

THE EDUCATIONAL REVIEW

VOL-LXIII

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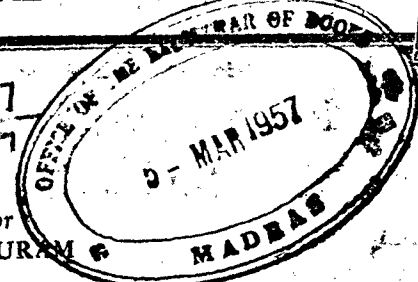
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CONTENTS

How University Education Came To India— <i>Sri John Sargent</i> ...	283
Educational and Vocational Guidance in Higher Secondary Multipurpose Schools— <i>Sri. M. A. Srinivasa Iyengar</i> ...	286
Child Education Materials— <i>Sri S. Jagannathan</i> ...	291
Madras Varsity Centenary ...	293
Our Educational Diary— <i>Pepys</i> ...	303
Editorial. ...	305

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The Educational Review

MONTHLY RECORD FOR INDIA

VOL. LXIII

FEBRUARY 1957

NO. 2

How University Education Came To India

By

Sir JOHN SARGENT

Formerly Educational Adviser to the Government of India and Secretary to the Department of Education.

The Universities of Calcutta, Bombay and Madras represent the first attempt to provide India with university education on the British model. The model chosen was not the ancient Universities of Oxford and Cambridge but the comparatively new University of London.

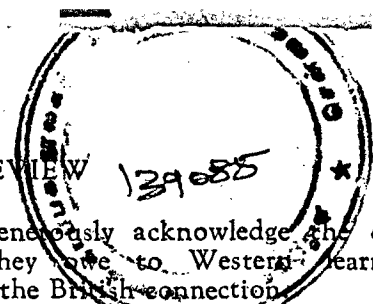
pieces of gold to cover the cost of his course. One can only hope that he had a distinguished career and returned to his State as an enlightened ruler. This at any rate is the first instance I know of a State scholarship.

Before I attempt to assess what these three pioneer Universities have achieved during the last century, I should like to give a brief account of the background against which they were set up. Although we in the West are accustomed to refer appreciatively to the ancient cultures of India and other eastern countries, we are sometimes rather vague about exactly what those cultures were or how they were handed on. Higher education in India, including education of the University type, has its roots in the remote past.

THE BRITISH PERIOD

Long before the Christian era, important centres of learning were in being and thronged with students. Their curricula were in some ways comparable in their conservatism with those of medieval European Universities and in their variety with those of some American Universities of today. They ranged from religion, medicine, astronomy, agriculture and accountancy down to archery and snake-charming. There is a record of a king's son, who was sent to study at a distant University and provided with a thousand

When we come to what may be called the British period, we find that the question of providing higher education for Indians had been receiving considerable attention from the then rulers of India for fifty or sixty years before the establishment of the three Universities in 1857. This period was mainly occupied with two major controversies. The first was between what may be called the Westernisers and the Classicists as to whether education should be based on Western learning or on the traditional Indian cultures; and the second was between the missionaries and those who felt that anything in the way of religious propaganda should be avoided in India. Oddly enough, as it may seem today, even such distinguished Indians as Rajah Ram Mohan Roy gave strong support to the Westernisers. In the end, the Westernisers and the Anti-religionists appear to have prevailed and a beginning was made with the development of institutions at the University level, which subsequently formed the basis of the three



great Universities whose centenaries we are now celebrating.

It is also worth recording that before 1857 a number of other institutions had already been established to provide higher education in such subjects as medicine, engineering and law. One can hardly pass over these years of gestation from the University point of view without some reference to Lord Macaulay, who is so often held responsible for most of the defects in the Indian educational system at any rate up to 1947. His famous dictum that a single shelf of a good European Library was worth the whole native literature of India and Arabia has stuck not surprisingly in Indian throats and will probably continue to stick there long after all the Britishers who have truly served the cause of Indian education have been forgotten. But he had his wiser moments. Like so many of his fellow countrymen at the time, he seems to have tried to harmonise what we should now call imperialistic ambitions with a more liberal vision of the ultimate responsibilities of an imperial power. This is what he said in the House of Commons before he came out to India: "Are we to keep the people of India ignorant in order that we may keep them submissive? Or do we think that we can give knowledge without awakening ambition? Or do we mean to awaken ambition and to provide it with no legitimate vent? It may be by good government we may educate our subjects into a capacity for better government, that having become instructed in European knowledge they may in some future age demand European institutions. Whether such a day will ever come, I know not. Whenever it comes, it will be the proudest day in English history. The sceptre may pass away from us, but there are triumphs which are followed by no reverse. There is an empire exempt from all natural causes of decay; that empire is the imperishable empire of our arts and our morals, our literature and our laws". It is comforting to think that even amid the political stresses of today enlightened Indians from the Prime Minister down-

wards generously acknowledge the debt which they owe to Western learning through the British connection.

A COMPROMISE

The result of these controversies about the future of higher education in India was crystallised in the famous despatch of Sir Charles Wood to the Court of Directors in 1854. This again was a compromise. It laid down as a general principle that the study of Indian languages should be encouraged, that the English language should be taught wherever there was a demand for it, and that both the English language and the Indian languages should be regarded as the media for the diffusion of European knowledge. The practical outcome of the despatch, so far as we are concerned, was the decision to establish Universities. As a result, the existing institutions of higher education at Calcutta, Bombay and Madras were officially constituted Universities with a constitution based on that of London and with authority to establish professorships in various branches of learning, including law, civil engineering and the classical Oriental languages, and to grant degrees. It was three years after the despatch, that is, in 1857, before the necessary Acts for the establishment of these Universities received the approval of the Governor-General.

I cannot describe in any detail the development of the three Universities between 1857 and the declaration of independence ninety years later. It is a record, as anyone who consults the official reports will discover, of steady expansion both in numbers and in faculties in spite of periodical ups and downs due to the vacillating and often stingy policy of the Governments concerned. The most impressive, though not necessarily important, aspect of this expansion is the greatly increased attention that has been paid, particularly in recent years, to the application of science for practical ends. I need only mention the reputation which, for instance, the Departments of Applied

Physics in Calcutta and of Applied Chemistry in Bombay enjoy in the world today. Madras has perhaps concentrated less on the scientific and technical sides than the other two, possibly owing to the proximity of the famous Scientific Research Institute at Bangalore. But this has probably helped to maintain an all-round standard in the various faculties, which has long made a first-class Madras degree in almost any subject a real academic distinction.

THE FUTURE

Looking to the future, what can one say about the prospects of still further healthy growth on the part of our centenarians? From the point of view of numbers, they are in my opinion already far too large. It is true that the creation of several new Universities and the alteration of state boundaries since 1947 may alleviate this. But the real problem is not so much total enrolments as the distribution of students between faculties. Before 1947, for various reasons, of which financial stringency was as a rule most compelling, there was a strong tendency to encourage enrolment in the arts faculties, which could be self-supporting, as compared with the technical and scientific departments, which for obvious reasons could not. Another problem arising primarily from inadequate finance has been the policy during the British regime of leaving education as far as possible to private enterprise. The result only too often has been that pious benefactors have erected impressive, if not always suitable, buildings, but have made

little or no provision for their maintenance. This has meant unattractive conditions of service for teachers and the denial to students of many of the amenities which in the West are accepted as essential to the realisation of the University ideal. One can only hope that the financial bogey will be laid before long by the increasing prosperity of India and, more directly, by the establishment of a University Grants Commission on similar lines to that which has functioned so successfully in this country for the last thirty years. This has now been set up.

There is one consideration which must be ever present in the minds of those people inside and outside India, who wish for the success of the new Republic. The urgent need is for leaders and experts in all walks of life. For most of these one naturally looks to Universities or institutions of similar rank. But Universities of themselves cannot ensure that their places are filled by students of the requisite calibre. At the moment eighty per cent or more of the population of India is illiterate and Universities can only draw on the still smaller portion who reach matriculation standard. Anyone who knows India will be aware how many "village Hampdens and mute inglorious Miltons" must languish in the 700,000 villages of India because the doors of educational opportunity have not yet been opened to them. Once these untapped resources of brain-power have been made available, Indian Universities will be able to draw upon an almost inexhaustible supply of students of high intellectual calibre.

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Educational and Vocational Guidance in Higher Secondary Multipurpose Schools

By

Sri. M. A. SRINIVASA IYENGAR, B. Sc., B. L., B. T.,
Secretary, National and Rural Education Association and Headmaster,
Acharya High School, Goribidanur

(Continued from Page 268)

B. ACTUAL GUIDANCE GIVEN AT THE END OF THE DELTA CLASS OR COMMENCEMENT OF THE NINTH CLASS.

The ultimate responsibility for choosing the course should be with the parent and the pupil. The School authorities can only guide the parent and the pupil and give them the required advice. Such guidance has to be based on the following sources of information :

(1) Information gathered from the pupil about his interests, aptitudes and plans for his future through a questionnaire or interest inventory.

(2) Relevant information collected from the parent regarding the home conditions and home life of the pupil through answer to a prescribed questionnaire and impressions of the home visit of the Counsellor.

(3) A careful study of the cumulative record of the pupil. The Cumulative Record should be exhaustive and should indicate the following aspects of the pupil's personality.

- (a) Achievement in School Subjects.
- (b) Physical achievements of the Pupil.
- (c) His interests and aptitudes.
- (d) His personality traits.

The entries in the Cumulative Record should be based after ascertaining the opinion of all the teachers who are dealing with the pupil.

(4) The result of administering psychological tests and other objective tests on the pupil. We do not as yet have ready

made standardised tests. This is relatively a new field for study and research: the help of state bureaus of vocational guidance and psychology departments of teacher training colleges should be sought in this field, and an attempt made to draw inferences from the results of such tests. Tests may be of the following types :

- (a) Intelligences tests—Verbal or Non-verbal.
- (b) Aptitude tests.
- (c) Interest inventory tests.

By basing our study of the pupil on the above-mentioned sources of information the School authorities could give fairly reliable guidance to the pupil regarding the choice of the diversified course in standard nine of the Multipurpose School.

C. CONTINUATION OF GUIDANCE IN STANDARDS 9, 10 AND 11.

Even after the choice of subjects of the diversified course in standard nine there is need for continuing the guidance programme. For about six months after the choice of the diversified course there must be scope for changing the subject if the pupil finds that the course is not suited to him. The course in the first year of the Diversified Course should therefore be flexible, and greater emphasis should be laid on core subjects than on the electives. At the same time, specialised elective courses should have a flexible basic curriculum which will bring out the abilities and interests of the pupil on a more clear basis.

Some of the backward pupils will lag behind others and take time to adjust to the new course. For such pupils special help should be given individually.

The work on hobbies by the T₁ in the Delta Class should be continued in the later classes. But it should be a part of the curriculum and may be included in the co-curricular activities.

Career talks should be continued during the 9, 10, 11, but they may be less frequent. They should be of a general nature.

D. GUIDANCE IN CASES WHERE THE DELTA CLASS IS OUTSIDE THE THREE-YEAR MULTIPURPOSE HIGH SCHOOL :

This is a problem of great importance in the Multipurpose Schools which are of 3 years duration only. In such cases the "DELTA" Classes fall outside the Multipurpose School. Perhaps it will be the last class of the several feeder primary schools which feed pupils for the Multipurpose School. It is difficult for the Multipurpose High School to organise a guidance programme in several of these feeder schools. However the following suggestions are given.

(1) The Career Masters and other teachers of the Multipurpose High School should keep regular contacts with the feeder Middle Schools by frequent and constant visits and contact with pupils of the eighth standard.

(2) The Head Master of the Multipurpose High School should carry out a guidance programme in the feeder primary Schools by periodical conferences with the heads of these Schools.

(3) Guidance work may also be done by Inspectors of Schools who are directly dealing with these feeder schools in collaboration with the Head Master of the Multipurpose School.

VOCATIONAL GUIDANCE AND YOUTH EMPLOYMENT COUNSELLING IN STANDARD ELEVEN.

Towards the close of the Multipurpose School Course at the end of Standard Eleven, guidance is necessary for the pupil to choose a course for further education

or to secure a job to earn his livelihood. The scope of such vocational guidance involves:

(a) Dissemination of occupational information regarding the vocation which naturally follows a particular course.

(b) Placement assistance in actually securing a job for the pupil. It is here that collaboration between the School and the Youth Employment Counselling Service is of great necessity. The Youth Employment Counselling Services at the national and regional levels should explore all employment opportunities and place the full information before School authorities whenever required. They should also assist in the placement of the pupil in a particular job suited to his training and equipment. The School-leaving Cumulative record should give a clear picture of the personality and other traits and abilities of the pupil to help effective placement of the pupil in a suitable job by the Youth Employment Counselling agency.

It would be very useful if the Youth Employment Counselling agency at the regional level organises periodical conferences of Counsellors in various Multipurpose Schools of the area for the purpose of disseminating all available information to them about placement opportunities and careers. "Resources personnel" from the Youth Employment Counselling Services may be invited to Schools and Conferences for securing the required information. In this way a close association between the Employment Exchange Service and the Multipurpose School may be maintained.

(c) The Head Master and Counsellor of the Multipurpose School should be in constant touch with the factories and other industrial centres round about their School and be aware of the occupational needs of the area and the training necessary for fulfilling these specific needs. The Head Master should reorientate instruction in the diversified courses to suit these needs to the extent possible and supply workers to satisfy the demands of the area.

Guidance aids and tools.

Since guidance programme is an educative process, the use of effective tools for perfecting the technique of guidance is of very great importance. The most important tools for the guidance programme are the standardised tests of intelligence, aptitude and skill, which have to be administered to find out the vocational aptitudes and abilities of pupils. These tools have to be prepared by the various guidance bureaux and departments of psychology in teacher-training and other colleges in collaboration with some of the experimental Multipurpose schools which can provide field operation centres for research. Research in this field is therefore a co-operative effort and needs experience and knowledge in experimental and developmental psychology and techniques of test construction. The tests that are formed should be administered as widely as possible and standardised. They should be reliable and dependable. Non-Verbal tests may be formed at the All India level and verbal tests in regional languages may be constructed at the state levels. Psychologists, Teacher-training Experts, Vocational Guidance Bureau staff, Head Masters and counsellors in Multipurpose schools should all combine together to do research work in this field.

Apart from this work of constructing tests, the next important work is that of preparing visual aids for guidance propaganda and information. Such propaganda material will consist of the following :

1. Preparation of pamphlets for parents.
2. Preparation of pamphlets for students.
3. Production of film-strips.
4. Preparation of posters and charts on important topics of guidance like importance of choice, educational and occupational opportunities in each course, surplus and shortage occupations, occupational possibilities under the second five year plan and the like. Topics may be added to this list.

5. **Gu** Preparation of models and other unpri-visual aids.

6. **ose Sch**opsis to be prepared regarding and educational opportt-leavers.

7. Pre-Sc., B. L., B. Standardised school-leaving rec. and Headmaster, will give a clear picture of the and other abilities of the pupil to purposes of guidance and placement in a suitable jobs. These aids have to be prepared and supplied by the Vocational Guidance Bureaus. Some of them may be developed in individual schools also.

Other general suggestions for guidance work :

A. Organisation of guidance programmes at various levels.

In addition to guidance work at the All India level, at the state level guidance has to be organised in three different aspects.

1. *At the state level :* A state bureau of vocational and educational guidance has to be formed. This should consist of experts in psychology, educational theory and practice, head masters of Multipurpose High schools, and a few experienced counsellors. The state bureau should work in close collaboration with the central bureau of educational and vocational guidance, and it should organise and guide all programmes in the several Multipurpose Schools of the state. It should also serve as a unit for planning and research in this field and should carry out experiments and pilot projects with the cooperation of experts and field workers. It has to be financed by the state.

