge from 200 to 250 pounds per year. All public schools have established their own traditions. Names for admission are often registered at birth. By the Act of 1944, they are open for inspection. They reserve 25% of the seats for the labour classes and fees for these are paid by the Government.

History of British Education

In the 17th century, there were Charity Schools founded by religious bodies for the children of the poor. No fees were charged and the instruction imparted was free. Separate schools were run by private enterprise for the rich. Sunday Schools were started by the Church. Afterwards these developed into full schools and most of them changed into Grammar Schools. In the year, 1833, the British Parliament for the first time made an educational grant to church schools. In 1829 a committee was appointed to see how the grant was administered and to inspect the schools in receipt of grants. Thus by 1839 a Central Authority in Education was constituted. In 1870, in different parts of England, School Boards were created to open Schools and to levy educational taxes and enforce compulsion. From 1870, there were two types of

schools: (1) Schools run by private bodies, and (2) Schools established by Boards.

In 1876, the first Act of Compulsory Primary Education was passed and compulsion was enforced from 5 to 10 years. Later on, it was raised to 11 and then to 12, with an option that the child could leave at 11, if afterwards he took part-time education. Then, in 1891, primary education was made free to those who could not pay fees. In 1899 the Board of Education was established, because the original small committee appointed in 1839 was not able to function. The President of the Board of Education was a member of the Cabinet. The Board has a consultative committee to look into the problems sent to it by Board of Education. This consultative Committee had purely advisory powers. Even the Board of Education was only so in name. It was replaced by the Ministry of Education by the Education Act of 1944. All the work was done by the President, assisted by a Parliamentary Secretary. The work was negative. It never recognised or inspected institutions. It did not give any financial aid to Universities. It never prescribed curricula. The Board only gave aid to Local Educational Authorities and issued circulars to Local Educational Authorities and Schools. So the School Boards created in 1870 were abolished and their activities were transferred to Local Educational Authorities. These L.E.A's conduct the actual education in England. These are local bodies like our Municipal Councils or Janpads. They appoint their Education Committees, which control Education in their areas.

In 1918, H. A. L. Fisher was appointed the President of the Board of Education. He wanted to reform the whole system of education and was responsible for the Education Act of 1918. He wanted to raise the limit of free and compulsory education upto 14 years, and in due course, to 16 years. He tried to provide

continuity schools up to 18, to introduce free medical examination and treatment in schools, and to bring all the schools under Government control. So, in the Act of 1918, all his proposals, except the age of compulsion, were passed. That is, the age limit of 14 was only partially accepted. It was passed that at the age of 12 parents could withdraw their children from schools, if they were usefully employed and were taking part-time education.

During World War I, education as usual had to suffer and there was nothing special. In 1924, the Labour Party came into power for a brief period, and there was a demand for Secondary Education because there was no satisfactory provision for the bulk of the adolescents, after the age of 12 or 14, which is regarded as the most critical period in the life of an individual. This problem was entrusted to the Consultative Committee of the Board of Education. W. H. Hadow was the President then. It published a report in 1926 which is important for the education of the adolescents. This pointed out that the majority of children did not go forward for higher education. So such children should be given practical education in selected Central schools. It was also recommended that schools providing for the age-group, 5-11, should be termed as primary schools, and those teaching children of 11+ called Secondary Schools. After this, many schools were started.

The Act of 1936 was passed, and the limit of compulsory education was raised to 15 and exemptions were granted to pupils who entered beneficial employments and progressed to take part-time education. It also provided that more Secondary Schools were to be started to cope up with the increased demands of education. Part-time education should be imparted to children from 15 to 18. So

the act attempted to impart education to all the children up to the age of 18. The Act of 1936 was to come into force from the 1st September, 1939, but that very day World War I started and it could not be implemented. It however indirectly helped the progress of education in the country. Several important committees were appointed on different problems of education, e.g. the Spens Committee, the Norwood Committee, the Fleming Committee and the Mc Nair Committee.

The Spens Committee was to report on organisation and inter-relation of all the schools, which provide education beyond the age of 11. The committee proposed that after 11, in all the post-primary schools there should be a common curriculum up to the age of 14 to enable pupils to select courses suited to their capacities and aptitudes. The common courses would enable pupils of different abilities and objectives to have suitable courses, and that would also ease the transfer of pupils from one type of schools to another. The Committee further proposed that after 11 there should be two types of secondary schools, i. e., Academic and Technical. Technical Schools should impart instruction preparatory to practical vocational training. In these schools, only preparation is to be made for technical education. Real technical education should come at the end of the stage, i. e., after 16.

Norwood Committee: This committee was to consider changes in the curriculum of secondary schools and the problems of the school examination. They suggested that the School Certificate Examination should be entirely internal. It should be conducted by teachers of the schools, and papers should be set by them. They wanted the courses of the Spens Reports to continue for 2 years after 11, and real differentiation to begin at 13 to facilitate migration of the pupils.

(To be continued)

SCHOOL IMPROVEMENT

BY

M. Nagasubramania Iyer, Papanasam,

Our Government is bent upon solving the problem of illiteracy by 1965 by opening an adequate number of schools, spending to the tune of Rs. 300 and more crores. I would suggest side by side the need for entrusting the urchins to tested teachers of ability and tact. That there should be proper selection of teachers for training cannot be gainsaid. It may not be impossible to enrol the full complement of school-going children without minding the cost. I must be excused, when I have to say that, unless there is proper selection of teachers with suitable encouragement, any amount spent would not have an adequate return in the shaping of children. Persons with very meagre knowledge in teaching or outlook come out of training schools. Even senior basic trained teachers (S.S.L.C. eligibles) write two lines of leave applications full of grammar and spelling mistakes.

The handwriting, whether blackboard or ordinary, is far from satisfactory. "Ruppees; anas; Your's; feaver; for urgent private business; releave" are some of the common mistakes of teachers. Such hands are to handle Forms I to III. Such being the case, it is no wonder that two pupils of Form III gave me incorrect answers to the following questions put to them casually on the 17th. (1) Which is greater, $1/4$ or $1/5$? Their difference? (2) The L.C.M. of 8 and 10? No correct answer was given. The pupils were unable to pick out the subject, predicate and object in the sentence, "I saw ten men". They were not able to change the voice. And yet it is not unlikely that they would get promotion to Form IV. Does it not reflect inefficient handling of classes with loose promotions?

Remedial Measures

(1) In respect of teachers:—Now that handspinning has come to stay as the basic craft in training schools, it should be made a pre-requisite for an aspirant to undergo training, to possess a stipulated standard of attainment in spinning. Such persons must first undergo a suitable written test. Final selection must be made from out of the passed candidates in the order of merit by a suitable viva-voce test. The two-year course can very well be reduced to one year with a better stipend. Half the time is more or less spent on the art of spinning with no utility worth the name. Community-work there should be, but not on a mass scale proving detrimental to teaching work as per the time-table. The time-table itself should be faithfully followed without leaving any period in default. With sufficient guidance the pupil-teacher should be made to prepare plans of work and to coin suitable questions in the various subjects in the basic school curriculum, gradewise. Instead of the answer papers having to be corrected in the same school, there may be interchange of papers among schools. Multiple-choice questions need to be avoided. As it is, most of the senior basic trained teachers coming out of training shun taking up English classes. The training school headmaster may be authorised to make a note in the T.S.L.C. itself as to the fitness of a teacher to handle English by a special test, if necessary.

(2) In respect of pupils:—What with the growing strength and inducements offered for the growth of literacy, it should not be considered unwelcome to institute a common viva voce and written test for about 150 pupils at the end of Standard IV

by teachers selected from a fixed panel. This would give a good stimulus to improve efficiency and act as a yard-measure for judging true literacy. It is essential that the holding of a common districtwise examination at the end of Standard VII (revised) is arranged. While 20% minimum may be fixed for a pass, a minimum of 30% would enable one to gain admission to Standard VIII. This would greatly facilitate efficiency without room for economic waste. The levy of Re. 1/- per month as fee for Standards VI and VII (revised) together with an equal amount as compensation for N.G.O's and others would be helpful.

(3) Reorganisation of schools :—From a perusal of the Legislature Committee's report recently published (on secondary education), it looks as though Standards VI and VII (revised) are to be tacked on to Standard VIII and above in secondary schools. Would it not be well to relieve Secondary Schools from the task of having Elementary Schools also with different working days? Should this be done, full-blown higher elementary schools with sufficient strength are bound to thrive in each revenue *firka* with utmost convenience to the parents and the children, and the Secondary School also will thrive with space for its growing strength and multi-purpose activities.

BOOK REVIEWS

HIGH SCHOOL ENGLISH
GRAMMAR IN ENGLISH—HINDI—
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Educationists are familiar with Wren's High School Grammar. It has been adapted for the student whose mother-tongue is Hindi by Shri Gupta, who is a lecturer in the Khair Inter College, Aligarh. The book is written in a very practical manner, using a free admixture of Hindi and English in the way in which a teacher who is free from inhibitions or puristic complexes would speak. This style makes the book very helpful. The typographical scheme is also helpful to the eye and the mind. The paper and binding are good. The price is quite considerate.