2. *At the school level :* Every Multipurpose High School should have a whole-time counsellor, who is trained in guidance work. If this is not possible in the near future, at least a trained teacher who has, undergone a short-term course in counselling may be entrusted with this work. Such a part-time teacher-counsellor should get proportionate relief in regular teaching work and other work of the school. It is suggested that a minimum reduction of 25

per cent of the work may be for every 100 students in the Delta class. To begin with the teacher should be mainly concerned with guidance at the Delta class. The work would extend to the educational guidance also.

3. *At the regional level :* This would be required in a state where the Multipurpose High School is of three years duration and the Delta class is in several feeder middle schools. In such a case it would be ideal to have a counsellor in every such feeder school. If this is not possible the suggestion given earlier in this article may be accepted in addition to providing a travelling counsellor for every 15 feeder schools, who will work in cooperation with the Head Master of the Multipurpose School and the Head Master of the feeder school.

B. A Guidance and Counselling Room :

In every Multipurpose High School there should be a separate room for guidance and counselling. This room should be equipped with the following :

1. The necessary furniture.
2. A small library of books on guidance and counselling.
3. Necessary test materials and tools.
4. Aids for dissemination of occupational information.
5. Stationery and contingency.

Where such a room cannot be separately assigned for the purpose, a guidance corner could at least be organised as already suggested in this article.

C. A Pilot Project :

This Project can be undertaken in a selected Multipurpose High School. It will commence with the Delta class and extend

right up to the school-leaving class or Standard eleven. The State Bureau of Educational and Vocational Guidance or the Department of Public Instruction should select a High School for the purpose having in view the readiness of the Head Master and his staff to co-operate and organise the guidance programme as an integral part of the school work.

The object of the project in such a selected school would be.

1. To serve as an experimental demonstration centre to teacher counsellors undergoing training in guidance and counselling at the state bureau.
2. To demonstrate to other Multipurpose schools in the region the actual working of guidance programmes and its usefulness to the Student community.
3. To determine and experiment upon the minimum requirements by way of ability and aptitudes for entrance to various courses of the diversified curriculum in the field of curricular guidance.
4. To serve as a field operation centre for perfecting tests, guidance tools and visual aids.
5. To take all other steps for planning an effective guidance programme at the school level. Such a pilot project would be a great aid to all guidance work in the state.

Conclusion : In this article, a brief survey of the guidance problem is sought to be made on the basis of the experience gained by the writer at the recent working conference on educational and vocational guidance conducted at Ootacamund by the Government of India. In a democratic society like ours, it is essential to provide for the full development of the interests and aptitudes of every citizen and our educational institutions are under an obligation to see that children receive an education which is in tune with their res-

pective bent of mind, interests and aptitudes. Educational guidance at the proper time is therefore of primary import for the well-being of the future citizens of our country, and it has to be given top-priority in any well planned scheme of educational reform at the secondary level. An effective, well planned efficient guidance programme is the essence of every Higher Secondary Multipurpose High School. To conclude, in the words of Mr. K. G. Saiyidain, the Educational Adviser to the Government of India, "it is the part of educational statesmanship to see to it that, in the new Multipurpose Schools, the necessary guidance to choose studies carefully so that they lead to do themselves justice. B. L., B. L., B. L. their effective contribution and Headmaster, and the community." In this great will to win over the cooperation of agencies and groups—teachers, parents, educational authorities, experts and employing agencies and the like. Without such cooperation there can be no effective guidance.

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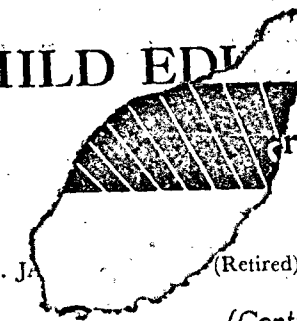
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CHILD EDUCATION MATERIALS



Prepared and Collected

By

Sri S. J. (Retired) Kindergarten Assistant, Teacher's College, Saidapet.

(Continued from Page 261)

CHILD EDUCATION AND TRAINING

MATERIALS:

Play, Sense Training and Constructive Work

1. Merry go-round
2. Merry go-round
3. Temple with 4 towers (10. each)
4. Temple Car
5. Up the steps
6. Tower-round
7. Choose and group
8. Insets
9. Insets
10. Designs with Triangles (Kolam pattern)
11. Concentration
12. The well
13. Boxes
14. Tumblers and stands
15. Circular rings (Iron)
16. Square Tank
17. Circular Tank
18. Lotus Flower
19. Baby House
20. Ladder and slide
21. Sense Training materials:—
22. Wooden bricks of different sizes and shapes for building purposes.

Umbrella Type
Cradle Type
Central Vimana
1 set of 10
1 set of 10
Box
Geometrical Forms
Common objects
4 sets of 10 in each set
(40 Bricks)
10
10 in each set
10 in a set
10 in a set
10 in a set
6 Petals each (red and white)
Screens for arranging and furnishing rooms. Flower pots etc.
Adaptation of household materials:—
(Ref: Charton sense training) Bottles, Pillows, Pieces of wood etc.

CHILDHOOD STUDIES

CHARTS: The story of the child's growth: Record of daily observations.

All the Nursery in the Garden of Life	...	1st and 2nd Year
Child's growth in Picture and Verse	...	1st Year
Child's growth, 1 to 4 years	...	4 years

Cradle Song

Sense Training

Language and the Child

- | | | |
|----|--------------------------------|---|
| A. | One word for different ideas | 1 |
| B. | Growth of Vocabulary (General) | 1 |
| C. | Actual list of words Y. 1 M. 9 | 1 |
| D. | Actual list of words Y. 2 M. 9 | 1 |
| E. | Transition in Speech | 1 |

- NOTE: 1. Some of these are in the form of 'Discs' as could be noticed in the Montessori method.
2. Children who join the school in class I for the first time must be given opportunity to gain experiences from these materials by a systematic use of these everyday during their first month at school. The register maintained in this connection must reveal that all the new children have experienced all these during this period or even exceeding that.

II

LANGUAGE

Building up Children's Vocabulary

PLAYWAY MATERIALS:—

Words with the same prefix suffix

- A. Stand and Slide
B. Clock-face like slide boards or discs.
C. Word-building board, box of letters.

Boxes Slide Board

Racks.

GROUP WORDS:—

Sentence - making Boards
Substitution Boards

- | | |
|---|---|
| 1. Long and short | Illustrated Discs with pointers |
| 2. Opposites | Illustrated Discs in 2 columns with words |
| 3. Young ones | |
| 4. l (ல), l (ள) group | Illustrated Discs in 2 columns with pointers |
| 5. n (ன), n (ண) group | Do Do |
| 6. l (ல), l (ள), zh (ழ) group | Three-column, illustrated Board-Box with words |
| 7. y, r, zh group | Board with pointer moving up and down |
| 8. r (ர), r (ற) group | Illustrated Disc in 2 columns with pointers |
| 9. Stops, Omission, Inclusion | Boards 2 |
| 10. Words groups of the same order | Boxes with words |
| 11. One in many | Synonyms: Illustrated Boards 2 |
| 12. Many in one | One word with different ideas; Illustrated Boards 2 |
| 13. Compound words | |
| (i) Same prefix or suffix | Illustrated Boards |
| (ii) Word Boxes | |
| 14. Three word groups | Word Boxes for literature game |
| 15. Word Squares | Boards with squares and boxes with letters |
| 16. Preparation of Supplementary Reading Books (Manuscript) class I | Reading Cards (Manuscript) class II |

(To be continued)

MADRAS UNIVERSITY CENTENARY

The inauguration of the University Centenary on January 28th was marked by a ceremony befitting the occasion. The Governor, who inaugurated the centenary, was given a cordial welcome.

The Governor of Mysore, Governor A. J. John (Chancellor of the Madras University,) and Dr. S. Radhakrishnan were first received at the Senate Hall by Mr. Rajamannar, President of the Centenary Celebrations Committee, Mr. C. Subramanian, Pro-Chancellor, Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, and Mr. R. Ravi Varma, Registrar.

A large number of foreign delegates representing the various Universities, attended the centenary celebrations. Among those were: Prof. J. R. Hicke of the Oxford University, Dr. Robert Aitkin of the University of Birmingham, Sir Harold Spencer Jones of the University of Cambridge, Mr. Douglas William Logan of the London University, Dr. J. W. Cook of the University of Exeter, Dr. W. H. Smith of the Oxford University and Dr. J. H. Foster. The Canadian representatives included Rt. Rev. Msgr. Alphonse Marie Parent, Laval University, Dr. G. Edward Hall of the University of Western Ontario and Mr. Donald A. Reduard of Novascotia. From Australia had come Prof. T. G. Room of the University of Sydney, Prof. T. Hytten of the University of Tasmania and Prof. C. W. Paton of the University of Melbourne. Dr. J. J. Llewlyn of the University College of Canterbury represented New Zealand, while Prof. O. B. R. Abhyaratha of Ceylon represented the Ceylon University. The University of Rangoon was represented by Dr. Htin Aung, while the contingent from Pakistan consisted of Mr. Afzel Hussain of the Punjab University, Dr. Rajiuddin Ziddique of the University of Peshawar, Mr. A. Muhaja of University of Karachi and Mr. A. Hakim Quaushi of Rajshahi University.

From Africa had come Prof. William Godfrey Sutton, Prof. S. Pamm, Prof. J. Coetzee and Mr. Bernard D. Barsan, all of the Association of Universities of British Commonwealth. There were also three delegates from Hongkong, Malaya and other Commonwealth Universities, viz, Dr. Jos. A. Oganache of the Royal University of Malta, Brig. L. T. Ride of the University of Hongkong and Dr. Kumaraswami Pillai also of the University of Hongkong.

MYSORE GOVERNOR'S ADDRESS

Inaugurating the Centenary, H. H. Sri Jaya Chamaraja Wodayar Bahadur, the Mysore Governor, said:

The centenary of the University of Madras is a significant event in the history of modern education in our country and an occasion for rejoicing for a much larger circle than that of its own members.

Government policy, private effort and inspired leadership have made a noble combination for the realisation of the idea of a University at Madras. The portals of Western learning and thought were unlocked. The scholars in our Universities took full advantage of this learning and equipped themselves in a remarkable degree not only for the various professions, but also materially for leadership in politics and in the national struggles of the future. Besides, whatever may be the position of the English language in our national life in the future, enlightened self-interest, among other considerations, would appear to suggest its retention. It is only fair to remember that its original introduction into our educational life a hundred and twenty years ago was itself destined to help in the removal of the political power which imposed it.

Not only the High School, which later developed into the Presidency College, but

other notable institutions besides, commenced their long and honourable career in the days prior to the constitution of the Madras University by legislation in 1857. The foundations of the Engineering College were laid in 1834 and those of the Medical College next year. The Christian and Pachaiyappa's Colleges came into being in the following decade, through the efforts of the Rev. John Anderson and the trustees of the Pachaiyappa endowments, the pioneers respectively of missionary and non-missionary private University enterprise in Madras Presidency, of which more recent examples have been the Loyola College, the Annamalai University, and the educational foundations of Dr. Alagappa Chettiar.

A Collegiate Department was added to the High School in 1852. It was to impart instruction in Literature, Science, Mathematics, History, Political Economy, and Mental and Moral Philosophy. Then came the celebrated Education Despatch of Sir Charles Wood in 1854 described by Dalhousie as "a scheme of education for all India, far wider and more comprehensive than the Local or Supreme Government could have ventured to suggest." The despatch stressed the importance of "placing the means of acquiring useful and practical knowledge within the reach of the great mass of the people." It also declared that "English was not to be substituted for the vernacular languages of the country," a position substantially the same as ours at the present time. Among other proposals the despatch recommended the foundation, at the three Presidency towns, of Universities to which all educational institutions supported by Government or private effort might be affiliated. This was the prelude to the establishment of the three original modern Indian Universities of Calcutta, Bombay and Madras. The Madras University was incorporated by an Act of 1857 with a Senate and the four Faculties of Arts, Law, Medicine and Civil Engineering.

From then, during the course of a hundred years, Madras University has

marked steadily onward. The greatly expanded of the University, and the demand for regional and linguistic universities, the formation of the Mysore University, B. L., B. Sc., the Annamalai University and Headmaster, the Travancore University, to the area formerly served by the University of Madras.

We may confidently assert that Madras has striven to promote the chief ends of a University; namely, to teach; to participate in the growth of knowledge; and to foster a respect for values which transcend the dimensions of time, place and political organisation.

In the present age of democracy and world communication, much more is expected of our centres of learning than at any time in the past. They have to exert themselves to help in making men fit for the world and the world fit for men.

I have every confidence that in this great task the University of Madras will play a noble part, seeking inspiration from its own impressive history, from the precept and example of our great national leaders, and from the innate purity and good sense that spring eternal from the human breast.

On this historic occasion, let us pay our tribute of appreciation to Dr. A. Lakshmanaswami Mudaliar, the present Vice-Chancellor.

May this University whose centenary we are celebrating today, this University which has taught universal knowledge and truth, which has spread the light of learning and wisdom on a whole province, and which has given India many of her noblest sons, continue to prosper and flourish in ever greater glory and splendour.

GOVERNOR'S WELCOME SPEECH

The Governor of Madras, Mr. A. J. John, who is also the Chancellor of the University, said it was a unique honour to be the Chancellor of the University when it was celebrating its centenary. He was

all the more happy as he was a boy or the University.

He extended to their representatives, a hearty welcome.

Mr. John said the University could be proud of a long and of vital contributions to knowledge and to Indian thought and culture in particular.

The Madras University had produced many distinguished alumni during these 100 years. The education and training they received in this University stood them in good stead and was helpful in their distinguishing themselves in various departments of human endeavour.

The Governor added: "Despite the increasing number of universities that have sprung up out of this university, there has also been a steady expansion of higher education, and more colleges have emerged within the ambit of the university itself, in order to meet the ever-increasing demands for higher education. At present more than a hundred colleges come under this university. This university has also actively supported and encouraged women's education and there are now over 20 women's colleges in this area."

MR. RAJAMANNAR'S ADDRESS

Welcoming the Governor of Mysore on behalf of the Madras University Centenary Celebrations Committee, the Chairman, Mr. P. V. Rajamannar, said: "Your Highness has been singularly kind in acceding to the request of the committee to inaugurate these celebrations. No doubt, you belong by birth to an aristocracy of the first order, but what is important to us is that you belong also to the aristocracy of talent and intellect (cheers). The adoption of the democratic form of Government by our country is not inconsistent with the necessity of fostering the aristocracy of intellect and culture, but admission into that aristocracy will be entirely on a democratic basis. Anyone can become a member of that body by individual merit. Your Highness belongs to that aristocracy

not by your birth, not by your wealth, but by your scholarship and culture. I am sure everyone in this huge and august audience will agree with me when I say you are a real prince among men and a real man among princes.

"This university, I am proud to say, has been maintaining the highest standards of instruction and examination. Its progress has been steady, though in recent times its development has been more comprehensive, corresponding to the time and spirit of the age. If one were to ask me what particular qualities distinguish the products of the Madras University, I would mention two such qualities without meaning any offence to any other university. One is that the average Madras University student excels in his command of the language and capacity of expression. This may be partly due to the South Indian genius for learning languages, extremely retentive memory and incisive brain. The other distinguishing quality is the sense of discipline (cheers). Part of it is due to the survival in this part of the country of the ancient 'gurukula' atmosphere; but undoubtedly this University has played and plays a very important part in cultivating these qualities.

"The next question which arises on an occasion like this is 'What about the future?'. I venture to submit that universities have a very important place in a democratic society even when built on a Socialist pattern. I wish to plead for greater attention to the cultural aspect of education. University men and women should not only be persons of learning and knowledge, he or she should be a cultured person with taste and with capacity to appreciate the beautiful. I think the university should insist upon the student to acquaint himself with Indian culture and be familiar with the achievements of South Indian art. I am emphasising this because the object of education is to mould whole human beings and not merely over-specialised human beings. With that object, education must attempt at the co-ordination of the several aspects—social,

economic, political aesthetic, and spiritual. I would suggest the creation of a Chair for Aesthetics in this University."

EDUCATION MINISTER'S SPEECH

Mr. C. Subramaniam, Education Minister and Pro-Chancellor, proposed a vote of thanks. He said that all of them felt proud of the achievements of the Madras University. At the same time they also realised that they had a responsibility of achieving much greater things in the future. And as far as the Madras University set-up was concerned, the Pro-Chancellor provided the link between the university and the government.

Mr. Subramaniam said because of all these they owed a great deal to the univer-

sity hereafter when the Vice-Chancellor of the Government should go to the **Se Scho** university in providing "ma for the grants which might be c., B. L., B. very graciously and generously and Headmaster, the University Grants Commission, to without any hesitation, prom icely useful scheme which might be taken up by the university would not fail for want of finance. " And I am reiterating this assurance here so that our successor Government also may keep this assurance in mind."

The function concluded with the singing of the National Anthem.

CENTENARY EXHIBITION

On January 28th the Centenary Exhibition was declared open by Mr. C. D. Deshmukh, Chairman of the University Grants Commission, at the Engineering College grounds, Guindy.

Dr. U. Krishna Rao, convenor of the Exhibition Committee, welcoming the gathering, remarked that they might well claim that in India they had humanised science and set it firmly on the road to the service of man. The pursuit of science had been part of their immemorial national heritage, and though the techniques employed by the seers of ancient India, who were true scientists in the best sense of the term, were inevitably different from those employed in the laboratories today, in one respect, they dared not arrogate to themselves any monopoly of credit in this sphere.

Unaided by any laboratories, the seers of the *Upanishads* asserted the truth of the essential unity of life, and ridiculed, by their practice and precept, the distinction between the living and the non-living.

They exemplified that absolute power of the human mind, not merely to master external circumstances, but to ensure essential human well-being at a plane utterly inaccessible to "the comparatively rather feeble, timid and inept processes of the science of today."

Dr. Krishna Rao stated that they were today engaged in recapturing authentic traditions, still vital, which were unquestionably theirs and of the world, in that comprehensive pursuit of truth which was the proper study of mankind. The joy and excitements of "voyaging through strange seas of thought alone" were in that view of science, common to the scientists in the laboratory, the seer and the philosopher in his study, and to the poet and statesman. The Exhibition must inevitably seem, in that view, a beginning rather than a fulfilment.

“But we are not ashamed of it nor depressed by it. If it is a beginning, it is not an unimpressive one. It gives an indication of our hopes, it is a firm

assurance of our dedication. Its theme is rather a humble one, of service in the service of Man."

MR. DESHMUKH

Declaring that he was very grateful to the University and the exhibition authorities for assigning him the pleasant duty of opening the exhibition to him personally, as well as in his capacity as Chairman of the University Grants Commission.

“ This exhibition is an important link between the pure knowledge pursued and imparted at the University, and technological advance on the basis of this pursuit of knowledge and instruction. It will not be surprising, therefore, if you find the coverage of this exhibition very comprehensive. It can give you some idea of almost every aspect of higher education ; not only in pure science, technology, medicine, engineering, agriculture and veterinary science, but also in the various fields of humanities.

"In addition to getting a glimpse into the world of facts, you will have some insight in the world of values and judgments—judgments in regard to matters mental, aesthetic, emotional and spiritual in conjunction with your enhanced knowledge of the material world."

So far as India was concerned, the first exhibition of which they had some kind of evidence was the *Virataswarupa-Pradarsana* by Lord Krishna to Arjuna. Although the present exhibition was not so cosmic as all that, Mr. Deshmukh was quite certain that by the time one had gone round, he would have imbibed a spirit of awe for Nature, as well as respect for man, who was wrestling her secrets.

"In this exhibition there is thus a mirror of the past, as well as a lovely idea of the present; a cross-section of human culture and civilisation—and perhaps a peep into the future; but only by way of speculation, so that we may build the future as best as we may.

“There is a saying among our great neighbours, the Chinese, which I can quote here now. It says, ‘What you hear, you forget; what you see, you remember; what you do, you know.’ I think this exhibition will ensure that you do not forget. And some of the young people who will see it will all be encouraged to get into the third category of doers and knowers.

“So far as University men are concerned, there are time-worn controversies as to the relative emphasis to be placed on the humanities and the sciences. Among the scientists themselves there is no unanimity as to the relative importance to be attached to pure science or fundamental research, and applied science and technology. There are perhaps only a few of the pure scientists who are inclined to regard themselves as somewhat superior beings. But I do not think that a University like Madras, nurtured on the old eternal traditions, need be bothered by these controversies.

"If we may claim to have achieved something in the world as Indians, it is to have learnt to take an integral view of life, which does not make any difference between the material and the spiritual—a view on which curiously enough all the modern inventions and discoveries and theories of science seem to be converging. To the latest in science there is apparently no frontier between the basic science and the biological science; the effect of radiation on the unitary cell is an instance of this blurring of the frontier between these two. Therefore you will find here an integrity of vision, which you might easily miss by concentrating on one or other aspect of these academic controversies."

Mr. T. Balakrishnan Nair, one of the convenors of the Exhibition Committee, thanked Mr. Deshmukh for his address.

CENTENARY CONVOCATION

On January 29th, Mr. A. J. John, Governor of Madras and Chancellor of the University, presided over the Centenary Convocation at which honorary doctorate degrees were conferred on a number of distinguished persons both from India and abroad.

A meeting of the Senate was held and, after the graces had been passed, the Senators, the Presidents of the Faculties, the Vice-Chancellor, the Pro-Chancellor, the Chancellor, the Mysore Governor and the Vice-President walked in ceremonial procession to the special pandal where the Convocation was held.

As soon as the Convocation had assembled, the Vice-Chancellor presented each of the honorary graduates to the Chancellor for the conferment of the honorary degree. While doing so, he read citations which chronicled in brief the outstanding achievements of the persons concerned.

The first to receive the degree was the Vice-President, Dr. Radhakrishnan, an old alumnus of the University. He was followed by Dr. William Norman Brown, Indologist of the University of Pennsylvania, Dr. Robert F. Goheen of Princeton University, Dr. M. R. Guruswami Mudaliar, Dr. George Edward Hall of Western Ontario University of Canada, Dr. Douglas William Logan of London University, Mr. Mohamed Usman, Dr. C. P. Ramaswami Iyer, Dr. A. Ramaswami Mudaliar, Mr. S. E. Runganadhan and Prof. R. P. Sethu Pillai.

Dr. Radhakrishnan then delivered his address. He said: "This University has contributed a great deal to the leadership in many lines of activity, teaching, law, science, scholarship, public service and administration. The very first Fellow of the Royal Society in our time was Mr. S. Ramanujam, I hope, of the Kumbakonam College, who never took an ordinary degree. Then we had three other Fellows, Mr. C. V. Raman, Mr. K. S. Krishnan and Mr. S. Chandrasekaran. The only Nobel Laureate in Physics we have in this

country. The University of this University who is in very important research. Sc., B. L., B. by example is an inspiration. In administration, Headmaster, made a vital contribution. Mr. Chancellor, honoured today. And our last Governor-General, Mr. C. Rajagopalachari, who has a long record of outstanding service, is a graduate of this University. So in the past, we have done well, in spite of the criticisms that are hurled at University education.

"I would like to take you back to a time when South India made a very important contribution not only to the culture of this country, but also the culture of the Eastern Archipelago. That was a time when we were full with a sense of honour, brotherhood and vitality of our message and we carried the message to all our neighbouring places. So long as we believed in the great ideals, we prospered; but a time arose when these ideals declined, when they got drowned by the afraid and the arrogant who filled their minds with superstitious ideas and outworn practices. All that gave us our downfall for some time. Today we are resuscitating ourselves. We need not consider that we are helpless tools of impersonal forces. Man can shape his own destiny, and the historians tell us the different ways in which history can be interpreted. Is it cyclical, is it linear or is it spiral?

"In our country we hold that the force of human spirit has a great deal to do with the future of humanity. 'Swatantra Karta'—that karta or the agent is 'swatantra', is independent. He is not completely the effect. He is the cause also. A king, a prominent individual, a great soul has also something to do with the making of history. The great scientists and others, who stand out of history still mould history by their very presence and by the inspiration which they give to the other individuals. Here, freedom and necessity are both admitted.

CENTENARY CONVOCATION

299

"We cannot choose the cards are dealt out to us; when once they are in our hands, it is open to us to play as best as we can. We must make the most of them. Great men like Buddha, Jesus, and others have transformed epochs in history by their thought and life. These have been done by all these.

"If you want to live in this world, it is essential for you to get back to the roots of your civilisation, a civilisation which has enabled this country to live for four or five millennia and contributed to the welfare of humanity. It is that which we have to recover. Unfortunately today there is a malaise, a kind of disease. We live in a time of paradox, transition and uncertainty. We are so dominated by the effects of science and technology that we begin to think that science and technology are all. Arts and literary criticism are reduced to the level of science, and philosophy becomes logical analysis. People declare that religion is merely an illusion.

"After all, science is not opposed in any manner to philosophy and religion. There are different ways of approaching the same truth. If God is truth, all those who are aiming at the realisation of truth are servants of the Divine. It is the man who is greater than the atom which he splits. He is greater than the machine or the Hydrogen Bomb which he makes. If science tells us anything, it is not omnipotence of matter, but it is the omnipotence of the spirit of man.

"In our country, we use the one word—'Brahma',—to indicate not only the truth which is sought but also the spirit in man which seeks the truth. There is one supreme reality which is embedded both in the goal of our quest and in the pursuit of our quest itself, that it is 'Brahma' we are seeking and that it is the 'Brahma' in us which is making us seek the goal. If you look at the scientific interpretation of the universe, we accept the scientific facts.

Quoting a *sloka* from Gita, commencing with the words "Avyaktadini", Dr. Radhakrishnan said this *sloka* stated: "The beginning we do not know; the end we do not know. The middle alone is known to us." The scientists were dealing with the central portion and giving us the interpretation of that.

"If you look at the universe, and take a scientific view, we see that it is not a mere mechanical repetition of the past, but a steady progressive advance into the future. You realise, even the scientists realise, that there is a central mystery in the world which is disclosing itself progressively in all these different stages of the cosmic process.

"In other words, many scientists of our time are prepared to accept that the scientific reading is not total. It is valuable, it goes a long way. A study of the temporal reveals to us the light of the eternal. They make out that a proper study of science will help us to understand the eternity over which time rests, and they have said also that this mystery is not capable of complete definition or logical statement.

"The attitude of the human individual should be one of humility, of piety and adoration, and the poison of intolerance is inconsistent with the mystery of God. It is this philosophy of life that has kept us alive, that has made us grow up. If you take a work like *Tirukkural*, it is accepted to be relevant to the views of Jains, Buddhists and Hindus. In the University, while you study the artistic and intellectual tradition of all peoples, the spiritual tradition of all peoples will also have to be studied. It is that attitude of toleration that can really lift us out of this bewilderment in which we find ourselves. Ordinary men will have to accept popular religion, which is not popular in the vulgar sense of the term, but popular in the sense, that it gives the capacity for every individual to acquire the perspective of the eternal. It ennobles all those individuals who live in this world with another kind of idea, an outlook which

makes them believe that citizenship is elsewhere.

"In this country, the Nayanmars, Always and Acharyas have given us a religion which is catholic and comprehensive and which asks us not to live for ourselves but to live for human welfare. In this world events occur, things happen, death happens, illness and poverty are there, and the voice of duty is also there. All these things make us believe that the world is not meant for us. We must have the courage to renounce and to suffer. It is this idea of renunciation, of courage, that has been instilled into us by our teachers themselves. What is necessary is not a change in men's opinions. It is a change in the lives of men. You have to deepen your awareness. You have to transform your lives. What we want today is not merely theoretical knowledge, but a true deep insight. This change of our lives can be effected in many ways. But one sure way is by 'bhakti,' by devotion.

"Religion must show itself in the work or deed that we perform. We worship God. We worship God in humanity. We worship God so long as we serve humanity. God has no wants. But He comes to us disguised as some one who is in want. He has no hunger and yet He comes to us as a beggar. He has no kind of impediments, but He comes in the guise of a beggar on whom we bestow. It is necessary, therefore, that we should look upon service to humanity as the highest goal. Our religion teaches us democratic behaviour. Among the devotees of the Supreme there are no distinctions of jati, vidya, rupa, kula, dana and kriya. All these distinctions are irrelevant. That is what we are told. We find one of our Tamil saints saying: 'Onre Kulam, Oruvane

Dei... There is only one God, on brotherhood.

"These Science... most important thing. Moha... followers to pray five times Sc., B. L., B. yd to convert the whole and Headmaster,ayer hall. Islam means sub... supreme. These are things to... to us and we are called upon... use them in our lives. If we have faith in these ultimate values, values of truth and love which never suffer defeat, we will preserve ourselves in spite of ups and downs of political fortunes or the twists and turns of international relations. We will never get excited. We will preserve our calm. It is in that spirit that we have to work in this world.

"This University has done its very best in this unquiet world. It has worked to the best of its ability for peace and understanding. It is a fellowship devoted to admiration of the past and yet believing in the richness of the future. It is a fellowship that transcends barriers of race and class distinctions of a varied people. Leaders of every University should hold aloft the spirit of man. We need all our will, fortitude and determination to shape the future on democratic lines not only of our country but of the world. I hope in the years to come we will not think simply of yesterday but work for tomorrow. Then the University will give us in abundance men of learning and virtues and judgment, of piety and character. If we produce them, we will achieve the impossible and bear the intolerable and establish the reign of truth, justice and love on earth."

The Convocation was then dissolved.

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Agents for South India :—

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Our Educational Diary

By
'PEPYS'

28—12—56. International Education Commission at Gokhale Hall, Madras. C. P. Ramaswami Iyer stressed the importance of popular education of the masses, which was not only the fundamental duty of the state, but which was also to be viewed as inevitable and indispensable for the purpose of general enlightenment without which political advancement would be illusory. He also stressed the importance of producing attractive books to create an interest in the reader. He referred to the meagre allotment made for Indian Universities in the second plan.

31—12—56. Dr. B. Ramakrishna Rao, speaking at Shoranur, on the occasion of the Silver Jubilee of Shoranur High School, said that it was the policy of the State to encourage private educational institutions.

He also assured the deputationists representing the Principals of the private Colleges in Travancore and Cochin, that it was open to retain their affiliation to the Madras University, if they so desired or even to form separate Universities. He however told them that he would study the Travancore University Act and suggest amendments which would satisfy them.

At the twentieth anniversary of the Trichy Sanskrit Sahitya Parishad, the efforts to establish a Sanskrit University in South India on the occasion of the Golden Jubilee of Sri Sankaracharya were welcomed. Another resolution welcomed the appointment of the Sanskrit Commission. The conference deplored the attitude of the State Government towards Sanskrit Education. Sri V. R. Venugopalachariar, District Magistrate, who presided over the Conference, said that Sanskrit was not a dead language and

pointed out that this language was a unifying factor.

It is not known what will be the attitude of the U.P. Government to the Centre's suggestion of a three-year College course and the abolition of the Intermediate course. The Centre thinks that this will raise the standard of education both at the Secondary as well as at the College level, for each will get an extra year. But the Ajmer Board of Intermediate Education thinks otherwise.

[The Ajmer Board and the U. P. Government have vested interest in maintaining the Intermediate course, which brings a large income by way of examination fees. The recent announcement of the Centre, that this Board will be given the power to conduct an All India Higher Secondary School Certificate Examination is intended to make up for the loss of the examination-fee income.]