About the other aspects, much need not be said, as they are fairly well known. The inductive method is used as far as possible. Most of the illustrative matter is of the simple and obvious kind, taken from everyday life, and hence has freshness and a sense of reality. Later on, easy quotations from standard authors have been introduced, which thus serve a double purpose. The terminology employed throughout the book, it is claimed, is that recommended in the Report of the Joint Committee on Grammatical Terminology.

Qualified teachers may, with the permission of the Publishers, try their hand at producing Dravidian language versions of this useful book, if they do not already exist.

M. S. Kalyanasundaram.

AN INTRODUCTION TO INDIAN EDUCATION

By S. N. Mukerji (Professor of Educational Administration, Maharaja Sayajirao University of Baroda, Baroda)

This book is by a famous Professor of Educational Administration of Maharaja Sayajirao University of Baroda, author of certain well-known books.

It seeks to give a bird's-eye view of the more important aspects of Indian Education and a broad outline of our educational system.

Starting with Wood's Despatch, he points out how the Anglicising impulse gave way to the spirit of nationalism which found expression in several forms, religious, political, cultural, social, economic, and educational. The politically-minded people began considering the development of education as a national need. Credit goes to some great patriots for the starting of new colleges. The names of Sir Syed Ahmed Khan, V. K. Chiplonkar, B. G. Tilak, G. G. Agarkar, Sir Surendra Nath Banerjee, Mrs. Annie Besant, among others stand out prominently. Later, Lord Curzon's imperialistic policy stirred Indian mind and accelerated the need for educating the masses, in which the part of G. K. Gokhale is by no means insignificant. Though he failed, the indirect results were notable. There was a rapid increase in student enrolment. The Calcutta University Commission appointed in 1917 shaped the country's educational development for the next 25 years. A system of universal, compulsory and free education for boys and girls between 6 and 14 years was visualised, but the inadequacy of the constitutional reforms of 1921 led to the non-cooperation movement. A desire for economic independence found expression in the starting of the *charkha*. The provincial administration of compulsory primary education was not much of a success. With the attainment of independence, the provision of universal, free and compulsory elementary education for all children and/or social education for all illiterates became the most urgent need,

The two Commissions (the Radhakrishnan and A. L. Mudaliar ones) and the national Government's two five-year plans no doubt recognise the importance of education for national reconstruction.

The chapters on Administration and Primary Education are illuminating. The results of primary education are not appreciable, but we are not without hope, as an *ad hoc* All India Council of Elementary Education has been started. The chapter on *Nai Talim* emphasises the silent social revolution in the country, with its objective of a classless, non-violent social order, and with its stress on education through activity.

The importance of Secondary Education as providing for the supply of primary teachers and as turning out students for future leadership is not minimised.

In regard to the institutions for higher education, an interesting revelation is the deplorable wastage of human resources, and with it the terrible frustration of hopes and aspirations, in as much as only one out of 10 students appearing at the Matriculation becomes a graduate. Suitable non-degree courses for the failures have got to be devised, as they too should be educated for wise citizenship and leadership.

The chapter on 'Professional Education and Scientific Research' augurs well for the future India. The chapter on 'The Teacher' exhorts the teachers to form a network of educational associations with mutual relationships and a central tie. It may be said that teachers' strikes have been few and not successful anywhere.

The concluding chapters on pre-school education, adult education education of the handicapped and on students are full of valuable suggestions well worth our study and attention. In the matter of students, their activities and welfare, the Central Government have earmarked one crore of rupees. This is indeed laudable. Possibly no better happiness for a youth of these days can be visualised or vouchsafed by any welfare state.

A. S. Venkataraman.

EDITORIAL

A Mixed Bag

The first list of recommendations by the Education Grants Committee in our State envisages an altogether changed set up for educational administration. The State is to be divided into Secondary Education Planning Areas, governed by Secondary School Boards administering Secondary Education Funds and maintaining a Secondary Education Service Cadre. A Secondary Education Act is to be passed to ensure all this.

Among many welcome features in these proposals, is the proposed legislation about education. So too the recommendation that all secondary school teachers in the permanent service of any district board or panchayat should be constituted into a Secondary Education Cadre, and that there should be a statutory guarantee of their remuneration, pension, gratuity and other pecuniary conditions of service against adverse alteration. Perhaps they may not like the proposal that the Cadre should be recruited through the Public Service Commission. The two scales of pay recommended for L.T. and secondary teachers grant yet another dole of small mercies. [These scales are: Secondary teachers, (i) Rs. 50-30-5-120, and (ii) Rs. 50-3-110-5-130. L.T's, (i) Rs. 100-5-125-10-205, and (ii) Rs. 100-5-140-10-200-15/2-230.] The provision for a public registry of the assets and liabilities of all secondary schools, whether private or otherwise, is to be commended. The public also will be pleased at the halting steps taken to extend fee concessions to poor pupils belonging to other than depressed or backward communities. Full fee remission for all poor pupils whose parents' income is less than Rs. 1200/- per year, is proposed up to Standard VII and half-fee remission in Standards VIII to XI. Full fee remission in the latter will be given only to Harijans, backward classes and children of non-gazetted Government employees, Local Authority employees and school teachers. The discrimination

imposed is hard to justify, for there is vague promise about other poor pupils. Managements will welcome the decision to approve all the fees now now levied, to continue to determine the net cost on the basis of a notional instead of their real income and to include in approved expenditure contributions to provident fund premia and remuneration to auditors. The possibility of profiteering by managements is guarded against by providing that any 'surplus' exceeding Rs. 5/- per pupil should be deducted from the grant payable. Encouragement is given for planned development by insisting on each school drawing up two triennial plans for the years 1960-66 and by envisaging increasing allotments to the Secondary Education Fund.

So much for what is good. We fear however that the scheme suffers from one grave defect. It seeks to extend enormously the powers of control by the Government. Education is sought to be placed within a strait jacket. The Secondary School Boards are likely to be creatures of the Government, especially if they are to be presided over by District Educational Officers. The powers to reorganise and suspend Committees of School Management for mismanagement defined in an all-comprehensive way is fraught with danger to private initiative in education. The provision under certain circumstances to take over private schools without paying any compensation to the Managements smacks of being expropriatory.

Liberty includes the right to commit mistakes. Any attempt to guard against abuses by an overwhelming concentration of power in the hands of the Education Department will lead to other abuses of power and patronage and create an atmosphere where conformity and sycophancy will thrive at the expense of independence and integrity. We hope that these considerations will be kept in mind when the Secondary Education Act is enacted.

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WOMEN'S EDUCATION IN INDIA

BY

M. K. Jain, M. A., Central Educational Library, New Delhi:—

Under Section 16 (a) of the constitution of India, there shall be equality of opportunity to all citizens in matters relating to employment or appointment to any office under the State and no citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence, be ineligible for, or discriminated against, in respect of any employment or office under the State. Perhaps the makers of Constitution of India had Tennyson in view, who said:

The woman's cause is man's;
they rise or sink
Together, dwarfed or godlike,
bond or free.

The education of women is to be viewed according to the needs and the circumstances of the present set-up of society in India. A century ago the women of India believed in the purdha system and almost devoted all their time to the activities of the home. But now things are different. Women are finding admission practically to all the faculties which a generation ago would have been considered as unsuitable for them or beyond their easy reach.

It is a matter of gratification that many women have joined the faculties of

Engineering, Agriculture, Medicine, Veterinary Science, Commerce, Law and Teaching, as well as of the Arts and Sciences, and have taken to research; and some have made their mark in it. Today there are 116,754,939 women working in various industries in India. About 178,87,200 women are in gainful employment. In medicine there are 177,000 women. These figures show that women are both interested and capable in the various fields of education. The fact that there are 19 women in administration in the Government of India as Deputy Commissioner, Deputy Secretary and Deputy Minister etc., proves the calibre of women beyond doubt.

There is full agreement from all quarters that the women of India should be educated properly and adequately. However, there is difference of opinion about the type of education to be imparted to them. One view is that the only proper place for a woman is the home and that the education of girls will, therefore, have to be considerably different from that of boys. Supporters of this view have got no answer to the fact that in these hard times some women have to earn their living and for that purpose they have to go in for the same type of education as that of boys. The other view is that

1. *Woman of India* (Published by the Ministry of Information and Broadcasting, Government of India).

education should seriously concern itself with the place that women occupy in public life. India, according to the supporters of this view, needs the services of women outside the four walls of home. They insist that women should be given equal opportunities, so that they may compete with men on equal terms, at school and college as well as in the various professions and services.

The education of women should be so designed as to create harmony between the home and community life. It is necessary that facilities for teaching of Home Science in Girls' Schools should be adequately provided. A woman should be educated to fulfil her twofold duty to family and society. If an educated girl fails to run her house smoothly and efficiently after marriage, she cannot contribute to the happiness and the well being of her family and society at

large; that means she is unable to raise the social standards of her country.