5—1—57. The Seminar of Science Teachers held at Triplicane, Madras, recommended that the study of General Science should be made a compulsory subject from the fifth Standard. It recommended that it should be a compulsory subject in the Higher Secondary School stage without being clubbed with Mathematics. But there need be no external examination. Students in the lower standards may be given the option of studying a combination of Science and Humanity subjects. The progress of pupils should be evaluated on the strength of internal assessment; for this purpose, the laboratory equipment should be expanded.

Sri Thanu Pillai, speaking at the Tirunelveli District Teachers' Guild, said that the status of teachers should be raised.

He opined that elementary education should be in the hands of women teachers only. He was against the introduction of Basic Education till the fifth standard. He deplored the communal and linguistic bias of some of the teachers.

* * *

7-1-57. Resolutions were passed at the Second All-India Conference on Child Education (held at Kosbad, Bombay), (i) calling for a co-ordination between the Government and other institutions engaged in child education, (ii) urging the Centre to specifically lay down its policy towards child education; and (iii) recommending the Centre to formulate its policy in this regard with special reference to the syllabi to be adopted, methods of teaching, examinations, etc. Kaka Kalelkar who presided, made a plea for not indulging in fads regarding particular educational methods but adopting whatever was best under the circumstances.

8-1-57. The following are the suggestions of the State Basic Education Advisory Committee:

(i) All Elementary Schools in the State should be converted into basic ones.

(ii) Important aspects of Basic Education to be introduced into schools immediately include Community Prayer, Self-Government, Children's Assembly, daily work of sanitation, keeping daily records of work, serving and cooking mid-day meals.

(iii) The programme of conversion of ordinary training schools into basic ones should be in annual batches. The numbers of basic trained teachers in 1960-61 is expected to be 6,400.

(iv) Retraining of teachers, graduate and other, has also to be accelerated.

(v) Thirty post-basic schools have to be built preferably next to basic training schools to economise expenditure by way of personnel, equipment and land.

(vi) Few students who completed post-basic education should be considered as eligible for public service. A Board should be constituted to assess the attainments of

post-basic students. These could be given an additional year of training so that they could use Science taught to basic schools. This would be more economical than training a B. L., B. Sc. or L.C. student.

8-1-57. The Director of South Indian Universities recommended that the General Education course should be compulsory for the first two years in the 3 years degree course, whether in Sciences or Arts. Certain broad principles for the syllabus in this connection were formulated but, the details were left to individual Universities.

10-1-57. On the occasion of the opening of the Rural Institute for Higher Education at Gandhigram, Sri G. Ramachandran, Director, said that this institute would absorb students passing out of post-basic schools. It had three courses of study. The optional subjects included Public Administration, Co-operation, Village Industries, and Fine Arts. Dr. R. K. Khan, Deputy Educational Adviser to the Central Ministry of Education said that these institutes would be well advised to introduce a three year course.

Dr. Shrimali was personally anxious that students who went out of these institutes would be admitted into Universities for post-graduate and research studies. To induce the Universities to agree to this, he emphasised that the standard of education in the institute should be of high academic standards. The Government of India had invited Mr. Dean Louis of U. S. A. to advise measures to make these institutes self-supporting without sacrificing educational standards.

11-1-57. Laying the foundation stone of the Sanskrit University at Kurukshetra, the President of India stressed the importance of studying Sanskrit to enable us to make a proper synthesis between the ancient and modern currents of thought. Students of this University will not only be made familiar with our ancient knowledge and current thought but also with the present day conditions so that they could mould their thinking and behaviour properly in day-to-day life.

PROSPECTS

The celebration of the golden jubilee of the Madras Sanskrit College towards the end of January, 1957, and the visit to Madras, at about the same time, of the Sanskrit Commission appointed by the Government of India, make a survey of the position of Sanskrit, in prospect and retrospect, timely and relevant.

It is well known that the decision of the East India Company which led to the establishment of the three Universities at Madras, Bombay and Calcutta whose centenaries were recently celebrated, had a determining and disastrous effect on the pursuit of Sanskrit studies in India. Macaulay's dictum that a single shelf of European books is more valuable than all the literature of India and Arabia formed the inspiration behind the system of Western education in India at its inception. But the reaction was not long in coming among at least some Indians educated on Western lines. While according due value to Western culture, they were not prepared at the same time to give up Sanskrit. And thus there arose a movement to revive Sanskrit studies on traditional lines as well as to promote modern research therein.

In Madras, private enterprise, the Government and the University co-operated and arrested the growing decline in the cultivation of Sanskrit. The Government set up a chair for Sanskrit in the Presidency College, Madras, and an Oriental Manuscripts Library. Private enterprise established or patronised Sanskrit *patasalas* and colleges. One notable example of this was the Madras Sanskrit College, founded by munificence of the late V. Krishnaswamy Iyer, whose patriotism, unlike that of many today, was nourished on the springs of national culture. The University responded at

Editorial

first only with a provision for the study of Sanskrit as a second language or an optional subject for the degree courses.

There was a long struggle in Madras before instruction in various branches of Sanskrit learning on traditional lines was recognised by the University. When Mr. V. Krishnaswami Iyer founded his Sanskrit College in 1906, there were no courses in the University to which it could be affiliated. The problems of the modernisation of the *pandit* and the continuance, in however modified a form, of traditional Sanskrit studies were tackled firmly and steadily by Mr. Krishnaswamy Iyer and Professor M. Rangacharya, who then occupied with distinction the chair of Sanskrit at the Presidency College. And their gallant and intrepid efforts resulted in the institution of titles and diplomas in Oriental learning by the University. Later still, the University set up a research department in Sanskrit.

Nevertheless, the problem remained—and continues to remain—of providing a livelihood for those devoting their lives to Sanskrit studies. The patronage which the State and society extended to them in the past to lead austere and respected lives has long ceased to be. And one of the problems before the Sanskrit Commission is whether any substitute at all can be provided for this.

The addresses at the golden jubilee of the Madras Sanskrit College by Chief Justice P. V. Rajamannar, Dr. C. P. Ramaswamy Iyer and Vice-President Dr. S. Radhakrishnan naturally referred to this. The former two pleaded for the preservation of traditional Sanskrit learning and widespread interest on the part of the public in Sanskrit. Dr. Radhakrishnan, while praising the values embedded in Sanskrit literature, seemed to be only too conscious of the modern

politicians' fear of Sanskrit as a force making against Westernisation. He could hold out no brighter prospects to the alumni of the Sanskrit College, except to merge themselves with "the progressive forces" in India, whatever that might mean!

It is clear that unless there are prospects for earning a decent livelihood, few will be forthcoming hereafter to pursue Sanskrit studies either on traditional or on modern lines. The mutts and temples may do a little bit and offer a few posts. But that will not solve the problem. The move for a Sanskrit University in Madras should not bypass this hurdle. We do not know what answer the Sanskrit University at Kurukshetra has for the question. The difficulty is really one of spending money on studies affording no tangible results. But education, in the best sense of the term, is the disinterested pursuit of knowledge for its own sake. And in any scale of values, not vitiated by bigotries, whether ancient or modern, Sanskrit studies richly deserve encouragement. It may even be claimed that they alone can discover to the nation its soul, which it cannot afford to forget, but seems in the danger of forgetting in these formative years.

Dr. S. R. RANGANATHAN :

A meeting at Lakshmipuram, Madras, was recently held to express appreciation of Dr. S. R. Ranganathan's generous gift of a lakh of rupees to the University of Madras on the occasion of its centenary for establishing a professorship in Library Science. The gift is significant in more ways than one.

When Dr. Ranganathan started his career as a Lecturer in Mathematics, librarians were regarded as no more than clerical drudges. No one supposed that they required any special training or qualifications. Often, in schools and colleges, busy teachers were asked to take

charge of libraries and administer them some students and more frequently with the aid of trained librarians. Libraries were there, but they were not used by students, or for the most part, even by teachers. They were B. L., B. S. L. C. for the sake of formal Headmaster's use of libraries, found it not only useless but also got the books they wanted.

Dr. Ranganathan's decision to change over from Mathematics to Library Science led in a short while to the advent of a new era in libraries and librarians. Under his fostering care, the Madras University Library not only increased the number of books on its shelves, raised their quality and extended their range, but also cultivated a new sense of public service. The Madras Library Association, which he founded and inspired, along with Mr. K. V. Krishnaswamy Iyer, has done yeoman service to familiarise the people with the due importance of libraries in these days of ever-expanding knowledge.

Dr. Ranganathan has also devised an original system of notation for the classification of books and enunciated in his laws of library science the fundamental principles governing the administration and use of libraries. They may be summed up in the dictum that each book should get its readers and each reader his books.

That the conservative University of Madras should have consented to establish a chair in Library Science speaks volumes for the new status and dignity and importance which Dr. Ranganathan has won for libraries and their administration in Madras. And it is also a tribute to the personal qualities of the donor, who left the service of the Madras University after receiving less than his due share of recognition at its hands.

May he serve for many years more the cause dear to his heart.

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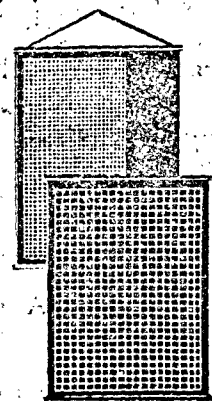
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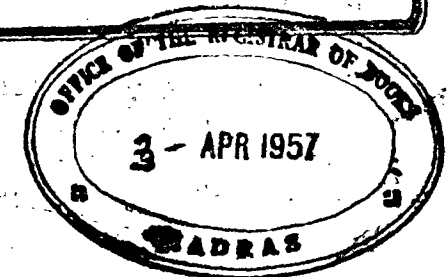
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CONTENTS

Parent - Teacher Associations—Sri P. B. Lal	... 307
Child Education Materials—Sri S. Jagannadhan	... 309
Education in Ghana—Sri W. E. F. Ward	... 313
Indiscipline of Students—Sri A. S. Venkataraman	... 315
Education during the Muslim Period—Sri Shamsuddin	... 317
Educational Reform In Madras State—Sri R. Srinivasa Iyengar	... 320
Our Educational Diary—Pepys	... 323
Editorial.	... 327
Letter to Editor	... 329
Books Review	... 329

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MARCH**

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The Educational Review

MONTHLY RECORD FOR INDIA

VOL. LXIII

MARCH 1957

NO. 3

PARENT - TEACHER ASSOCIATIONS

By

Sri P. B. LAL, B. A., ALLAHABAD.

To promote the integrated development of children in modern life and to bridge the gulf between home and school, so that each child may get the treatment he needs according to his capacities and habits, associations of parents and teachers are necessary. All those who wish for improvement in the upbringing of children, would realise the importance of such associations. Such associations will bring parents and teachers together for activities of interest and value to both sides.

Parent-teacher associations are necessary, as most of the parents are unaware of the educational procedure, and secondly, because of parental indulgence of childhood weaknesses. Such an indulgence is injurious to the children.

By a common association, the attention would be focused on the child and his educational problems. The parents will know for themselves the difficulties that a teacher experiences by seeing the school activities and by following the child into his place in the school organisation.

The teachers will learn the mental and moral characteristics of the parental antecedents of the child and make contact with the home atmosphere. The teacher, by getting a sympathetic understanding of the child's home life, will get a clearer knowledge of the child's mental habits and

capacities. The clearer points of view in both parent and teacher will throw light on problems of school discipline and remove obstacles in the child's relations to school authorities.

The objects of the parent-teacher associations should be:—

1. To promote the welfare of children and youth in home, school and community.
2. To bring into closer relation the home and school so that parents and teachers may co-operate intelligently in the training of the child.
3. To develop between educators and the general public, such united efforts as will secure for every child the highest advantages in physical, mental, social and spiritual education.
4. To arrange for courses of lectures and discussions on child psychology or such other aspects of education.
5. To be concerned with the cause and prevention of educational failure in children of normal or above-normal intelligence.

A parent-teacher association should consist of all the parents, who send their children to the same school and all the

teachers who teach in that school. A central association of a number of schools, say six, within easy distance would be found profitable.

Education is the fundamental purpose of such associations. Therefore, it is necessary that the head of the educational institution may act as the guiding spirit of the association. There may be one person to conduct meetings, arrange programmes and do such other work as may be necessary.

The over-all aim should be to provide a means for parents to become familiar with and, where necessary, improve school facilities, and for teachers to know individually the parents of their school-children and thus have a fertile and friendly co-operation.

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29th March 1957

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CHILD EDUCATION MATERIALS

Prepared and Collected

By

Sri S. JAGANNADHAN, (Retired) Kindergarten Assistant, Teachers' College, Saidapet.

(Continued from Page 292)

CHARTS:

The building up of the language ladder
The building up of vocabulary :—Play method and materials
Progressive language scheme
Three word groups
Riddles
Riddles on flowers
Dictionary of children's words, Collections
Building up of vocabulary, Prefixes and Suffixes
Tamil Poetry (illustrated),

Children's Stories, Rhymes and Reading Charts

NUMBER:

- | | | |
|----------------------------|--|-------------------------|
| a. Number in Nature | | D. Objects and symbols. |
| b. Number through Play | | |
| c. Number through handwork | | |

BEAD FRAMES:

1. Numbers 1 to 10
2. New Model Frame
3. Bead frames 11 to 20
4. Bead frames—Addition
5. Bead Frames—Subtraction
6. The Number Board
7. Counting 1 to 100 : Motor, Horse Boxes
8. Tens and Units Box
9. Hundreds, Tens and Units—Box
10. A thousand chain
11. Division Apparatus : Distribution
12. Clock Face, day and night discs.

FRACTION:

Fraction denoted by (i) Circular Discs
(ii) Spheres

- a. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{16}$
- b. $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{12}$
- c. $\frac{1}{10}$

Fraction Games : 3 boxes and balls

CHARTS:

Life situations and arithmetical knowledge
 Fraction Tables
 Number games
 Stamp Charts

Number recreation for boys and girls

NUMBER GAMES: Materials: Boards, Coins, Score, Boards:

1. Ladder Games
2. Twentyfive squares
3. Clock Calendar
4. Temple up the hill
5. Tower
6. Pyramid of lights
7. Lighthouse
8. 'Mokshapatam'
9. One hundred Squares
10. Snake and Ladder
11. Caterpillar ring
12. Round the sun
13. Number Cycle
14. Tower and Tigers
15. Goats and Tigers
16. Building a circular tower
17. Marble games. 3 boards:
Fives, Tens, Fractions.

Addition & Subtraction games.

Models provide change, variety and practice.

As we go up from below, we add. As we come down from above, we subtract.

The same models can be made use of both for Addition and Subtraction.

IV

GENERAL KNOWLEDGE

A. Picture Library:

Teachers who collect pictures would do well to classify them as shown here—under and make them into picture-books. These picture-books may be classified, numbered, bound, catalogued and preserved in suitable racks for ready reference and usage. It will be interesting to note hereunder that, apart from picture books, there are other forms of displaying pictures. Some examples are picture boxes, picture stands, picture folders, picture cut-outs, picture boards, pictorial maps, picture charts etc.; each set deals with one topic only.

I. PEOPLES AND PERSONAGES:

1. An album of great men and women
2. Bhagavan Ramana
3. Coronations
4. First President and last Governor-General
5. Historical stories in pictures
6. Jawaharlal Nehru
7. Jesus Christ (4)
8. Mahatma Gandhi
9. Mahomet the Prophet
10. National leaders (2)
11. Padmini

II. PLACES:

1. Africa
2. Ajanta, Ellora
3. Assam
4. Banaras, Gaya
5. Bombay, Calcutta
6. Burma
7. Ceylon
8. European Countries
9. France
10. Kashmir
11. London
12. Madras Cape

12. Rajaji, Nehru and Gandhiji
13. Rulers of Indian States (2)
14. Vallabhai Patel

Number in brackets indicates the number of books prepared under the item.

13. Madura
14. Mahabalipuram
15. India (North and South)
16. Pandarpur—Nasik
17. South India (4)
18. The Himalayas
19. West Coast, Ooty, Mysore

III. PICTURE FILE:

The Cauvery—Pictures 21—Maps 5

IV. PICTURE (Cinema) BOXES:

- | | |
|---------------------------|----------------------------|
| 1. An Indian Village | 7. Madras—Banaras (2) |
| 2. Bangalore—Mysore | 8. Mahatma Gandhi (6) |
| 3. Buddha | 9. Mettur—Ooty—West coast |
| 4. Children's Picture Box | 10. The Ramayana |
| 5. Courtallam—Cape | 11. The story of our dress |
| 6. Madras | 12. Tirupathi—Rameswaram |

V. PICTURE STANDS: 1. Buddha 2. Sivaji

VI. PICTURE CUT-OUTS:

- | | |
|---------------------------|--------------------------|
| 1. African Jungle | 6. Morocco |
| 2. Ancient Egypt | 7. Life in Sudan |
| 3. Desert Life | 8. Street Scene in China |
| 4. England—Harvest Season | 9. Swiss life |
| 5. Landing of Columbus | |

VII. MAPS, BOARDS AND PICTURE POSTCARD BOARDS:

- | | |
|---|---------------|
| 1. World | |
| 2. India | |
| 3. Madras State: Picture cards 30 | Picture cards |
| 4. National leaders and men of learning | |
| 5. Social Welfare workers and helpers | |

VIII. ANIMAL PICTURES:

- | | |
|-----------------------|-------------|
| 1. Animals (4) | 3. Fishes |
| 2. Birds of India (5) | 4. Reptiles |

IX. PICTURE BOOKS (General Knowledge, Stories):

- | | |
|----------------------------------|-------------------------------------|
| 1. Agriculture, Fruit Trees etc. | 7. Puranic Stories (2) |
| 2. Dances | 8. Making of things (2) |
| 3. Devotees | 9. The Ramayana |
| 4. Gods and Goddesses (2) | 10. The Ramayana picture cards (30) |
| 5. Lamps and Lights | 11. Tata Calendar Pictures |
| 6. Musical Instruments | 12. War and Peace |

X. CHILDREN'S PICTURE BOOKS:

- | | |
|--------------------------------------|-------------------------|
| 1. Childrens' Picture book (7 books) | 4. Paintings in Colours |
| 2. What is my name? | 5. Indian Festivals (2) |
| 3. Coloured Drawings | |

XI. STORIES, ILLUSTRATED BOOKS:

- | | |
|---------------------------|-----------------------------------|
| 1. Children's Stories (6) | 7. Wonder but truth (3) |
| 2. Humorous stories | 8. Bharathi's poems (Illustrated) |
| 3. Mariyadaraman stories | 9. Other poems |
| 4. Rayar-Appaji stories | 10. Synonyms (5) |
| 5. Riddles (2) | 11. Word study |
| 6. Tit-bits (2) | |

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EDUCATIONAL REVIEW

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EDUCATION IN GHANA

By

W. E. F. WARD

Former Master of Achimota College, Gold Coast

The real foundations of education in the land which became Ghana on March 6 were laid by Christian missionaries in the 19th century. The Basel Mission especially did excellent work in establishing primary boarding schools with a tradition of sound technical education as well as book learning.

schedules of class-room space, attendance, teachers' qualifications, curriculum and so forth which would qualify a school for Government assistance.

The Ordinance was very successful in bringing about a rapid increase in the numbers of schools attaining the prescribed standards of efficiency. Within four years,

Government recurrent expenditure on education jumped from four to ten per cent of its total recurrent expenditure.

PERIOD OF CONSOLIDATION

There was no great corresponding increase in the enrolment. Between 1925 and 1935 the enrolment remained fairly steady at about

The first secondary school was founded by the Methodist Mission in 1876, and 65 children were receiving secondary education in 1902. The Gold Coast Government passed its first Education Ordinance in 1882, established its department of education in 1890, built its first Government primary schools in 1900, and in 1909 established the first technical school and the first training college for teachers.



Children of eleven nationalities in the First International School of Gold Coast, started in 1955 with 25 pupils.

TO RAISE EFFICIENCY

At the beginning of this century there were about 15,000 children attending school, and by the end of the first World War the number had risen to about 35,000.

Education, like so much else in the Gold Coast, owes a great deal to Sir Gordon Guggisberg, Governor from 1919 to 1927. His Education Ordinance of 1925 was designed to raise the efficiency of the schools. All qualified teachers were registered, and no unregistered teacher was allowed to teach. The Board of Education was empowered to fix minimum salary rates for teachers, and it laid down

50,000. This enabled the quality of the primary schools to rise very much; the original Government teacher training college was supplemented by several denominational training colleges.

Guggisberg's other main achievement in education was the founding of Achimota College. By this time the Gold Coast had several secondary schools, but all of them were short of money and were consequently inadequately staffed and equipped. Guggisberg planned something more ambitious. Though a Government college, Achimota—founded in 1924—was independent of the Government's Education Department. The Principal selected his own staff, instead of having them selected for him by the Colonial Office. The college was co-educational and entirely

residential, and it had infant and primary departments as well as secondary.

By 1939 Achimota had 750 pupils and a staff of 60 graduates; it took its students as far as London Intermediate Arts and Science, and gave full London degree courses in civil and mechanical engineering.

THE INEVITABLE EXPANSION

By the beginning of the second World War, there were about 3,000 pupils receiving post-primary education, including students in teacher training colleges. After 1935 there began the inevitable expansion in the demand for education; the school population rose from 50,000 in 1935 to 180,000 in 1945 and over 300,000 in 1951. In that year, Mr. Kojo Botsio, Minister for Education in Dr. Nkrumah's new Government, introduced a plan for making primary education free and compulsory. The plan is now being progressively carried out; it has involved the provision of many new teacher training colleges and a large scheme of emergency in-service training. School attendance rose from over 300,000 in 1951 to over 500,000 in 1955.

In 1948 the University College of the Gold Coast was opened, and three years later a sister institution was founded, the Kumasi College of Technology. Both institutions were established with the assistance of grants made by Britain under the Colonial Development and Welfare Acts, but the greatest part of the cost was provided from Gold Coast funds.

ACADEMIC STANDARDS

The University College has been admitted into a special relationship with London University; its students sit for London degrees, but its syllabi are laid down and its examinations conducted by staff in London and in the Gold Coast acting together. This arrangement ensures that academic standards are maintained but that syllabi are adapted to local needs.

The problem of adapting syllabi to local needs affects the secondary schools also. It is a simple matter to use African plants and animals in biology, less simple to work out satisfactory syllabi in African languages, history, and arts, and to adapt the whole curriculum to the needs of an African nation.

Since external examinations have such an influence on the work in the secondary schools, a joint scheme has been set up to supervise the examinations. The Gold Coast is a member of the West African Schools Examination Council, on which African representatives sit with colleagues from London and Cambridge to adapt the School Certificate and General Certificate of Education examinations to local needs without lowering their academic standards.

In 1955 there were nearly 8,000 pupils in secondary schools, and there is a flourishing adult education movement, run by the People's Education Association and the extra-mural department of the University College.

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INDISCIPLINE OF STUDENTS

By

Sri A. S. VENKATARAMAN, Madras-28.

Too much need not be said about indiscipline in schools or colleges at present, for its prevalence cannot be disputed. While there is practical unanimity on this point, there is bound to be divergence of views on how to tackle the problem.

There is a proposal in one part of the country to restrict the strength of the college to a lower figure than at present. This is more a counsel of perfection than anything else, particularly so during the time of elections. In fact, no question of discipline arises when the numerical strength is low. So one doubts if this proposal leads to the solution of the problem.

Some months ago, there were letters to the press about girl-gazers and girl-chasers. The particular parent in the incident did a wise thing in having spotted the chaser and in having brought him to light. Something short of exposing his name to public ridicule and contempt, action was promptly taken to keep the gazer-culprit under observation, so that a repetition of this indiscretion might ripen into an offence calling for custody. A regular study of newspaper reports reveals that this incident is part of a general social malaise, not yet a malady, I hope, so that in a particular city in Northern India, girls abstained from classes for two days as a protest against male students' 'gazing' activity. All this is a bit amusing, when we consider that the same youths, more readily than others, get up to surrender their places to girls in buses. Perhaps, enforced proximity in a public place converts a possible vice into virtue, a weakness into strength. So it is, that circumstances transform the student into a man of chivalry or a weak man exhibiting his animal spirits.

LXIII—3—2

More recently, i.e., some weeks ago, a prominent journalist who was invited to be the observer in a forum in a leading college, actually sank in his chair only to observe how boyish pranks and hooliganism could very well mar what should have otherwise proved an appropriate occasion for display of forensic skill and decency of manners. Well, this gentleman did very well in commenting editorially on this incident in his periodical, considered to be popular with a considerable section of the students themselves.

An attempt at diagnosis will bring to light a few salient points. This indiscipline is, for the most part, due to a clash of cultures, students reading books of English fiction or magazines imitating western fashions, mostly of England, where a gentleman walking hand in hand with a lady, not his wife, passes for a decent man of fashion. In fact, it is a national habit there, while it is something unnatural in India.

I should think that this complaint about indiscipline comes naturally and mostly from those people who set great store by ancient traditions and culture. At the same time, it is not unnatural for us to argue that, as at home discipline is lax, at any rate, not rigid, this less rigid discipline of home life might easily extend to colleges also. There are among active thinkers those who denounce ancient traditions as well as those who uphold them. The saner folk are found in a majority in either of the blocs. This sanity should spread for the ultimate benefit of the student population of both sexes in our country. Let us not mince matters here.

In a sense, this can also be traced to books on history which our youths have to read. Histories, Indian, English or

World, in use in our colleges, have been prepared by historians whose knowledge is confined only to Europe. This knowledge is largely derived from books dealing with religious wars, either between the Christians and the pagans, or between the Christians and the Muslims or between one sect of Christianity and another. These wars darken the pages of European history. He who reads the history of Europe from the earliest times to the nineteenth century, will at once be convinced of one outstanding truth.

Toleration which had been known to the people of India and practised by them and the rulers for long centuries together, came to be established only in the nineteenth century in England, or in Europe for that matter. Religious sanity dawned in European minds only in the course of the 19th century, though political sanity and belief in co-existence have not dawned yet.

Readers will therefore see that our youths who are placed in home environments associated with ancient traditions and culture which are losing ground, have to face a different atmosphere at college. The reactions are naturally unwholesome. The more one thinks about it, the more irresistible is the inference that a certain amount of laxity at home due to the snapping of moorings leads to a lack of discipline at college also. From this point of view, the problem has to be examined, and then alone the picture is bound to be realistic.

The problem viewed from this angle has one hideous aspect also. Of late, we find that English-educated college girls seek careers displacing boys and men. I am not against it absolutely. But if such girls, having been cut adrift from their moorings in Indian traditions, ape western manners and fashions, there is a menace.

Their voice prevails over that of mothers or others at home, and they are likely to be chosen to lead in strikes and demonstrations in colleges. Then, the boys cannot but follow their lead out of chivalry, if not, on any other consideration. If this should happen, indiscipline is bound to assume alarming proportions.

The more we ponder over this problem, the more we are led to think that the absence of religious instruction makes for a certain amount of lax discipline. Just as knowledge of a language or any school subject is meant to lead to material comforts in life, a knowledge of our religion is calculated to satisfy our spiritual wants and longings as supplementary to a satisfaction of material values. To this end, religious instruction is a desideratum involving a revocation of the law relating to the secular character of our Constitution. It may imply an equitable and impartial treatment of all religionists, but does by no means warrant the proposition that there should be rigid secularity, strict neutrality and "hands-off-ness," even at the sacrifice of our culture or religion and all it stands for. This is like getting to the top of a tree in order to lop off the nether branches or the trunk, not knowing that destruction stems sometimes from certain indiscreet or indiscriminate acts. Let us hope that there is warrant for a demand for a balanced mental pabulum in which religious instruction also should have a legitimate place, and in this matter, the duty of the Government, Central or State or both, ought to be clear from the national point of view. Mere lip-homage to ancient culture and traditions would amount to a slogan or a piece of cant. Freedom of worship does not mean freedom from worship, and in this regard facilities for freedom to learn and practise one's religion need to be provided by the State in schools, particularly for children, in the most impressionable period of their lives.

Education During the Muslim Period

By

Sri SHAMSUDDIN, B. A., B. T., M. Ed., Dongargaon, M. P.

Ancient India claims advancement in learning and knowledge. From Ashoka the Great down to Vikramaditya, history is full with the description of culture and advancement. Far-off countries of the then world were attracted by India. Scholars in great numbers from China, Arabia, Persia and Egypt and even Greece poured into the then existing Universities of India. It was only because some definite system of education prevailed. But this state of affairs disappeared, due to the division of India into petty kingdoms. Disruption followed, and the cause of education heavily suffered for centuries and centuries. Till the advent of Muslim rule in India, the masses remained bereft of education. The Muslims, who were torchbearers of learning, found favourable opportunities for the spread of education in India. They came and established their rule. Though their scheme of education was in infancy, yet they did so much, that in a very short time they succeeded in establishing schools and colleges.

Mahmood of Ghaznavi was known as 'Benefactor of Art and Education'. He built a beautiful mosque at Ghazni and used to distribute 400 thousand dinars per annum to poets. Three poets were always in his employment. The great Persian poet, Firdausi, and other learned men in different spheres of knowledge were the gems of his court. The story of Mahmood and the *Shahnama* is a solid proof of his love for learning and learned men.

On the eve of Muslim invasion, India was divided into compartments, with a ruler for each. Feuds and struggles were a general feature throughout the length and the breadth of India, among the Rajas and Maharajas. Each aimed at supremacy of power over others. General disruption and unrest prevailed throughout. Safety

of life and property was found nowhere. This gave an opportunity for foreign invasions, which were invited by one or other Raja or Maharaja to achieve his selfish ambition. Consequently, Mohammed Ghori also invaded India. He found favourable ground and thus established his rule.

Slavery during those times was very popular, but the slaves enjoyed equal rights with their masters. Muslim history furnishes unparalleled examples of slaves succeeding to thrones and marrying daughters and princesses of their masters. In this respect for the first time in the history of India, Mohammed Ghori set an example. Not only the masters were learned and able, but the slaves as well were literate, and some of them were even capable of handling the sceptre of power. It was because they were properly educated, bred and brought up. Thus, the torch of a new civilization came to India with the Muslim invasions.

The regime of the Ghori dynasty was so short. The slave dynasty came afterwards. But the period unfortunately for the rulers of this dynasty was too short. Among them Balban was a lover of learning. He established a large library containing camel-loads of books of various branches of knowledge. His court was a centre of attraction for the learned. Amir Khusru was a brilliant figure, who was well versed in various Indian languages besides Persian and Arabic. Balban had not established himself firmly, and change came over again. In this way, dynasty after dynasty and rule after rule continued. Jalaluddin showed no favour to literary men, and so everything was in darkness in his days. He confiscated endowments of Madrasas even, but by the time of

Alauddin Khilji, Delhi had become a great centre of learning.

When Alauddin Khilji established himself at Delhi, he also found favourable circumstances for the spread of learning. He caught the opportunity by the forelock and history tells us that he made Delhi a centre of learning. Art and architecture began to take shape. He encouraged the learned and the artists without distinction of caste and creed. Thus the Indian and the Persian art and literature mingled benevolently, and civilization began to take a new and lovely shape. Thus, Muslims evidently laid the foundation of a new civilization in India. In some shape or other, the cause of civilization went on receiving royal patronage.