Although we have gone ahead in various fields including education, the education of women has shown little progress. There is great disparity between the education of men and women, for male literacy figures are 24.87% and the female figures only 7.87%. States in which the percentage is relatively high are Kerala (46.1%), Delhi (29.9%), and Coorg (24.1%). It is lowest in Manipur (3.0%), Rajasthan (2.9%), Himachal Pradesh (2.3%) and Vindhya Pradesh (1.4%). If we compare the various statistics of 1947-48 and 1952-53, we find a little progress of women's education at secondary stage, whereas there is no progress at the primary stage and only negligible progress at the higher stage. The following ratio shows the difference of male and female levels of education:-

S. No.	Various levels of education.	Ratio between female and male education	
		1947-48	1952-53.
1.	Primary	1 : 3	There is fall in the percentage from 84 to 76%
2.	Secondary	1 : 6	1 : 4
3.	Higher	1 : 9	Out of 61,549 girls receiving higher education, about 13% went for professional courses, which did not show much deviation from the ratio obtained for 1947-48.

These statistics show that the education of women requires the earnest attention of all concerned. Commenting upon the question of slavery in the Southern States, Lincoln once declared that 'a nation cannot live half free and half slave'.

Likewise, no country progresses half literate and half illiterate.

We need to offer more opportunities, more finances and more time to the problem of women's education.

2. India-1958.

3. Education, Vol. 36, No. 1, Pages 5-10 January, 1959.

HOW TO GET BETTER TEACHERS

BY

--B. P. Sharma, M.Ed., Lecturer, P. S. M., Jabalpur--

It is upon the school more than upon any other agency that society relies for the fulfilment of its aims and inspiration. In new India, if therefore, the Government plan to spend more on improving of schools at the cost of other urgent and pressing problems, it is not unjustified. But before pressing the point, we will have to clarify the present state of affairs that, though the Government are spending a huge amount of precious money on education, yet the outcome is not desirable in proportion as it should have been. This requires an analysis of the situation to find out the reasons as to why this is so happening and to suggest ways and means to improve the situation.

IMPROVING THE TEACHING PERSONNEL

To improve a school means to improve the conditions of the teaching personnel, the building and methods etc. It goes without discussion that, if the improvement in the teaching personnel is brought about, then everything else is improved to a large extent automatically, since it is the teacher who gives direction and meaning to all other inanimate things. In this connection, I am reminded of some statements from great men and educationists—"What a loss to England and to America as well, if there had been no Arnold of Rugby"; and "The battle of Waterloo was won on the playing fields of Eton". These two quotations are enough to illustrate that it is the teacher who 'being a maker of men' plays a remarkable part in building a nation. A teacher influences his pupils not only through the medium of his direct instruction, but the pupils learn in many ways the attitude of their teacher to life's

problems, his points of view and methods of attack. It does not matter what subject a teacher teaches, his general attitude impresses itself upon his pupils. A good teacher is a powerful and abiding influence in the formation of character. He influences by his way of life not only his pupils, but the whole community of children. Hence there is need for teachers here with a broad, deep and thorough understanding of life. But to attract teachers of high calibre and character, attractive emoluments are necessary. Since our Government intends to bring about improvement in both the quantity and quality of the education and at the same time their resources are scanty, it is not possible to come forward with high salaries for teachers. At the same time the aspect of quantity in education is so important that the Government cannot postpone it further. With scanty resources and the urgency of problem something or other will have to be done.

DISSATISFACTION AMONG TEACHERS

We will have to admit that the teachers are facing so many difficulties, though they are discharging the very significant job of building the nation. Their salaries and the general service conditions are far from satisfactory. It compares unfavourably not only with persons of similar qualifications in other professions, but also in many cases with those of lower qualifications who are entrusted with less responsible and socially insignificant duties. They have often no security of tenure and the treatment given to them by the managing body is, in many cases, inconsistent with their position and dignity. Consequently if they demand a reasonable return, they are not unjustified.

Teachers on their part should realise that the Government, with its scanty resources, is not in a position to meet their demands in toto immediately. At the same time, they cannot deny that the Government are not trying their level best to meet the situation. In this connection if something can be said, it is that society on its part should put more speed in removing the economical and other difficulties of the teacher, and the teachers on their part should prove to be an asset rather than to remain as a liability. Unless both society and the teachers come forward with their respective resources, nothing worth while can result. A teacher is a different being. His marks are calibre, scholarship and above all, sacrifice for the nation. A lot of money and ample comforts have no meaning for him, because his way of living is different. It does not mean that he does not require the minimum to keep his head and heart intact. Consequently, there is no reason why a teacher on account of money should remain dissatisfied and the sacred job of teaching should suffer. To say that teachers are not getting much in the shape of money and that therefore the position is deplorable is not the sole reason. The reason lies somewhere else.

A REMEDY

Teaching is often called a calling, which means that a teacher should regard himself as one specially called to do this task, not so much for the pecuniary benefits, which he may derive from it, as for his love of it. Though the teacher's job is very difficult and needs many kinds of sacrifice, yet an enthusiastic teacher takes pleasure in his work. A person who does not possess the personal qualities of a teacher and enters the job because it is the first job that comes in his way cannot relish teaching. Persons who enter this profession in this manner often get discontented very soon and try to leave their jobs in search of more remunerative ones. Such teachers are harming themselves and the child too. Such teachers are called 'misfits' in this job. So the problem is how to get many persons with

the qualities of a teacher on low salaries, since our means do not allow us to raise the salaries to the extent desired. The quantitative aspect of education is also before us. This is the problem which needs solution. But we know that there are few problems which have no solution. Money is not all for a man of heart. A constant appeal to his heart can be utilised here. His worthy possession, the feeling and the sentiment of the love of his country, may be made the target to get success in attracting him to this job. Many young men who join other jobs, being attracted by high emoluments, can also be attracted to this job by arousing their feeling and intensifying their sentiment. But we should know that formal intellectual exercises are apt to seem cold and 'preachy' to young men. Yet by going to the pages of history, biography and fiction, we may find exalted instances of courage, of devotion to one's country, of fidelity to truth. Once we have succeeded in our flight, then it will be easier afterwards to maintain it, since after sometime we will be able to meet the economical demands too. And those persons of calibre and sacrifice who have joined this job will definitely set examples for others, and the wheel will go on revolving of its own accord.

The Departments of Education at the Centre and at the State level, the leaders and the educationists in training colleges and elsewhere may strive on the positive side by publishing articles in the magazines and papers in which an appeal to either sentiment of love of country is aroused, and on the negative side by keeping the youth of the nation well informed about the responsibilities, the nature of the job, the sacrifice needed in the job and the personal qualities needed of a teacher and the like, in full detail, so that those who make the mistake of entering this job, unknowingly, unwillingly, or being compelled by circumstances, may be saved from being ruined, and the problem of 'misfits' may not arise. This can be done by publishing booklets or by publishing articles on the topic, 'The teaching

personnel' etc. in daily newspapers, magazines, etc. Leaders can advise the youth through speeches. Similarly, there should be a positive approach to attract men of calibre and quality of head and heart to this job. The appealing articles and the speeches from educationists and leaders can serve the purpose of a powerful stimulant to arouse the feelings and sentiment of love of country in youth to attract them to this job, or to let them go to other jobs because of high salary there and consequently to save them from being 'misfits'. The above-mentioned approach should be an integral part of our policy for such time as we are not enabled to meet the demands of the situation financially.

ADDITIONAL EXPEDIENTS

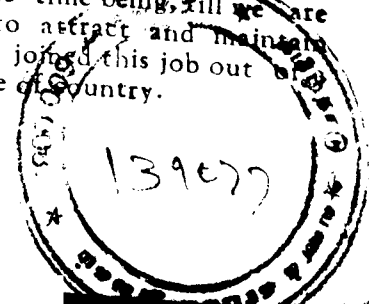
The following also should be tried.

1. A sufficient number of vocational and professional guidance bureaus should be established, where the tasks of job analysis and proper guidance should be a regular and important feature.
2. A strict condition should be laid down by the Government and the managements that 'once a teacher, a teacher for ever'. This will stop the practice of using this job as a stepping stone to other better earning jobs.
3. Society should inevitably invite the teacher to its various homely and public ceremonies and offer him a seat of honour as a return for his sacrifices for the cause of education of the country.
4. Real teachers should be rewarded and praised at times by Government, society and other agencies to motivate them for better work and more sacrifices.
5. There must be some definite and objective tests ready with the appointing bodies to select on some certain

grounds the person fit for the job and to reject those who are unfit for the job. And the recruiting body should include persons from training colleges.

6. The school record should be so prepared that it may give a clear and complete picture of the pupils' personality and character. This record along with other certificates should be referred to at the time of the interview.
7. The Government at the Centre and the State Governments should start other types of institutions in large numbers to meet the demands of the country, so that there may be a proper appointment of men to different jobs, and the problem of employment may not force anybody to take up a profession which he does not like.
8. The management and other agencies of society should not hesitate, but be liberal, in providing emoluments and other amenities of life to teachers, but at the time they should be very strict on his slightest act of misconduct.