By the end of the fourteenth century, the ground for art and learning began to fertilize in India under the impetus of Phiroze Tughlaq. He is said to be the justest of Muslim rulers. It was in his time that Delhi was restored again as a centre of learning. He established a township, 'Firozabad' near Delhi. He maintained 18000 slave-boys. But he apprenticed them to crafts and taught them to copy the *Quran* in artistic writing. He constructed 30 colleges and endowed property for the support of those colleges. He built three halls of audience, where he received the learned—*pandits*, *mullas*, astronomers and the like for discussion and generous exchange of opinions. Undoubtedly, this brought about bright results. A period of darkness again seized India for more than a century, and the cause of civilization was lost in oblivion, when there appeared Timur who was not a Muslim.

Fortunately, the Moghuls came thereafter and established themselves permanently here in India. During their benign rule, the ancient glory of arts and learning revived. Culture, architecture, painting, learning, poetry, philosophy, astronomy, astrology, and politics, all flourished under their generous patronage. Wonders of the world were produced, and they are still there for us to admire. They unified India.

Baber ruled for a very short time. He was both a great scholar and a critic. He himself knew Persian, Arabic and Turkish. He started a new style in writing which is known as "Babery". He also wrote his memoirs. Though he was interested in education and art, nothing special could be done as his reign was too short.

During Humayun's regime, the system of the *maktab* ceremony had taken place, which was repeated when Akbar was four years, four months and four days old. Humayun was interested in astronomy and geography. He is said to have used globes also. Humayun built reception halls. Farishta, the famous historian, gives their number as seven. Humayun was reported to be very fond of reading. He used *Purana Kila* at Delhi as his library. He also built a Madrasa. He was interested in men of letters. He had divided the people into three categories:—

1. Ahle-Saadat (Group of men of letters)
2. Ahle-Doulat (Group of noblemen)
3. Ahle-Murad (Group of those who could give pleasure to the king)

Unfortunately, his period was too short, and his cherished aim of the spread of education could not be fulfilled. In spite of all his endeavours, nothing solid could be done by him. He died, having fallen down from the staircase of his library.

However, his son Akbar, sincerely took the cause of India to his heart. He was interested in education and was a great statesman also. Ordinarily it is believed that he was illiterate. He might or might not be educated in the technical sense, but he was widely informed. He had the constant company of learned men in various fields. He employed competent persons to read out to him books. Abul Fazal wrote the biography of the Emperor, named *Aina-i-Akbari*. Abul Fazal mentions at one place, "There was hardly any work of science or of history that was not read to His Majesty."

Akbar got Indian classics like *Mahabharata*, *Atharva veda*, *Panchavati*, *Nala-Damayanti* etc. translated into Persian. He built a special hall at Fatehpur Sikri named 'Ibadat-Khana' where discussions and discourses among the learned were regularly held. The historians say that there was such a fine educational atmosphere, that even his nurse, Mahan Anaga, had opened a Madrasa at Delhi. He had in his court a number of musicians like Haridas, Tansen, Ramdas, and the sons of Tansen, Tantarang and Vilas Khan. He had also a very good library. He was so fond of his library that, when Faizi died, his books numbering 4600 were shifted to his library. He was interested in making new experiments, as he had made experiments in the field of writing. He was of opinion: "Teach writing, and reading would follow. Ultimately, leave children to learn by themselves. In the beginning teach the alphabet. This should be done in two days. Then teach them the combination of letters. This should be completed in seven days. Then, they should begin short lines of prose, containing religious or moral sentiments. They must try to read themselves with occasional assistance from the tutor." This is nothing different from what the modern educationists call the modern method of teaching. Thus, every day a student had to learn four lessons (i) the alphabet; (ii) the combination of letters; (iii) a new hemistich; and (iv) repetition of what had been done before.

During his regime, equal opportunities were provided to all. There was no question of caste or creed. Muslims learnt through Persian and the Hindus through Sanskrit. He also encouraged Hindus to study in the Madrasas. State accounts were maintained in Persian. Hindu Revenue officers also studied Persian. The *Aina-i-Akbari* is the mirror of Akbar's ideas on education.

Ethics, Arithmetic, Geometry, Economics, the Art of Government, Physics, Logic, Divinity and History were the subjects on

which great emphasis was laid. Besides, *Nyaya*, *Vyakarana* and *Vedanta* were also taught in addition to the above subjects. Abul Fazal and Faizi were great scholars of Sanskrit. Rahim Khankhanan is one, whose memory is annually celebrated by our Government of India, and top-ranking personalities of the country like Dr. Rajendra Prasad and Pandit Jawaharlal Nehru pay tribute to the deceased soul of the Khankhanan.

Akbar's successors were not so much interested as Akbar was. Jahangir was interested in painting. He issued a *firman* (order) that the property of the rich or of a traveller dying without an issue would lapse to the Government, and that it would be used for the repairs of Madrasas. A Madrasa was opened during Jahangir's regime at Jabalpur in 1623. Shahjehan also encouraged music, painting and the fine arts. Dara was much interested in schools of philosophy, and he himself translated the *Upanishads* and the *Bhagavadgita*. Though he never became a ruler, yet he did his best for the cause of education.

Aurangzeb encouraged Muslims and Muslim learning. In particular, he had a soft corner in his heart for the Bohras of Gujarat, where he stayed for long time, and he built a large number of Madrasas. He found that the Bohras in Gujarat were not interested in education. So he made it incumbent upon them to educate their children, and officers were appointed to send periodical reports which were based on examinations. They were not only compelled to send their children to school, but were also made to bear the cost of education for their children. He also introduced maintenance grants for students, teachers and learned men.

Popular education was not very widespread during the modern period. At any rate, it did not touch the population living away from cities. Very little was done in the field of women's education, due to *purda* system and early marriages.

But most of the Moghul princesses were very much educated. The rulers were much interested in the education of their children. Akbar had different tutors for different subjects for different children. Jehangir and Shahjehan tried to give good education to their children. After Aurangzeb, Nadir Shah dealt a death-blow to all that was done for the cause of education.

Educational Reform In Madras State

By

Sri R. SRINIVASA IYENGAR, B. A., L. T.,
Principal, Srinivasa Tutorial, Coimbatore.

An attitude of hesitancy and caution is indicated by the strange procedure adopted by the Madras Education Minister in arriving at decisions in the matter of further educational reforms. The Minister appointed a committee in May, 1954, for reporting suggestions, issued a White Paper containing the Departments' views on the recommendations, and constituted a Legislature Committee to give their findings on the White Paper's opinions and thus "assist him in finalising the scheme of Education for the State of Madras." Thus a period of three years will have elapsed by March, 1957.

The decision on the duration of school education is a crucial one; and there have been acute differences of opinion on this matter. Gokhale's Elementary Education Bill of 1910 demanded the establishment of universal four-year primary education. Statham's Report, which was accepted as the Government's policy in 1937, aimed at a five-standard education with the object of producing permanent literates. For the first time in the annals of education in our country, Sargent's report which was called the Educational Magna Carta of Free India and accepted by the Central Advisory Board of Education constituted by the Government of India, stated that in any country which aspires to be regarded as civilised and as a democracy, in conformity with world-wide opinion, an eight-year free compulsory school life is absolutely necessary for providing the

minimum preparation for citizenship. The University of Madras appointed a special committee to examine problems of Post-War Educational Reconstruction in 1944; and this Committee expressed the view that primary education should run for five years and the Middle School education, for three years. Dr. Alagappa Chettiar Committee's recommendation was that the elementary school course should be an integrated one of eight years' duration, the age of admission being five plus. Dr. A. Lakshmanswamy Mudaliar, in a cogently-reasoned article in *The Hindu* of 12th November, 1956, warned against changes being made in a light-hearted manner, and emphasised that "no proper type of education can be given, up to the end of the secondary school stage, unless the pupil undergoes a 12 years' course, of which eight years will be of the compulsory period." As against these strong recommendations, the White Paper suggests an integrated 7-year course of elementary education; and the Legislature Committee have endorsed this view, in their report, which, again, states that the differences between the junior secondary and the higher elementary course will be eliminated and that the single integrated course will have a bifurcation after the 5th year. Hence the lower secondary and the higher elementary stages will be reduced to two years.

The repercussions of the two-year course at the end of the five-year primary

education have not been properly understood. A member of the Madras University Syndicate observed sometime back, "A two-year Intermediate course led nobody nowhere." If that be the case with regard to a higher education stage, it does not require any special stress to indicate that the two-year lower secondary stage will be quite inadequate to build up solid foundations of educational progress at the crucial age-period of 11 to 14. As students join secondary schools from several elementary schools, the two-year period is not enough to bring all pupils into a line, to inculcate secondary school standards of tone, atmosphere and discipline, and to ensure satisfactory progress in the study of subjects. Mr. P. B. K. Rajachidambaram said at the Legislative Assembly in April 1956: "The two year middle school course is inadequate and is bound to cause a lot of harm to the common man. When eight years of integrated elementary education have been accepted by the Government of India, why has the State Government chosen to have only seven years? Elementary education being a necessity for the majority of the people, the present eight-year period should not be curtailed." It is surprising to learn that Mr. Rajachidambaram, who is a member of the Legislature Committee, has signed the report without a minute of dissent. The South India Teachers' Union has never advocated the 7-year period of elementary education.

It is proposed to eliminate all differences between basic and non-basic education and integrate the basic and the non-basic elementary education. Basic education is an all-India matter, and covers a period of eight years. Without sacrificing the essential features of basic education, the period cannot be reduced by one year. The State Basic Education Board has approved the recommendations of the Legislature Committee's report. This cannot be considered final, as basic education in one State alone cannot be permitted to run for seven years. The disparity in duration between the two systems of elementary education is not desirable.

The State Basic Education Committee has recommended the immediate introduction in all schools of the following important aspects of basic schools. The community prayer, children's assembly and keeping daily record of work have been in vogue in well-conducted elementary schools, even before basic education was conceived; and there will be no difficulty in introducing these aspects in all elementary schools at once. The daily work of sanitation and hygiene is subject to the availability of facilities of water-supply, and is being done by pupils mostly, without the help of peons. Even in secondary schools, pupils' self-government does not function properly and is limited by the rights of teachers, managers and the department. Serving of midday meals is being done by pupils. I wonder why the midday-meal should be prepared by pupils on a large scale. A scout who has to pass the second-class test, should know how to light a fire in the open, using not more than two matches, and cook two dishes which are enough for one person. Training in individual cooking is more helpful than preparation of midday meals in the school. Efficient, healthy living could be inculcated by the cub and the scout training during the out-of-school hours than by the imposition of this work at the cost of really educational work. Basic education should not lower the level of real educational work and standards. Basic and non-basic training schools have a good deal to learn from each other. This should be borne in mind in the conversion of ordinary training schools into basic training schools.

The White Paper, published in March, 1956, argues that the reduction of the elementary course from eight to seven years is necessitated by the increase in the duration of secondary education - from three to four years, and that this one year means a definite addition to the burden of parents and pupils in the State. It believes that the standard of each of the new standards I to VII could be raised so that the VII standard could be identical with the present Third Form. It is unwise to embark upon this venture, which will

mar the educational progress of a generation to come. Whatever be the duration of the primary school stage, the lower secondary and the higher elementary education cannot be satisfactorily run in a period of less than three years. Curtailment of the duration of education either by a few hours during the school-day or by a year during the integrated elementary education course will not be acceptable to

the public. Considerations of finance or the desire to make education soft and smooth to the pupil, should not stand in the way of giving all the children of the nation a 8-year free, compulsory elementary education, which from 1944 has been a basic formula to be adopted in the promotion of a common pattern of education throughout India.

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OUR EDUCATIONAL DIARY

By

'PEPYS'

12—1—57. The following resolutions were passed at the Sanskrit Vishva Parishad held at Kurukshetra.

(i) The establishment by the Centre of a Central Institute to promote higher education and research in Sanskrit, Pali, and Ardhamaghadi by combining the traditional and the modern methods.

(ii) The collection by the Centre of all Sanskrit manuscripts all over the world and editing of these rare works.

(iii) The state Governments were requested to give financial help to Patasalas and encourage the study of Sanskrit in Universities and schools and to establish Sanskrit Universities wherever suitable.

(iv) The encouragement of Sanskrit and Vedic studies by temples and religious institutions.

(v) The celebration by the people as a national festival of days associated with Vyasa, Valmiki, Kalidasa etc.

17—1—57. The Central Advisory Board of Education has recommended that students in the secondary stage should study three languages, viz, the mother tongue or the regional language, Hindi and English. Students in the Hindi-speaking areas would be required to study one other modern Indian language. In the case of temporarily transferred parents, their children need not be made to study the regional language of that State. The States were asked to take necessary action as early as possible to fall in line with the All-India policy.

They have also recommended that National Institutes of Basic Education should be established in rural areas. Residential facilities must be provided for,

LXIII—3—3

if women teachers were to be attracted to spreading elementary education.

22—1—57. Introduction of a General Education course in all Indian Universities has been recommended by the study team appointed by the Union Government, who made a tour in the United Kingdom. Two schemes of General Education have been drawn—a scheme to be adopted sooner or later in all the Universities, and an alternative one with which a beginning could be made immediately. The main scheme includes compulsory basic studies in the field of natural sciences, social sciences and humanities, together with training in communication skills for all undergraduates in a non-professional college. A third of the entire period is to be allotted for the study of general education, the bulk of which should be studied in the first year.

Speaking on the occasion of the centenary celebration of the Calcutta University, Dr. Ghosh referred to the colossal waste of time and energy inherent in a system dominated by external examinations, as evidenced by the large number of failures. To avoid this wastage, they could well imitate the Russian system. Again, the Universities must have the freedom to reject students who were unfit. The dearth of really efficient teachers was a main cause for the fall in standards.

Mr. H. V. Divatia deplored the poor allotment in the Second Plan for higher education. This would defeat the very success of the plan, for which highly trained personnel would be necessary.

Too many educational experiments were being undertaken without waiting for the results. Because of want of finance,

atleast more junior polytechnics might be opened all over the country. The causes of student indiscipline were many. But if the parent and the teacher co-operated, this could be wiped out in no time.

x x x

23-1-57. Minister Subramaniam said (at Coimbatore) that it was easy to introduce Tamil as the medium of instruction in colleges. They could retain technical terms in their original form without attempting to invent Tamil equivalents for them.

x x x

Dr. C. P. Ramaswamy Iyer, who presided over the golden jubilee celebrations of the Madras Sanskrit College, Mylapore, suggested easy methods of studying Sanskrit by simplifying its syntax and grammar. The traditional method of studying Sanskrit should be modernised. He appealed to the public to support the Sanskrit College with funds, if they wanted to see that the traditional method of study should flourish.

Sri C. D. Deshmukh said that Sanskrit could flourish in the modern world only with the establishment of Sanskrit Universities, where modern knowledge could be taught in Sanskrit.

29-1-57. The Council of Sanskrit Education, Hyderabad, proposes to start a Sanskrit University in Andhra Pradesh exclusively for the study of shastras, Agamas, Vedas etc. A deputation which waited on the Andhra Governor recommended the starting of such an University in Hyderabad under his chancellorship. The Governor was requested to approach the Sanskrit Viswa Parishad for this purpose. They were asked to approach him again after consulting the Sanskrit Commission and the Sanskrit Viswa Parishad.

[While the idea of starting Sanskrit Universities and Patasalas is to be welcomed, it ought to be firmly borne in mind that the products of these

institutions should not be left in the mid-air after their strenuous education. The most important function of the institutions ought to be to train their students in the art of giving lectures on religious subjects in more than one regional language with great fluency so that they might travel far and wide and disseminate knowledge. Both Hindustani and Carnatic music should be taught to them so that they could give discourses interspersed and in a musical tone with songs. This will enable them to earn easily their livelihood by public patronage.]

31-1-57. Speaking at the Vivekananda College, Sri C. D. Deshmukh agreed that the funds at the disposal of the University Grants Commission were meagre. He recommended the starting of the tutorial system in colleges.

[The tutorial system not only enables the average student to pick up knowledge which he could hardly do, if he were to depend purely upon 'lectures'. It has an additional advantage in that the teacher and the taught are brought together in intimate contact, so that affection and respect are fostered in the student towards the teacher; it will also enable the teacher to maintain better discipline among the boys. Any moral delinquency among students may also be remedied if detected early enough.]

2-2-57. Speaking at Aurangabad, Nehruji declared that the educational system in India had to be changed radically. More and more emphasis had to be laid on technical and scientific education, because they alone would ensure the economic prosperity of India.

x x x

Inaugurating the University Centenary Celebrations at Coimbatore, Minister Subramaniam declared that linguistic fanaticism should not blind us to the advantages of learning an international language like English. He also appealed to the young men not to keep quiet after taking

their degress but make a mark in the academic world.

[What happens generally is that a graduate, after he gets a job, simply cuts himself away from his education. This is wrong. He must regard the continuance of his studies at home as a hobby, which even helps him to be cheerful in the work-a-day world. The late Ramanujam continued his mathematical studies even after he became a clerk and thus achieved fame. If young men are to abandon their courses of studies after getting into jobs, their education becomes a huge waste not only to themselves but to the nation as well.]

x x x

In the course of his address on the occasion of the Madras Centenary Celebrations at Palghat, the Rajah of Kollengode emphasised the need for our young men and women being given such education as would make them real servants of humanity. Sri K. V. S. Aiyar of Ernakulam said that, having regard to the tendency of the adult voters not to appreciate the services of University men in public life, Universities ought to be autonomous, so as not to be affected financially by changing political situations. He also appealed that only young men with talents should be admitted into the University.

3-2-57. A meeting of the Kilpauk International fellowship was held at Hotel Dasaprakash, Madras to discuss the place of religious instructions in schools. Rajaji, who presided, emphasised the importance of religious institution in schools for building up the character of children; if it should be discontinued for sometime more, society would get saturated with an excessive love for material and interests and an utter contempt for higher values. As for the method of religious instructions there were not much difficulty. He suggested that every student should be taught his or her mother religion. Pure moral lessons without religious basis would be no good, he said. He referred to Prof. Joyenhee's agreement with a view that religious instructions formed the real

foundation of morality. Rajaji suggested that they must cautiously cultivate a new plan wherein the child would find a growth homogenous with his own family. He would see what could be done in the way of ascending the constitution if that came as a stumbling block. The meeting then agreed to form a twelve man committee for evolving a workable plan.

[Rajaji has almost cut the gordian knot centering round religious instruction by suggesting the formula of mother-religion! This would involve the appointment of religious teachers belonging to the principal religion to which the students belong. Thus schools will have to provide in Christianity, Hinduism, and Mohamadenism. There are of course other practical minor difficulties. For instance, there are a number of schisms in every religion, and we have to see that these differences are not magnified, and for this, we have to press into service, teachers who can be relied on to bring to bear a Catholic outlook on the different sub-religions. Those religious stories illustrating the triumphs one God over another should be so told that students are not left in bewilderment or made to think that one God is superior to another. Their esoteric meaning and inner significance should then and then be explained, let it should do more harm than good to the immature individual who hears the story. Better still such stories may be avoided. Another aspect of religious instruction should be firmly borne in mind. The student should be taught to regard every religion as worthy of respect though he belong only to one religion.]

x x x

Speaking at Tirunelveli the Vice-Chancellor of the Travancore University appealed to the Universities and Colleges to specialise in some branch of learning to avoid duplication and waste of public funds. Professors could be exchanged and excellent results might be obtained.

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EDITORIAL

TEACHER EDUCATION:

We welcome *The Teacher Education* to the ranks of the all too few educational journals in India. Issued as a monthly by the All India Council for Secondary Education, it seeks to discuss in particular the progress of the projects, activities and experiments initiated under the auspices of the Council. Original articles of all-India interest are also to be included. It will "take notice of all these events in the educational field which are concerned directly or indirectly with the growth of in-service training, with the vitalizing of teaching practices, and in general with the improvement of secondary education throughout the country."

It may be remembered that the Council was bringing out for some time past, in a mimeographed form reports about the Extension Services. This has now developed into the new journal, putting on a more attractive dress and extending the range of its interests. The first issue contains, in addition to a newsletter about the activities of the various Extension Services centres during November, 1956, an outline of the schemes of the Council for expansion of the Extension Services and starting Experimental Schools, articles on the in-service training of teachers, the role of teachers in Curricular Development, teacher education in the U. S. S. R. and the meaning of educational methods, and reports of the seminars on Social Studies at Madras in December 56 and of science teachers at Simla in June 56.

All teachers' training schools and colleges will find this journal valuable. Even high school teachers are sure to find it practically useful, in view of the discussion that it provides on teaching practices.

SOCIAL STUDIES:

An official report is now available about the Social Studies seminar held at Madras in December last. "The aim of Social

Studies at the secondary school stage," according to the conclusion reached at the seminar, "is to help the child to become an enlightened citizen, that is, a person who has understood his own traditions and has re-examined them in the light of modern knowledge. By 'enlightened citizen' is meant more specifically a person who has a sense of belonging to his society, who can adjust to his physical, social and cultural environment, who has an ever widening acquaintance with the life around him, who has developed powers of arriving at judgment on life-situations, based on careful reasoning and adequate grounds, who can appreciate the view-point of others and contribute his own, whose patriotism is deep but not narrow, who is aware of his rights and privileges and alive to his responsibilities both as leader and as follower, who realizes the interdependence of man, and who has the general well-being of the world at heart."

This is truly an impressive ideal, but we may ask whether it is not really the purpose of education as a whole rather than of Social Studies alone to achieve this ideal. It is good to aim high and to aim comprehensively, but the specific objectives of the study of any particular subject are apt to dissolve in a mystic haze, when they are made too wide and far-reaching. The difficulty with the advocates of Social Studies has been precisely this: they have not quite made up their minds whether Social Studies have to impart information, create attitudes, stimulate the exercise of reason or move the feelings.

It is no wonder therefore that the Seminar met with two principal hurdles which could not be successfully tackled. First of all, there was the question, "Which one of the proposed aims for Social Studies cannot be fulfilled by properly taught courses in History, Civics and Geography?" Here is an implied recognition of Social Studies as a combination—often haphazard—of courses in

history, geography and civics. To the extent that anything more is claimed for Social Studies, to that extent they deal in imponderables which cannot be evaluated. Hence arose the second question, whether Social Studies ought to be an examination subject. Sturdy commonsense appears to have prevailed in the seminar in the insistence that none would take the subject seriously. If it were not made an examination-subject.

In discussing the value of Social Studies as an alternative to the traditional disciplines of history, geography and civics, we should not lose sight of the fact that an 'enlightened citizen' needs must have a basic minimum of knowledge in history, geography and civics. To deprive him of this knowledge in the name of Social Studies certainly cannot help in making him enlightened. The experiment of introducing Social Studies in Madras does not seem to have produced happy results in this respect. There is a widespread complaint that standards have deteriorated and that students going through a course of Social Studies fail to acquire the necessary historical and geographical background that will enable them to tolerate any event in space or time. Whatever the value of Social Studies in citizenship training, they do not appear to have succeeded in being a substitute for history and geography.

In view of the stress laid on imponderables in the aims of Social Studies, it seems desirable to separate them altogether from knowledge subjects like history and geography. In other words, Social Studies may well be used to supplement the study of history, geography and civics, and

throw light on their correlations. If this is done, history, geography and civics may be made examination subjects, while Social Studies may be allowed to shed its beneficent influence in favour of the imponderables that shape the enlightened citizen.

Anyhow, the Madras seminar has brought out some of the fundamental difficulties involved in the introduction of Social Studies. Before the Madras experiment is taken up elsewhere in India, it is desirable to make an impartial assessment of its achievements and a critical appraisal of its possibilities. We would therefore invite particular attention to the questionnaire issued by Professor C. N. Patwardhan, one of the delegates to the seminar, that we shall be publishing in the next issue of the Review. We trust that teachers and headmasters will come forward to relate their experiences and suggestions, so that the next step may be taken with assured knowledge and defined objectives.

SMALL MERCIES:

We are glad that yet another small mercy has been shown to the teachers in this State along with the non-gazetted officers. They will receive an additional allowance of Rs. 7/- per month. Taken along with a similar sum of Rs. 5/- granted some months ago, there has been an addition of Rs. 12/- per month. If the increase of Rs. 12/- had been announced without being divided into two instalments, separated by a few months, the gesture would have appeared more sympathetic and promising. However, the teachers welcome these small mercies and continue to hope that their very modest demand for a living wage will be met in full in the near future.

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LETTER TO EDITOR

CLASS PROMOTIONS

Sir,

It has been customary for the Education Department for a long time past to view such of the schools - secondary and elementary - as effect a low percentage of class promotions with disfavour, so much so that the teachers have necessarily to do something or other in the name of moderation of marks. What with the multiplicity of schools and what with the unwanted nomenclature as higher elementary and middle schools for urchins with no remarkable variation in the course of instruction, saddling the former only with a public test at the end of Standard VIII, there has been a lot of actions touching upon the morale of the teaching profession. The sooner the classification is done away with as envisaged in the White Paper the better it would be.

This has much to do to impair efficiency and discipline in schools. Would it be wrong to suggest that the Department

would do well to issue orders as a stop-gap arrangement to see that only such of those who get at least 30% of marks in each of the subjects in the class are given promotion without resorting to any moderation business? If, for two years, such a system is followed faithfully, the tone and efficiency of schools will greatly increase. For Standard V, a common test for two or three contiguous schools would aid in the imparting of sound education. A district-wise test at the end of Standard VII in the new set up must be welcomed. For all other forms, arrangements may be made for inter-school correction of the annual examination papers and submission of the marks lists the District Educational Officer. It is enough, if this works tentatively even for two years, to improve the general standard of efficiency.

M. Nagasubrahmanya Ayyar
Papanasam.

BOOKS REVIEW

TEACHING OF MATHEMATICS IN SECONDARY SCHOOLS

Comparative Study. Paris, Unesco; Geneva, International Bureau of Education. Publication No. 172. 1956. 250 p. 8 Swiss francs; 12/6d.; Dol. 2.50

As in the case of so many other educational fields, it is very much easier, with regard to the teaching of mathematics, to be documented on how the subject 'should be' taught than how 'it is' actually taught. Nevertheless, without in any way detracting from the normative value of the educational sciences, it is desirable not to underestimate information relative to what one might term the factual condition of a given subject when considering possible school reforms. It is this fact which gives authority to the comparative educational studies undertaken by institutions

such as Unesco and the International Bureau of Education. As a sequel to the inquiry carried out in 1950 on the introduction to mathematics in primary schools, the International Bureau of Education has just concluded a new investigation into the teaching of mathematics in secondary schools. At a time when technological progress makes the teaching of mathematics, of first-rate importance, the comparison of data furnished by 62 countries of very differing educational conceptions—whether with regard to the place reserved for this subject in the time-tables, the aims followed, the content of the syllabuses, the methods recommended, or the training of specialist teachers—cannot fail to lead the reader to make inquiries and to establish relationships whose scope sometimes extends beyond the field of education.

SCHOOL INSPECTION

A Comparative Study. Paris. Unesco; Geneva, International Bureau of Education. Publication No. 174. 1956. 374 p. 10 swiss francs; 17/6d.; Dol. 3.50.

By reason of its two-fold educational and administrative character, the problem of school inspection interests not only education authorities but also teachers. Since almost everywhere at the present time stress is being laid on the primary importance that should be given to the inspector's role as 'counsellor', one realises the usefulness of knowing what are the actual facts and realities of the structure of inspection and the functions devolving upon it in sixty-six countries.

This comparative study carried out by the International Bureau of Education is even more instructive since it enables useful comparisons to be made with the situation existing twenty years ago when

the I. B. E. undertook for the first time an international inquiry on this question. The general survey in this volume which precedes the regulations governing the control of inspection in each country shows how numerous are the solutions applied in the different countries to a problem which, in essentials, is nevertheless unique. This is true whether one speaks of the bodies responsible for inspection, the scope of inspectors' work, inspection of a general or a special type, the frequency and the duration of inspection visits, the extent and character of the inspectors' duties, or the procedures employed in the evaluation of teachers' work, etc. The study is supplemented by data on recruitment methods, and the training and appointment of inspectors, including the main features of the status in which they are held, salary scales, and allowances and privileges granted to them.

THE PLACE OF SPORT IN EDUCATION

New Unesco Study based on Report from 14 Countries.

The Place of Sport in Education. Unesco, Paris. Dol. 0.40; 2/-; 100 frs.

Unesco has just published "The Place of Sport in Education", a comparative study based on reports received from 14 member states of Unesco-Australia, Austria, Canada, Ceylon, Franco, Honduras, Hungary, India, Italy, Norway, New Zealand, Poland, Spain and Sweden.

This study takes account first of the general attitude to the role of sports in education as observed in those countries, and then gives details of sports activities in school and out. The reports from the different countries not only give a survey of the current situation, but also treat the tendencies and problems that are being faced.

The different chapters show how physical instruction and school sports in the various

countries reflect national economies and traditions. The study shows that the clash of different conceptions on the subject often prevents sport from being given a proper place in education. Some see in sport a means of well-being and balance for individuals, others a social use, and still others turn to sports as a source of profit.

The study attempted by Unesco does not propose solutions, but it presents a first effort to appraise the role of sports in modern life and their influence on educational programmes in representative countries of different continents and with different systems.

This work is aimed at educators and sports directors, and invites them to undertake further research with the aim of pooling their experience and thought in this field in an effort to solve together the problems that are involved in placing sport at the service of education.

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This book of English Grammar and Composition is based on the well-known works on Grammar and Composition, written by P. C. Wren and Henry Martin, which have been used as text-books in Schools all over the country for a large number of years. It has been prepared primarily to satisfy the requirements of the revised course in English for Standards X and XI in the State of Bombay; but it will also meet the needs of High School pupils in other States where English in the Secondary School is taught with new aims and objectives and for a shorter duration than before.

The keynote of the book is simplicity—simplicity of language and simplicity of treatment. With the English course now shortened and the pupils' command over the language limited, some portions of the text-books by Wren and Martin, hitherto in common use, excellent as they are, required to be thoroughly revised and sometimes radically modified. The process of simplification undertaken in the present work has not been confined to the explanatory matter and the illustrative examples, but has been extended to the exercises, some of which have been entirely recast to bring them within the vocabulary range of the pupils. The inductive method has been used throughout, and every attempt has been made to avoid difficult technical details of grammar which make the subject so dry and uninviting to pupils learning English.

The book is divided into four parts dealing with (1) The Parts of Speech, (2) The Sentence, (3) Correct Usage, and (4) Written Composition. The aim of the Grammar portion, however, has throughout been practical, namely, to help the pupils to speak and write correct sentences in English within the limits of their controlled vocabulary. In the Composition section, the chapter on Comprehension is an entirely new one. Suitable passages have been selected from the writings of standard authors, and have, in many cases, been simplified and adapted to serve as a series of graded exercises in comprehension. A chapter on Translation has taken the place of the usual one on Paraphrasing; and the Essays now have a new look, as pupils are expected to write only about 100 words of continuous composition containing a description of scenes of people or a narration of incidents.

It is confidently hoped that this book will be found in every way suitable as a text-book of English Grammar and Composition, particularly in the last two years of the Secondary School.

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CONTENTS

A Statement And A Questionnaire On Social Studies—Sri C. N. Patwardhan	... 331
Child Education Materials—Sri S. Jagannadhan	... 333
A College Of Physical Education—Sri M. A. Srinivasa Iyengar	... 336
The Child And The Orchestra—A British Experiment—Sri Arthur Jacobs	... 341
Examinitis?—Sri Bhatas Chandra Chaudhuri	... 344
Basic Training Schools—Sri M. Nagasubramanya Ayyar	... 345
The Place of School Records In Education—Sri Shamsuddin	... 347
Our Educational Diary—Pepys	... 350
Letter to Editor	... 352
Editorial	... 353

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PREFACE

This book of English Grammar and Composition has been prepared primarily to satisfy the requirements of the revised course in English for Standard IX in the State of Bombay. It will, however, meet the needs of pupils in other States who have studied English for about a year.