The above are some of the practical suggestions to improve the situation. It does not mean that these are the only suggestions. There can be many more in addition to these. Let me close with the observation that a teacher is both born and made. The above discussion concerns the first part of the teacher, for the part i.e., he is born. How he is 'made' we will discuss some time later. But it does not mean that the existing dissatisfaction regarding their low salaries and other amenities of life in the teachers, should not attract the attention of the Governments. The above suggestions can be employed for the time being, till we are fully prepared to attract and maintain those who have joined this job out of sentiment of love of country.



Evaluation in Language Teaching

BY

Raghunath Safaya, M.A., M.E.D., Government Basic Training College, Chailigat

In continuation of the last article on 'Evaluation in Social Studies' published in the columns of this journal in November, 1958, the present article deals with evaluation in language teaching. The various problems regarding the same are discussed below:—

A. General reform needed in a programme of evaluation in languages.

1. The achievement in language must be assessed in two ways—internally and externally. Due weightage need to be given to internal assessment by the teacher, because it is he who knows more about the pupil and his work throughout the year.

(a) Internal assessment must comprise the following—

(i) The class-work done by the pupil throughout the year assessed properly. It must be assessed both qualitatively and quantitatively. The teacher should judge the quality of the work done and also take note of the amount of work with regularity.

(ii) The home-task assigned to the pupil from time to time in respect of writing essays, letters, answers to questions given in the text book, writing the meaning and usage of difficult words, grammar work and explanations of prose and poetical pieces.

(iii) The extra-reading done by the pupil, the newspapers, magazines, journals and child literature read by him and notes about the same kept in a diary.

(iv) The part played by the pupil in dramatics, debates, poetic symposium and other literary functions, the articles written for the school magazine, the poems or essays read on special occasions.

(v) The periodical tests administered by the teacher to the pupils and the assessment made thereof.

The teacher should maintain a diary and jot down the scores assigned to each pupil on each occasion. At the end of the term or session he must sum up all the scores and find the average. In this way he can find whether the pupil is progressing or regressing. The combined score will represent his total achievement for the year. At present the examining boards who hold the annual tests do not take into consideration the sessional work. But recently some such boards have enforced the system of internal assessment. Panjab University demands marks of internal assessment from the teachers and gives 25% weightage to it for matriculation classes. The percentage of weightage can be increased according to the sincerity and honesty revealed by the teachers in future in this task.

(b) The external assessment by an examining board or University also needs reform in many directions. It must become more valid, reliable and practicable. The papers must be set more carefully. The essay-type tests must be combined with new-type tests.

2. Different methods should be adopted for testing achievement in language. The methods should be — (a) Essay-type tests:

(b) New-type tests: (c) Oral tests. In the elementary classes the tests should be mostly oral. As the pupil learns the skills in writing, and expresses himself in language, the written tests can be used progressively. In the higher classes, the test need to be mostly written. The written test-paper must be interspersed with objective test items. There are some aspects of language which can be best tested orally, others through essay-type tests and some through objective tests.

B. What to test and how?

A language has got a number of varied aspects. When we test achievement in language, we must test all these aspects. Briefly speaking, language has two major sides — knowledge and skill. A pupil learns language skills of various types. On the basis of the strength of activity involved in learning language, we can categorise language skills in two types—

1. Active language skill and 2. Passive language skill.

Besides the language skills, a pupil incidentally acquires knowledge of vocabulary, grammar and the subject-matter of the texts.

All these aspects need to be tested. Below we give each major aspect, the minor aspects in each, the types of questions needed for each minor aspect and the type of test — oral, essay-type or new-type.

1. Test of Passive Skill

Passive skill comprises the following:—

(i) *Comprehending speech*, understanding talks and questions by others. This can be tested only through oral tests. An oral test by the teacher, in which he asks questions from the pupil is essential in the elementary classes.

(ii) *Range of passive vocabulary*. It is expected that the pupil of a particular class possesses a particular range of vocabulary which he can understand, if not use. Questions can be

asked about the meaning and use of difficult words. This item can be tested either orally or in writing.

(iii) *Reading ability with accuracy and speed*. This can be tested by giving a passage for reading. The examiner can watch the pupil reading the passage, count the incorrect items, measure the time taken for reading the whole passage, and ask questions on what has been read. This test can be only individual, and hence oral and not written. In the absence of such a test in the elementary classes, we cannot judge the reading skill acquired by the pupil.

(iv) *Comprehension of what is read*. The object is to know how much and with what accuracy the pupil can understand the text he reads. After giving the passage, the examiner should ask questions, short or long pertaining to the text. In the elementary classes, this test should be oral. In other classes, it can be both objective or essay-type.

2. Test of Active Skill

When the pupil pronounces words, speaks, writes and expresses himself in speech and writing, his active skill is involved. This will comprise the following—

(i) *Pronunciation*. The object is to test with what accuracy and clarity the pupil pronounces words, phrases and sentences. It can be tested only orally. The pupil can be asked to read a passage, answer questions and speak on a topic. The examiner can count the number of mistakes in pronunciation and detect the defects if any — such as stammering.

(ii) *Active vocabulary*. The object is to know the range of active vocabulary possessed by the pupil, which he can use in his own expression, correctly and appropriately. This can be tested orally as well as by a written test.

(iii) *Speaking ability*, correctly with fluency and with good expression. This also can be tested orally. The pupil can be asked to relate his own experiences, to describe a scene, to express thoughts on a particular topic or to answer given questions.

(iv) *Handwriting*. This can be tested through a dictation test, or through other written tests. The object is to see if the pupil can write legibly, clearly and beautifully.

(v) *Written expression*. The object is to find the degree to which the pupil can express his thoughts in clear language and good style while he writes. He must be able to answer questions given in the text, write essays on different topics, write letters, summarise passages, paraphrase difficult passages and write explanations about verses. The best form of test for this aspect is an essay-type test. Translation exercises can be given where the language learnt is different from the mother tongue.

3. Test of knowledge

Knowledge acquired in the language class is threefold — knowledge about vocabulary (active and passive), grammar and the subject matter read in the text-books.

(i) *Vocabulary* can be tested by means of objective tests. The pupil can be asked to write the meaning of difficult words, use in sentences, give antonyms and synonyms, give derivations, form other words, and compare similar words.

(ii) The grammar can be both theoretical and applied. The theoretical grammar includes knowledge of technical terms in grammar, parsing, analysis and such grammatical rules. The applied grammar includes knowledge of correct spelling, correct pronunciation, correct use, correct concord, correct syntax, correct punctuation, correct formation of sentences,

transformation of words and sentences and the like where application of grammatical rules is required. The knowledge of both theoretical and applied grammar can best be tested by means of objective type tests.

(iii) Subject matter acquired in the text book includes (a) the knowledge of stories read, (b) the new ideas in various essays read in the text, (c) the biographies of great men, (d) the knowledge of historical, geographical or scientific facts learnt, (e) the knowledge of the environment, (f) the knowledge of various styles of writing, (g) the knowledge of poets, their biographies, writings and styles, (h) knowledge of figures of speech and metres involved in the texts. All this can be tested through suitable questions. Some items where short answers are required, can be best tested through objective tests. Long accounts of stories, biographies and other facts require essay-type tests.

4. Test of appreciation

The object is to judge whether the pupil can comprehend a piece of poetry, appreciate its beauty, get pleasure from it, feel the emotions depicted in it, and comment upon the salient features like central idea, theme, thoughts, imagery, figures of speech, metre and style. The test can be both objective and essay-type. Paraphrasing, explaining and writing critical appreciation will come in the latter type i.e., essay type. Other things can be asked through recall or recognition or multiple choice test items.

C. Weightage to different tests

When an examiner tests the achievement in language of a particular pupil, he must use all the three types of tests, viz., oral, essay-type and new-type. The weightage given to each type will depend upon the stage of the class in the school ladder. If the language under question is the mother tongue, we can divide the schooling into three stages — elementary, middle and high. The weightage for each is summarised below—

Type of test	Aspects of language	Weightage for Elementary	Middle	High
1. Oral	(i) Pronunciation	10	5	
	(ii) Active vocabulary	5	—	
	(iii) Passive vocabulary	5	—	
	(iv) Reading skill	10	5	
	(v) Comprehension while reading	10	—	
	(vi) Reciting verses	5	5	
	(vii) Oral expression	20	10	
		65	25	
2. Essay-type	(i) Comprehension	5	5	10
	(ii) Knowledge of text	5	10	10
	(iii) Appreciation	5	5	10
	(iv) Handwriting	10	5	—
	(v) Written expression	15	25	30
		40	50	60
3. Objective tests	(i) Vocabulary active and passive	—	5	10
	(ii) Comprehension of passage read	—	5	5
	(iii) Spelling	—	10	10
	(iv) Correct usage	—	—	—
	(v) Theoretical grammar	—	—	—
	(vi) Information regarding text	—	5	5
	(vii) Knowledge of poets and writers	—	—	5
	(viii) Prosody and rhetoric	—	—	5
			25	40

The above weightage is simply arbitrary. It can be modified in accordance with the needs. But the basic principles involved in the weightage are:

(i) Oral tests need not be given any weightage for higher classes.

(ii) There need be no objective tests for elementary classes.

(iii) In the elementary classes more weightage should be given to oral tests than to the written test. It will decrease in middle classes.

(iv) More weightage need be given to the objective tests in the higher classes.

(v) The five aspects of language—speaking, reading, writing, appreciating and

acquiring information—must be weighed proportionately. Some aspects will become more prominent in higher classes such as written expression, appreciation and the literary aspect. Some aspects will be given less weightage in higher classes such as reading, handwriting, pronunciation. It does not mean that there

become less important. The point is that these will be tested in earlier classes, and will not need as much testing in higher classes. Sometimes a particular aspect may not have been taught during a particular period. In that case, the weightage can be distributed among other aspects.

DISPARITY IN TEACHERS' SALARIES

BY

M. Nagasubramanian Iyer, Papanasam.

Despite the Government order passed in October, 1956, to standardise Secondary Grade teachers' pay, raising it to Rs. 50/- in the scale of Rs. 50-2-85 in all categories of schools, G. O. No. 556/24-3-58, passed 18 months thence, created a difference in scales as declared and sanctioned posts, the former to draw the higher grade pay of Rs. 50/- for working in Standards I to V, but the latter to draw Rs. 50/- in the higher standards. In the elementary sections attached to secondary schools, however, the rule is that the teaching staff should be manned only by secondary grade teachers drawing Rs. 50/- from the outset. This leads to an invidious distinction among teachers of the same qualification for no fault of theirs.

A secondary grade hand happening to serve in a Railway School - Secondary or Elementary - in any standard starts on Rs. 68/- in the scale of Rs. 68-4-120-5-170, with increased D.A. and other conveniences. If he is in a secondary school elsewhere, he starts on Rs. 50/- running upto Rs. 85/-. But in aided elementary schools, he has to get Rs. 30/- or Rs. 50/-, as is his fate. Be it remembered here that the scale for higher grade teachers in Railway Schools is Rs. 60-3-81-4-125-130 with increased D.A. — the D.A. itself almost covering the pay and D.A. of a similarly qualified hand in an aided elementary school. Be it also remembered that as and when a higher grade teacher leaves service

in a Railway School-Secondary or Elementary, his place is filled up by a secondary grade hand even for Standard I. As it is, it may not be uncommon to find a secondary grade teacher of 50 years standing getting a salary of Rs. 55/- in an aided school, while his grandson aged 19 with the same qualification will be getting a salary of Rs. 68/- plus a decent D.A., to start with, in a Railway School.

Railway schools are managed by the Central Government and yet the State Government is said to be considering such schools as aided ones and is paying the full assessment of teaching grant, fee compensation, M.G. and so on. The D.A. only is not borne by the State Government owing to some technical objections. How and why this anomalous system should prevail passes my comprehension.

Further, any increased pay over the sanctioned and unsanctioned scales that may be granted by the management in aided schools is taken as unapproved charge, at present. Such topsy-turvy arrangements in the fixing of pay scales to men of the same qualification from place to place cannot be conducive to peace and contentment among teachers in the noble profession. One and all, from the President of the Indian Union to the D.P.I., realise the awkward position. Is it not high time that their sympathy is translated into action forthwith?

A Square Deal to Languages

BY

S. Chakravarti, B.A., A.M.I.E., Madras

I have already contributed an article, "English, the social link in India" to your magazine emphasising that the English language would, sooner or later, form the commonwealth link between the States of India and the world.

I have travelled now extensively in Mysore, Kerala and Andhra States visiting important towns and cities and talking with business executives and members of State Assemblies and Party leaders. The following are the impressions and views which are reasonable and sound from the democratic point of view.

Regional languages, Kannada, Malayalam and Telugu, have grown into benevolent dictators, and by comparison and contrast, Hindustani happens to represent now an official growing into a dictator from the political field. In other words, Indian culture happens to be in danger from the official companionship. I am sure that Hindustani Pandits and educationists would, sooner or later, dissociate with official companions and inform the Central Government to leave them and their culture alone.

Hindustani as official language in the Centre would neither allow Hindustani culture to grow naturally, nor permit democracy to develop among Hindustani citizens in India. Paradoxical though it might appear, the law passed by Lok Sabha that Hindustani should become the official language of India, has given the Members of the Lok Sabha, the position of Managing Editors who happen to dictate language and culture simultaneously.

A Managing Editor has been defined as one who neither knows how to edit a newspaper nor manage the newspaper

establishment like a democrat. In like manner, Hindustani, as the official language of India, would hamper the culture of Hindustani along its traditional lines and curb the democratic spirit like an official.

The present is the passage of the past to future. At one time, Gandhiji and Rajaji felt that benevolent dictatorship of culture is not necessary but unavoidable, just like parents and teachers who are benevolent dictators when Indian citizens were young and indiscipline was quite normal. But democracy recognises the adult as the unit of society, unlike nationalism, which seems never to countenance the fact that a citizen is not an eternal child.

There are no longer children in India, according to the definition of culture and language. Even Indian children talk of liberties and rights in a democracy.

As the official language of India, Hindustani tends not only to foster bureaucratic indiscipline, but also develops cultural perversion in the field of officials.

As the official language, Hindustani insists that language and culture should stand like a prism on the apex. On the other hand, culture and language stand for a square deal.

Indian statesmen from the South consider with alarm this official outfit for culture and a cultural man getting into the amputation boot to make his language the official language in India.

Not only there is students' indiscipline in India, but cultural indiscipline among the citizens. Those who speak other Indian languages than Kannada, Malayalam and Telugu cannot help feeling that languages of Hindi origin, including their

own, would always make them stand like a prism on the apex, but never give them a square deal of democracy.

What about Hindustani citizens in these states? They feel that they can never expect a square deal so long as Hindustani happens to be the official language of India.

Then, what do all citizens think of the English language? They find that it alone can give a square deal to all the languages and cultures in India.

What will happen to the present drive of Hindustani? Even Hindustani citizens feel that the Congressmen have grown into Managing Editors of culture. Of course they too should tolerate the phenomenon of Managing Editors in a democracy for obvious reasons beyond their control.

But parties are changing in a multi-party system of democracy, and there is, every possibility of the policy regarding the official language changing. Then, all languages of India would get a square deal even in official fields and relinquish their bureaucratic company with great relief.

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Unesco's Publications in Education

BY

Peter Wells, Department of Education, UNESCO

Unesco's principal task in the field of education is to assist its Member States to develop and improve their educational systems by making available knowledge and information which bear upon current trends and problems. It does this in a variety of ways: through advisory missions, by arranging for nationals of a particular Member State to study in other countries, by holding international or regional conferences, by organising seminars or meetings of experts and so on, and where appropriate, through publications. Unesco publications in the field of education are therefore designed to serve the Organization's programme, and to throw light on problems which are so widespread and urgent as to be considered a proper matter of concern for an international organization.

What can be done to see that all school-age children in the world go to school? What are the best methods of teaching reading and writing to illiterate adults, as well as to small children? Should children always be taught in their mother tongue, even if this is a local dialect, or should the medium of instruction be a language of wider currency? What subjects should be included in the curriculum and how should they be taught? What can be done by the schools to improve international understanding? Or to ensure that the pupils become mature, well-balanced adults? What sort of education can be devised to raise the standards of living in underdeveloped territories? For each of these problems and many others, Unesco has produced books which make some contribution to their solution, by recording achievements, analysing difficulties, publishing the recommendations of expert consultants or conferences.

Unesco's tasks also include the locating of the best sources of information on all aspects of education in all countries, and the making available in comparative form of descriptive and statistical data on educational practices round the world. Underlying Unesco's activities is the assumption that all educational systems, institutions and methods are perfectible, and that one of the best means of improving one's own educational system is to study the experiences and achievements of others.

Let us take a few examples of how the Organization's publications in education subserve its activities. The heart of any educational system is its effective provision of compulsory schooling. Unesco's series of *Studies on Compulsory Education* was designed to show the position in some 15 different countries of all stages of educational development and in three major regions. The series includes two general studies on 'Raising the School-Leaving Age,' by I. L. Kandel, and 'Compulsory Education and its Prolongation.'

Perhaps the greatest single obstacle to the implementation of compulsory education is the inadequate supply of teachers, a problem which is aggravated by the inadequacy or lack of teacher-training establishments. Unesco has published two companion volumes: 'The Education of Teachers in England, France and the U. S. A.'; and 'The Training of Rural School Teachers', a study of practices in Brazil, Ghana, India and Mexico. Here again, editorial policy has been to provide information on the experiences and achievements of a selected number of representative countries. In conjunction with the International Bureau of Education (Geneva), Unesco has also published the

results of inquiries on Primary Teacher Training and Secondary Teacher Training in some 60 countries.

The content of educational programmes has been another field of Unesco study and publication. 'The Teaching of Modern Languages', 'Suggestions on the Teaching of History', a 'Handbook of Suggestions on the Teaching of Geography', 'Suggestions for Science Teachers', 'Music in Education', 'Education and Art', and other works on related topics again embody the findings of conferences, meetings of consultants, international surveys and similar endeavours to profit by the best knowledge and experience available. At the request of its International Advisory Committee on School Curriculum, Unesco has prepared and published 'Curriculum Revision and Research', a survey of practices in a number of Member States. The relationship of child growth to the educational process is dealt with in 'Education and Mental Health' and the 'Psychological Bases of the Curriculum'.

Out-of-school education is almost as important as in-school education in a world where two-fifths of the adult inhabitants are illiterate, most of them living only just above subsistence level. For these people, Unesco has developed the techniques of its Fundamental Education programme and published a number of what might well be termed 'manuals' for workers in this new field. These try to help field workers by showing them, for example, how to manufacture, maintain, and utilize all kinds of simple but essential teaching aids: 'How to Print Posters', by Jerome Oberwagor; 'Museum Techniques in Fundamental Education'; 'Some Methods of Printing and Reproduction' in which the author, H. R. Verry, has selected methods which are easy and inexpensive to operate; 'The Healthy Village', in which Norman McLaren and his colleagues report on a successful experiment in making simple audio-visual aids, which could be used in health teaching with a partly illiterate rural population. As a contribution to the

eradication of illiteracy, Unesco has published 'World Illiteracy at Mid-Century', a study of the extent and causes of this phenomenon, 'The Teaching of Reading and Writing', by W. S. Gray, and a study on 'The Production of Popular Reading Materials', which deals with the problem of how to keep new literates supplied with suitable books and periodicals. Other books describe various schemes which have attempted to promote the welfare of underprivileged peoples through educational techniques; such a publication is 'Social Welfare Work in Jamaica', by Roger Marier. The role and the record of co-operative organization is dealt with in 'Co-operatives and Fundamental Education' by Maurice Colombain. The problem of what is to be done when the mother tongue of the pupils, adults, or children, is an undeveloped, or even an unwritten language, is treated in 'Vernacular Languages in Education'. Current developments in fundamental education are recorded in the quarterly bulletin, 'Fundamental and Adult Education'. Adult education, as used in the title of this journal, refers particularly to the out-of-school education of adults who have already enjoyed some measure of formal education, and who live in technically advanced countries. Three volumes illustrating entirely different facets of this work, are 'Universities in Adult Education' by S. G. Raybould, E. A. Corbett and Baldwin M. Woods and Helen V. Hammarberg; 'The Education of Women for Citizenship', by Marjorie Tait; and 'Workers' Education for International Understanding', by Asa Briggs.

Finally, Unesco's function as an international clearing house for information on educational practices is supported by the publication of various reference works. The most important of these is the triennial 'World Survey of Education'. The first volume in this series, published in 1955 and subtitled 'Handbook of Educational Organization and Statistics', surveys all aspects of the educational systems of some 200 countries and territories, backing up the descriptive chapters

with statistics, diagrams of the school systems, a glossary of educational terms, and bibliographies. Volume II, 'Primary Education', deals with the history, administration and organization of education at this level, and current problems and trends, in all countries and territories of the world. Diagrams and glossaries have been revised and brought up-to-date, and the wealth of statistical material includes more recent summary tables for each educational system as a whole. It is planned to publish a third volume, on secondary education (general and vocational) and to complete the cycle with a survey of higher education. Another important aspect of clearing house work is the compilation and publication of up-to-date bibliographies. The journal 'Education Abstracts' devotes each of its ten issues per year to a particular topic and provides a selected annotated

bibliography on that subject. Separate bibliographies have also been published on technical education, health education, language teaching etc. Finally, the collection and dissemination of educational information at international level requires collaboration with national agencies engaged in the same work. Two reference works which have proved useful to educators interested in making contacts with educational information services in other countries are 'An International List of Educational Periodicals' and 'Education Clearing Houses and Documentation Services; A Preliminary Survey'.

This brief description of Unesco's publications in education is intended to give an idea of the many types of publication and the range of subjects treated. Comprehensive catalogues may be obtained on application to Unesco, Paris.

AN UNFORTUNATE DECISION

BY

M. S. V. Chari, Tindivanam.

1. The Madras Government has issued a statement reiterating its determined policy of making Tamil, the regional language, the medium of instruction in the Colleges in the State.
2. The Government has decided to try the experiment in the degree course in the Government College at Coimbatore. It is stated that English will, of course, be taught as heretofore. Only the subjects will be taught in Tamil.
3. The statement seems to have been issued in haste. For it is obvious that the Professional Colleges are not touched by this rule. And it has been made specific that this does not apply to Post-graduate courses either. Naturally students passing the degree courses may find it difficult to follow post-graduate or professional courses which are to be conducted in English. The Government seems to forget

that the educational policy of a State should be uniform and not different at different levels. At any rate, such variations in policies should not be multiplied, as is sought to be done in this State.

4. One can have no quarrel with the Government for their carrying out this piece of educational experiment. But what is unfortunate about its decision is, that it has issued what is frankly a threat to private colleges, that grant will not be given to them, if they do not fall in line with the policy of the Government and switch over to Tamil as the medium of instruction. This 'ultimatum' to private colleges is a denial of their liberty to adopt any medium of instruction they like and amounts to compulsion.

5. It would have been much better, if the Government had carried out completely their experiment in their "pilot"

college and assessed the result before imposing this virtual lean on English as the medium. As it is, the Government seems to be sure of success in its educational experiment even before it has been given a fair trial! This is like putting the cart before the horse and reflects little wisdom on the part of the Government in pursuing its educational policy.

6. One can have no objection even to the introduction of Tamil as the medium of instruction in all Government colleges. But how can the Government compel private colleges to adopt the same medium in this direction of even before the experiment had been tried and found successful? I would humbly suggest the withdrawal of compulsion in this matter and that results in both cases be watched carefully. Then there would be time enough to come to a considered decision.

7. If the Government should be obstinate in this matter, the duty of the University Grants Commission is only too clear. It must conserve all its finances to enable private colleges in this State, if they so desire, to continue English as the medium of instruction by stepping in and giving them the grant which the State Government threatens to withhold. Indeed, such aid must be the first charge on their disbursements towards Higher Education in the Madras State. The

University Grants Commission would not have served its purpose, if it allows private colleges desiring to provide education through English or students desiring such education to be denied their rights and opportunities.

8. I would however venture to make one suggestion. Now that neither the Centre nor the States want English, it is high time the Government of India creates an autonomous Board of English Studies and conducts examinations in various centres all over India, even like the D.H. Hindi Prachar Sabha for various standards, i.e., from the elementary level to M. A. standard.

N.B. Recently, the Madras Education Minister, speaking in the Ooty session, denied that he was applying any financial sanctions against Colleges who prefer to continue to have English as the medium of instruction. He said that it was but natural that those institutions which did not fall in line with Government policy have to make their own arrangements. And this could not by any means be called financial sanctions against them. Legally, the Minister's argument is unexceptionable. But nevertheless, to the layman, it would amount to 'financial sanctions', whether you call it by that name or not.

The Gnana - Vignana Trust,
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The Bhagavadgita A Simple Paraphrase in English

BY

The Late S. Parthasarathy Iyengar, B.A., B.L.

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The Educational Review, 16, Sunkuwar Street, Triplicane, Madras-5.

Our Educational Dairy

BY

'PEPYS'

17-4-59. Rules have been framed under the Kerala Education Act prohibiting students from taking any part in any meeting or agitation directed against the authority of the Government and from organising meetings within the school premises without the permission of the Headmaster. They also prohibit teachers from engaging themselves in any strike or similar activities or in political or communal activities on pain of being disqualified to continue as teachers.

[These rules seem to be salutary and are long overdue, although they may be irksome in a Communist regime. But the proper machinery to bring about educational changes is the Legislature.]

24-4-59. Mrs. T. Nallamuthu Ramamurti suggested in the Lok Sabha that in any scheme of National Planning the highest priority should be given to education with larger financial provisions.

26-4-59. Governor Gadgil, speaking in Rajpura (Punjab), said that Post-Independence education must be linked with productive work. He felt that the Basic education system would ultimately prove economical, if education were linked with production. Mr. Ariyanayakam complained that Basic Education had not made much progress because of lack of faith on the part of administration, who continued to patronise the old system and thought that Basic education was only intended for underdeveloped areas and underprivileged people or the poor. As it is, students from Basic education institutions cannot be admitted into higher educational institutions, at the secondary, university or technical level.

This is only too true, and for this state of affairs, only the Basic experts have to be blamed. If they want to secure for Basic education a respected place, they must not scoff at theoretical education and must frame a syllabus which would enable Basic education students to follow lessons imparted in schools and colleges run on old lines.]

30-4-59. The Madras Government are considering the grant of educational concessions based on economic and such other considerations and not on caste or community.

3-5-59. In a leader on 'Secondary education', the Hindu has listed a few of the shortcomings in the recommendations of the Madras Grants Code committee: They are: (1) The disparity in pay-scales of teachers in aided institutions and in Government and Local Body schools; (2) the starting pay of the secondary and High School teachers; (3) the insistence on an additional endowment of Rs. 5,000 for each new section to be opened; (4) the provision that the primary sectors should be located in separate buildings; (5) restrictive stipulations regarding the syllabus for primary classes; (6) the wide powers of the Secondary Education Boards, which are likely to be abused and require a provision for appeal against their decisions; (7) the need for the Boards having an elected president (and the D.F.O. may be made an ex-officio member); and (8) prescription of minimum qualifications for members of committees of management.

XLIX Madras State Educational Conference

The XLIX Madras State Educational Conference met from May 4th to May 6th at the Municipal College, Salem. Delegates from all over the State attended the Conference, though the timing was not very convenient, coming as it did immediately after the closing of the schools for the summer vacation. Many teachers felt that the usual practice of fixing the Conference in the middle of May was more convenient. The Reception Committee, under the chairmanship of Sri S. Ratnasami Pillai, had made very good arrangements for the boarding and lodging of the delegates. But publicity arrangements proved inadequate and the proceedings were reported very late and very scantily in the press.

Inaugural Address

After Sri S. Ratnasami Pillai had welcomed the delegates in a speech, which drew attention to the important educational problems in the State, Sri K. Santhanam inaugurated the Conference. "Our educational system," he said, "should be worked with continuity and should not be a field of frequent and radical changes." He hoped that the new educational scheme (seven years elementary, four years secondary and three years collegiate) would be worked without fundamental changes for at least another half a century.

The Government of Madras, he felt, was mistaken in having taken up a separate stand about Hindi. They should hold a conference of non-Hindi States and devise a common policy. Reluctance to study Hindi might result in South Indians being left behind, as the Muslims had been, for not caring to learn English. Employment under the Central Government was overwhelmingly important, and

he would advise pupils in Madras to learn Hindi well.

He said the medium of education had to be the regional language and they must make a beginning from now. A language could be developed only by using it as the medium of education and administration, and they should not postpone it on the plea that Tamil was not ready. After stressing the importance of English, Mr. Santhanam observed that our teachers and education had to be fully trilingual.

Mr. Santhanam went on: "The teachers are a growing community. It has been decided that universal elementary education should be made compulsory by 1965. When we take into consideration the expansion in secondary education and the three-year degree course, I expect the total strength of teachers will approximately be two lakhs for elementary schools and one lakh for higher education. It will be about three per cent of all the adult workers of the State. From the point of importance and influence, the teachers will constitute the most numerous and significant section of the middle class."

Mr. Santhanam said that a teacher's spiritual and moral life was far more important than his physical life. He asked them to lead exemplary lives, refraining from smoking and meat-eating. Every teacher was a permanent student. It would not be a bad thing if every teacher had to sit for an examination or submit an essay, once in five years, and they should not allow themselves to become mere living gramophones, delivering set lessons.

Mr. Santhanam said that it was in the interest of the community that the teachers were paid good salaries. "But I would like to remind you that in view of the large number of teachers, their average emoluments cannot be much higher than the average national income. The same argument holds good for all classes of public servants and it is a pity that the Central Government should have scales of pay which are much higher than State scales. I can fully appreciate the justice of the complaint that a primary school teacher in Madras is doing greater service and working harder than the peons who sit in the corridors of the Secretariat in Delhi and that it is a travesty of justice that the latter should be paid more than the former. But I would like you to realise the position of the State Government which has at the same time to expand education and improve the conditions of the teachers. It will be wholly undignified and in my view even immoral for teachers to develop trade union mentality and to equate services with emoluments."

Presidential Address

Dr. A. Ramaswami Mudaliar, in his presidential address, said that the Madras Government had done wisely in leaving Hindi non-compulsory. The initial mistake was made when Hindi, an undeveloped language, was accepted as the official language by the non-Hindi-speaking members of the Constituent Assembly. The Parliamentary Committee, of which he was a member, had to follow the Constitution. The Committee at least had stressed that English ought to have a principal place in education. He deplored the deterioration in the standard of English in our schools.

Congratulating the teachers on doing their duties well amidst great difficulties, he felt glad that the students in Madras State behaved with becoming propriety. He warned the public and the Government against showing any sympathy with student indiscipline.

Dr. Mudaliar said that they now had a good educational pattern and that it should be worked with some continuity. He said that the emoluments of the teachers were inadequate and the Central Government should find the finance to improve their pay scales. Extravagant expenditure on the plans could be curtailed, and the money thereby saved could be utilised for this purpose. The entire middle class, he felt, was being wiped out. And unless teachers, N.G.O's and others could be provided with immediate relief, there would be no middle class left and the country would get into a dangerous position.

Dr. Mudaliar warned the teachers and N.G.O's that the amenities provided by the Government like free education and medical relief, might evoke the hostility of the other members of the community. It was not good for them to come to be regarded as a privileged group in these days when privileges were a target of attack. "It is my opinion that by these amenities you will stand to lose ultimately. They may well be a Greek gift."

Dr. Mudaliar also deplored the concentration of power in the hands of the Central Government and the inadequate grants to Madras State.

Resolutions

Resolutions were passed requesting the State Government

(i) to set up a State Board of Education with representation to legislators and the teaching profession;

(ii) to fix the pay scales for teachers as demanded at a joint meeting of the Presidents and Secretaries of District Guilds, and to find or to obtain from the Central Government funds for meeting the extra cost;

(iii) to fix the rate of pension at 25% of the average salary drawn during the last three years, subject to a minimum of Rs. 30/- per month, to give effect to the pension scheme from 1-4-55, to condone all breaks even after attaining the age of

55, and to extend the pension scheme to the non-teaching staff;

(iv) to grant house rent allowance to teachers without further delay;

(v) to apply to teachers serving Local Bodies and private managements leave rules applicable to vacation departments;

(vi) to fix the contributions of the teacher, the management and the Government at 2½ as. in the rupee, 1½ as. and 1½ as. respectively and to pay the Government's contribution at the end of every year;

(vii) to include all Elementary School Teachers in the Teachers' Constituency of the Madras Legislative Council;

(viii) to fix the pupil - teacher ratio as 25 : 1, instead of at 40 : 1 as at present;

(ix) to fix the age of retirement for teachers at 60;

(x) to extend to the clerical staff fee concessions given to teachers;

(xi) to adopt a building scheme to help teachers to build their houses and

managements to build houses for their staff;

(xii) to grant free medical aid to teachers under aided agencies on lines similar to those granted to Central Government employees; and

(xiii) to grant Dearness Allowance to teachers at the Central Government rates.

The Conference requested that with a view to stepping up the quality of education in our Elementary schools and at the same time ensuring the fulfilment of the constitutional directive in regard to the introduction of free compulsory education, an autonomous Council of Elementary Education be set up for this State with representatives of the Education Department, Local Bodies and the organised teaching profession to undertake programmes for in-service training for teachers in Elementary Schools, to study problems connected with Elementary Education, to periodically review the progress and to advise Government on measures to be taken for ensuring qualitative and quantitative improvement in Elementary Education.

BOOK REVIEWS

THE PRACTICAL ENGLISH TEACHER—by W. Turner, M. A. K. & J. Cooper, Bombay-4, Price Rs. 0.75.

This is a timely publication, and it is bound to be welcomed by all for its valuable suggestions. It will be of great help to the junior and inexperienced teachers of English in Secondary Schools. Educationists all over India are keenly alive to the necessity for improving the standard of English which has deteriorated in Independent India. A committee of experienced teachers of English have drawn up a syllabus consisting of graded structures based on prescribed and selected vocabulary, which will take students on

to the realms of English Literature. The scheme aims at securing a maximum of activity from the pupils in the sphere of hearing, talking, reading and writing English.

The book under review helps the teacher of English dealing with young boys, in tackling problems in the actual teaching of English structures. The book is not really as the author admits, a complete treatise on the teaching of English, but it contains many useful suggestions on the teaching of grammar, pronunciation and reading and on devices and games to enlarge the vocabulary of youngsters learning English. The following observations of the author go a long way towards dispelling some wrong

notions about the aim, method and scope of English teaching in our schools.

1. "Elementary instruction in grammar must come in early, certainly not later than the end of the first year."
2. "The factor of understanding is more important to the Indian child, for the ultimate object is to read and understand books, rather than to speak and write perfect English."
3. "The various methods of teaching English are not rival methods; following one method is not discarding others."
4. "Translation is always there and will be helpful at times, but it is kept in the place of a servant."
5. "Directness of expression is the ideal."

The author stresses the importance of 'drilling', for there is no method which can dispense with 'drill' or regular practice. The three model lessons given in the book are sure to stimulate enthusiastic teachers to achieve efficiency in the class room.

The author might profitably have added a chapter on the 'Teaching of Poetry' and elaborated the chapter on 'Idiom and Common Errors', instead of merely recommending Martin's Dictionary of English Usage for further information.

The book is well got up and neatly printed, as is quite characteristic of the publications by K. & J. Cooper of Bombay; and the price of 0.75 n.p. is certainly not excessive.

N. Subramanyam, B. A., L. T.

PREPARATION AND ISSUING OF THE PRIMARY SCHOOL CURRICULUM. Paris, Unesco: Geneva, International Bureau of Education. Publication No. 194. 8 Swiss francs; 13 sh. 9d.; 2.75 dollars.

Among the many aspects of the problem of school syllabuses, the one concerning the official procedures employed in the drawing up and issuing of primary curricula has received attention from the International Bureau of Education in this special study. The I.B.E. has already,

during the last few years, been studying in this connection the question of the separate teaching of various subjects. Seventy-three countries replied to the questions put to them, thus enabling the I.B.E. to assemble and produce as a comparative picture the data provided. The place given to the teaching of the different subjects gave rise to a special statistical study of which the following is a summary. The mean of the place reserved for the study of language is shown to be 33.6%: for mathematics, 15.98%; for natural and physical sciences, 10.69%; for moral education and social science, 8.72%; for practical activities, 10.33%; for aesthetic education, 7.15%; for physical education, 6.36%; for religion, 5.14%; and for other activities, 2.47%.

RASHTRA-BHASHAKI SIKSHA (Teaching the National Language). By Dr. Shridharnath Mukarji—Published by Acharya Book Depot, Baroda—Pages 264+10—Price Rs. 6/-

The author is the professor of teaching science in Shri Maharaja Sayajirao University, Baroda. He is on the Senate of the University. He is also a Fellow of the Teachers' College, Columbia University. He has written a number of books on the history of education in India and also on education in America. The present book, which is well got up, is a very useful one.

Basic ideas on language are dealt with in the first chapter. The second deals with the question of the National Language for India. Methods in language teaching, reading, books, prose, poetry, rapid reading, pronunciation, intonation, voice training etc., conversation, declamation etc., composition, orthography, grammar, restricted essay, free essay, University teaching, adult education (that is, teaching Hindi to literates of non-Hindi Provinces), exercises and new method tests etc. are dealt with in this book. There is an appendix on lesson planning, and another on books useful for the teacher of the National Language. There is an alphabetical index at the end.

M. S. Kalyanasundaram.

TOM THUMB ESSAYS

BY

H. MARTIN, M. A. (Oxon.), O. B. E.

Pages, 136.

Fourteenth Edition.

These "Tom Thumb" essays have been written for younger children who are just beginning to do a bit of English composition. They are, therefore, very short, and are written in very simple language. They are not made to be copied or learnt by heart but are intended as models for paragraph writing. To prevent mere parrot-like copying, the teacher can give one of the essays to be read and studied, and then set an essay to be written on a different but similar subject.

TOM THUMB ESSAYS

is a
First Step
to
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In order to make the study of these tiny essays more practically useful, a few exercises in Grammar and Usage have been set on them. It is hoped that they will be found useful, especially in class-teaching. The exercises on the Right Word are of a novel type. They are meant to test the pupil's knowledge of appropriate words, and to help him to distinguish between similar words with different meanings—words that can easily be confused.

TOM THUMB ESSAYS

contains Exercises in Applied
Grammar and
Correct Usage.

A FIRST STEP TO LETTER-WRITING

—WITH EXERCISES IN LETTER-WRITING AND CORRECT USAGE—

BY

H. MARTIN, M. A. (Oxon.), O. B. E.

Pages, 128.

Eleventh Edition.

This book contains 140 Letters written in simple, chaste English. It will teach the students, as nothing else can, how to write Letters on all occasions. These letters are not made to be copied or learnt by heart, but are intended as models for every-day letters.

"The Book under review supplies the want very adequately. Model letters are in abundance, and each type is followed by exercises and then hints on 'correct usage', the latter being a novelty in this book. No other book gives that prominence to correct usage."—*Education*, Lucknow, April, 1939.

"The style of a letter in English is decidedly natural and simple. This feature or characteristic is beautifully illustrated in the specimen letters. And while these should serve as models and nothing more, the numerous exercises in letter writing are meant to be attempted. The models and exercises are excellently graded."—*The Bombay Teachers' Journal*, March-July, 1939.

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EDITORIAL

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Madras Educational Conference

Elsewhere is given a brief account of the 49th Madras State Educational Conference. Full details about the Conference are not yet available, owing to inadequate publicity arrangements. The authentic texts of the presidential and inaugural addresses, which were delivered extempore, do not appear to have been made public so far.

The stress laid by Sri K. Santanam in his inaugural speech on stability and continuity in educational policy is welcome. The quick changes that are being effected in the pattern of education, day in and day out, are playing ducks and drakes with the intellectual and spiritual equipment of at least one generation. It is to be hoped that the new scheme of education, now being put through in stages, will develop some immunity against political or other attacks.

Sri Santanam's plea that the teacher should set a fine example of high thinking and plain living is all right, but surely there is a limit to the sacrifices expected of any set of people. Fine words butter no parsnips, and it is not clear why the idea of trade unionism among teachers should prove so shocking. After all, they are working on starvation wages, and it is no exaggeration to say that society is 'exploiting' them.

Diametrically opposite views were expressed by Sri Santanam and Dr. A. Ramaswami Mudaliar about the Hindi policy of Madras. The former deplored the decision of the State Government to pursue a policy different from that of all other States—namely, to keep the study of Hindi optional. Dr. Ramaswami Mudaliar, in his presidential address, welcomed the identical decision.

Few in South India are enamoured of Hindi as the official language. As Dr. Ramaswami Mudaliar pointed out, the battle on this issue should have been fought even at the time of the drafting

of the Constitution. Perhaps it is not yet too late to do so. But, if Hindi is to be accepted as the official language, there is no point in leaving its study optional and burdening the citizens of this State with a serious disqualification in regard to entry into Central Government service and influencing Central Government policies.

Dr. Ramaswami Mudaliar's grief at the lingering death of the middle class will be widely shared. But his criticism of the concentration of power in the hands of the Centre has unfortunately provided a handle to the secessionist movement in the State. His suggestion that checks on extravagant expenditure can provide the wherewithal to raise the teacher's emoluments shows that where there is a will, a way can always be found out. The fact is that the Governments at the State and the Centre are not prepared to accord a high priority to this.

The resolutions passed press many requests already made, regarding emoluments, pensions and conditions of service. The plea to extend the pension scheme to all who retired from 1955 onwards is reasonable, and its acceptance will not cost the Government any significant sum. So too is the request to fix the age of retirement at 60. The suggestion for the establishment of an autonomous Council for Elementary Education is welcome. Unless the teacher—pupil ratio is reduced to 1:25 as asked for, education will be inefficient.

Detailed criticisms of the proposed Secondary Education Act were not apparently offered. Nor was there any serious consideration of the State Government's decision to make Tamil the medium of instruction in College classes. This is a matter of deep concern to all who are interested in the maintenance of the unity of India as well as of high standards in education, and we trust that the educationists in our State will take an early opportunity to express their views on the matter.

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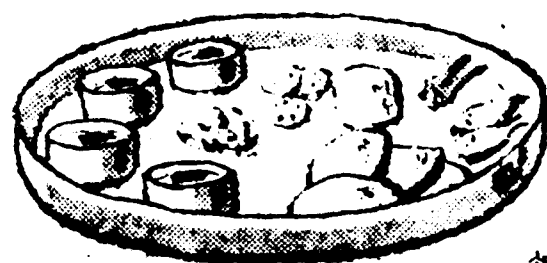
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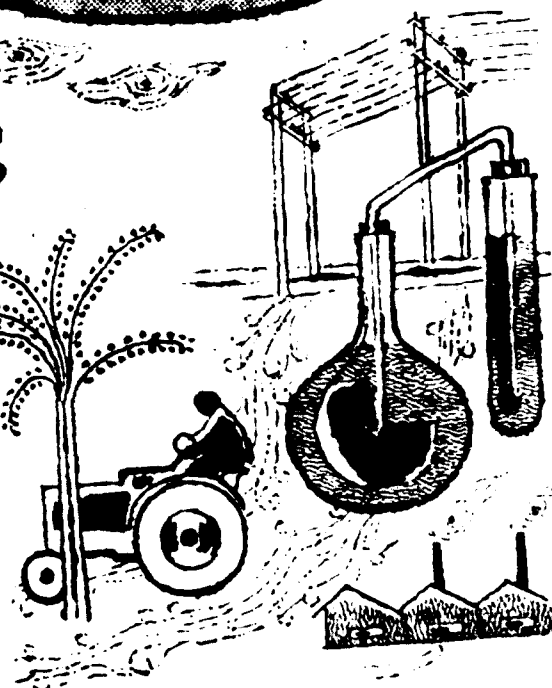
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