Parts I and II of the book deal with Grammar. We would like to draw attention to the following special features of this section :

1. The language used both in the text and the exercises is simple enough to be understood by pupils who have completed only a year's study of English. Except for the grammatical terms, the vocabulary throughout has been kept within the linguistic range of such pupils.

2. Confusing grammatical terminology has been scrupulously avoided, and, wherever possible, simpler and more direct expressions have been substituted for difficult and highly technical terms.

3. Abstract definitions and arbitrary rules are conspicuous by their absence. The inductive method has been applied throughout. The explanation of sentences illustrating a principle naturally leads to a simple definition or rule which sums up effectively the discussion of a grammatical topic.

4. The exercises are simple, interesting and well-graded, and will provide the pupils with plenty of practice in correct usage as well as important word functions.

5. Wherever necessary, pictures have been used to create interest and bring out clearly the full meaning of an illustrative sentence.

Part III of the book deals with the various types of Composition—letter-writing, conversation, story-telling and description—which can be satisfactorily attempted by pupils who have studied English for about a year. The topics selected deal with ordinary situations which pupils meet with in everyday life. Here also pictures contribute a great deal towards making the Composition section interesting.

Simplicity and comprehensiveness are the keynotes of the whole book. It is hoped that these features of the book, together with its attractive get-up and appearance, will make a strong appeal both to the pupils studying the language and the teachers teaching it.

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MONTHLY RECORD FOR INDIA

VOL. LXIII

APRIL 1957

NO. 4

A Statement And A Questionnaire On Social Studies

By

Professor C. N. PATWARDHAN, St. Xavier's Institute of Education, Bombay-1.

*Statement:—*One of the most absorbing problems in the re-organization of secondary education in India is the introduction of "Social Studies". Training Colleges, Extension Service Departments, Regional and All-India Seminars, educational journals, meetings of associations of teachers and headmasters and top-level deliberations in the country have not still clarified what is meant by Social Studies/The Social Studies.

The problem has become all the more important because the draft syllabus for Higher Secondary Schools issued by the All India Council for Secondary Education, on behalf of the Union Ministry of Education, Government of India, has recommended this subject as a 'core' subject for all Higher Secondary Schools.

To some extent the introduction of 'General Education' courses at the University stage is also intimately linked up with this new subject proposed to be a core subject at the secondary level.

Claims have been put forward, particularly by Madras and Andhra States, that they have experimented with the new subject since 1948; others have said that they, too, have introduced this subject, as

for example the Bombay State as it was before the 2nd of November, 1956.

'Facts' gathered from U.S.A., U.K. and U.S.S.R. do not indicate what exactly is the place of the subject in the secondary educational syllabus in those countries.

To stimulate dispassionate examination of the issues involved and to have practising teachers' experience and opinions, the following questions are presented, with a request that teachers may kindly send their replies to the writer as early and as detailed as possible:—

1. When did you first hear or learn about 'Social Studies'?
2. What did 'Social Studies' mean to you, then, (a) a federation of subjects including History, Geography and Civics, (b) a compendium of subjects of History, Geography and Civics, (c) a new subject altogether, or (d) a new approach in teaching the usual school subjects?
3. Do you differentiate between (a) The Social Studies and (b) Social Studies?
4. Have you taught the new subject, The Social Studies/Social Studies?

5. If so, have you used the usual school subject as the basis and sources, or taught history, geography and civics as such separately and grouped them together only in the final calculation of examination marks?
6. What 'facts' are known to you from U.S.A., U.K., U.S.S.R. or from any other country, and how did you know them? Through (i) reports or books by yourself directly, (ii) through discussions at seminars or conferences, (iii) through lectures or courses at training colleges, or (iv) through any personal contacts with teachers from these countries.
7. Can you mention a few of the books or reports on which your knowledge of the subject is based?
8. If you have taught the subject, did you have to use any new methods, which were not used for teaching the usual school subjects?
9. What facilities were extended to you in teaching the new subject—equipment, financial help, special allotment of time, freedom in the method of examinations/evaluation?
10. On the basis of your knowledge, experience and approach, will you prefer to (i) teach the usual school subjects, with emphasis on their social relevance, (ii) remove the usual school subjects of history, geography and civics and introduce 'Social Studies' instead?
11. If you favour introducing the new subject, will you introduce it (i) at the middle school stage, or (ii) at the high school stage, or (iii) higher school stage?
12. Will you prefer (i) experimental introduction of the new subject in selected secondary schools, or (ii) general compulsion of the subject in all secondary schools of all types?
13. Have you had occasion to consult (i) your teacher colleagues, (ii) pupils and (iii) parents/guardians on the problem of introducing the new subject? If so, what was the general trend of their opinion? In favour of (i) abolition of history, geography and civics, (ii) socialising the usual school subjects, including history, geography and civics?
14. In conclusion, state specifically:—
 - (a) Whether you favour 'Social Studies' as a new subject?
 - (b) Whether you favour "The Social Studies", meaning socialising all school subjects through social studies as an approach?
 - (c) At which stage, will you introduce the new subject of "Social Studies"?
 - (d) What freedom must you have to make the subject successful in respect of time allotment, equipment, evaluation and finances?
15. Do you find any difference between your understanding of the new subject, your State Government's syllabus and the syllabus issued by the All India Council for Secondary Education? Kindly explain the points of difference, if any.

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By

Professor M. RANGACHARYA

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Sri S. JAGANNADHAN, (Retired) Kindergarten Assistant, Teachers' College, Saidapet.

(Continued from Page 313)

XII. RAILWAY MAPS AND GUIDE BOOKS:

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|--------------------------------|-------------------------|
| 1. Tourist map of India | 2. Railway Map of India |
| <i>Guide Books:</i> | |
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| 9. Jaipur | 20. London |
| 10. Kalahasti | 21. England-Ireland |
| 11. Khyber Pass | 22. The story of China |

(1 to 19—Railway Publications)

XIII. STAMP BOOKS:

- | | |
|----------|---------------------------|
| 1. India | 2. Countries of the world |
|----------|---------------------------|

Picture Books:—See Section IX

Pictorial Charts:

a. HOMEGENEITY IN INDIAN VILLAGE LIFE:

1. Pictures of different workmen: 9 charts;
2. Their contribution to village welfare-1
3. Their contribution to food, clothing and shelter
4. Group living
5. Reciprocal help
6. Let all people be happy
7. Social car of homogeneity
8. The Dharma of the individual

b. CHARTS:

1. The History of Conveyances
2. Struggle and success in the winning of Freedom
3. All from one and towards one
4. Cottage Industries

5. Articles of Food through experience and research
6. Feasts and festivities
7. Diary of a pilgrim to Benaras
8. Buddha and Buddhism

c. MAHATMA GANDHIJI'S LIFE:

(i) Chronological History—2 Charts (ii) The Liberty Tower (English) 1 chart—18 point constructive programme—1—Personal touches in the programme—3

(ii) Hanging pictures in rollers—14

(iii) Framed Pictures—10

d. Nature Calendar (Monthly)—Nature Calendar (Yearly)—Nature Diary (Note Book Caterpillar Box—Rain Gauge (Adapted).

V

CO-ORDINATED SCHEMES OF WORK

- I. 1. Gardening as a Major Project (Illustrated)
2. Gardening as a Major Project Detailed Scheme
3. Gardening (Poetry).
- II. 1. House-Building as a Major Project (Illustrated)
2. House-Building as a Major Project (Detailed Scheme)
3. Moulds for modelling bricks etc.,
4. Wooden bricks of different sizes and shapes (also for use by young children for building purposes).
- III. 1. Food—correlated scheme
2. The Story of the Cauveri
3. The Farmer's Journey
4. All the year round (Nature)
- IV. 1. WOODWORK
 - Planning of woodwork correlation
 - Contents of language in woodwork
 - Word-building—4 illustrated
 - Trees—Nature Calendar
 - Trees—Characteristics and Uses

READING, POETRY, STORIES, PICTURE BOOK (4)

V. General Knowledge: A study

1. Contents
2. Methods
3. Means and aids

(For further aids, refer picture book lists)

VI

KNOW THY CHILDREN

a. Children's likes and dislikes: (Boys and girls) 1. Toys (ages 5 to 6) 2. Colours (Girls 8 to 12) 3. Flowers (girls 8 to 12) 4. Sweets and eatables, Vegetables, Fruits, Games and School-subjects (Boys and girls 9 to 12) 9. Children's questions and 10. Children's thoughts (D.O.)

b. 1. Childhood recollection—2. Dreams and fears—3. Truth and falsehood—4. Children's Definitions (5 to 6) and Children's Definitions (9 to 10).

c. 1. Statistical study relating to children's likes and dislikes and 2. Topics for child study (as under A)

d. Contents of language Text Books—A study

e. Recognition of Trees by Children

f. Height and weight of children: Data for Study:

VII

EDUCATION GENERAL

Charts: 1. Education as a growing, continuous and unifying process
2. Milestones on the Road to Education
3. An Educational Unit

Note Books: 4. (a) In the land of Sunshine (Picture Book)
(b) In the land of Sunshine (Scripts)

5. Activity units in child education—I
6. Activity units in child education—II
7. Activity Units: Co-ordinated Scheme—III
8. Child Education—I
9. Child Education—II
10. Life and Education

Chart: 11. Child and surroundings:

VIII

ADULT EDUCATION

- | | | |
|---|------------------------------------|---------------------------------------|
| 1. Literacy Charts:
Literacy Charts:
Literacy Charts: | 2. Reading Cards
Reading Sheets | 3. Literacy attainments
and tests. |
| 4. Temple Mottos | | |
| 5. A true citizen | | |

(Concluded)

A College Of Physical Education

By

Sri M. A. SRINIVASA IYENGAR, B. Sc., B. L., B. T., Convener,
Shikshana Samithi, Bharath Sevadal, Bangalore.

The Central Advisory Board of Physical Education and Recreation in their "National Plan of Physical Education and Recreation" (1956) have very beautifully defined the real scope and purpose of Physical Education. They have clearly laid down the following ideals.

1. Physical Education is much more meaningful than Physical Training, Physical Culture, Gymnastics, Sports or Mass Drill. It includes all these in a larger process of education, of which it is a vital part. It is in short "education through physical activities for the development of the total personality of the child to its fullness and perfection in body, mind and spirit".

2. "The aims and objectives of Physical Education depend to a great extent on the political and social changes that take place in a society".

Long before these aims were so clearly and beautifully stated by the National Planning Committee of Independent India, the Hindustani Sevadal in pre-Independence days and the Bharath Sevadal, after the achievement of Independence, have done pioneering work in the field for the fulfilment of the same objectives and ideals.

When in 1923 Dr. N. S. Hardikar founded the Hindustani Sevadal, the main object was to bring all volunteer organisations in the country together and to organise the resurgent youth of India for national service and disciplined sacrifice through systematic Physical Culture. In fact, Dr. Hardikar established an Academy of Physical Culture at Bagalkote, Bijapur

District, in 1927, but unfortunately this Academy did not serve the country fully, because of the disturbances caused by the political struggle for freedom. However, the Hindustani Sevadal did much useful and beneficial work in Physical Culture, and through Physical Culture it trained the youth for disciplined national service with a burning love for the Motherland. It was the only youth organisation in India that took part in the national movement of liberation organised by Mahatma Gandhi, and naturally it caught the imagination of the youth of that period to a great extent.

After the advent of freedom, the Bharath Sevadal in Mysore, founded in 1950, continued this rich heritage of the Hindustani Sevadal and developed a new programme on a non-party basis, consistent with the altered circumstances in the country. The new objectives are described by the Central Advisory Board of Physical Education and Recreation in their National Plan, as follows:—

"India has recently achieved political freedom and chosen to become a secular democratic republic. This means that Physical Education must make its contribution to the development of such qualities of body, mind and character as will enable our children to shoulder the responsibilities of democratic leadership.....The aim of Physical Education must be to make every child physically, mentally and emotionally fit and also to develop in him such personal and social qualities as will help him to live happily with others and build him up as a good citizen".

The same objectives and ideals inspired the origin and growth of the Sevadal, when

it was founded in 1950 as a non-party National Youth Organisation. Under the inspiring leadership of Shri Rama Rao, N.A., the Dalapathi, the Sevadal combines in its system of National Physical Education the heritage of the Hindustani Sevadal founded by Dr. N. S. Hardikar and the best traditions of the Indian National Army founded by Netaji Subhas Chandra Bose.

With this unique system of Physical Education as its basic core activity, the Bharath Sevadal has built around it a varied programme of youth welfare and constructive nation-building programme, so as to train the youths' mental, moral and social qualities, arouse awareness of environment, develop alertness, presence of mind, resourcefulness, discipline, co-operation and the spirit of respect, sympathy, generosity towards others, so that they may develop into ideal citizens. To-day, its programmes are accepted by one and all as a very good training ground for youth leadership, discipline, social service, and development of personality.

Dr. J. B. Nash of international reputation, Professor and Chairman of the Department of Physical Education, Health and Recreation, New York University and an acknowledged authority on Physical Education, during his recent visit to India as Fulbright Professor, while writing about Bharath Sevadal, has said: "The aims and objectives of Bharath Sevadal are the very highest and most modern. They are in line with the best in modern educational systems all over the world. You have a fine programme and I want to congratulate you on the work you are doing. You are doing wonderful work for boys and girls. May the best go with you". At a rally of Sevadal Volunteers, General C. M. Cariappa said: "This parade I have seen to-day was a very good one. I have attended many similar functions elsewhere. But very few have been so well organised and so effectively run, all events punctual to a second.....I thought the flood-lit parade you had for the Prime Minister at the Residency, Bangalore, on

the New Year Day, was first class. I was most impressed to see how well these delightful children carried themselves in the parade". The Governor of Mysore in a message to Bharath Sevadal in 1951, said: "It is most gratifying to learn about the magnificent work which is being done by the Bharath Sevadal. It has engaged itself in the task of training the youth of the country, in imparting to them a sense of discipline, devotion to duty, loyalty, patriotism and service. This is indeed a laudable task, because the youth of the nation is its great asset; and to train them for future citizenship is real constructive and nation-building work. It is the best way to achieve national regeneration and edification". Referring to the work of the Bharath Sevadal, Mr. Marcus Bach, Ph.D., of the University of Iowa, United States of America, has said: "Among the greatest remembrances which I shall hold of India, is my visit to Bharath Sevadal. Here was a living example of the way in which the India of tomorrow is being forged. Here the spiritual, mental and physical factors are being harmoniously combined to build better men and a greater Republic. May their programme go forward with ever-increasing success and blessings". The Mysore Educational Reforms Committee in its report has stated: "For organising social service work and manual labour camps in the State, we cannot think of a better organisation than the Bharath Sevadal".

The Committee made the following suggestions in connection with Physical Education, regarding the training of Physical Education instructors.

(a) At the primary school level, one general teacher for every 50 pupils on the average, should undergo a short course in Physical Education, the Madhyama Training of the Bharata Sevadal.

(b) At the secondary stage, one graduate teacher fully trained in Physical Education should be employed in each institution as a full time Physical Education teacher. The Physical Education

teacher should have undergone one year college course in Physical Education as well as the Kendraik Course of the Bharath Sevalal.

(c) In addition, in schools having a strength of more than 200, general teachers (one for every 50 pupils) who have undergone the Madhyama Training of the Bharath Sevalal should be provided for assisting the Physical Education teacher.

(d) At the University level, teachers in charge of Physical Education should be graduates who have undergone a college course in Physical Education.

As early as in 1951, the Government of Mysore accepted the Kendraik Course of Bharath Sevalal as being equivalent to the Certificate of Physical Education of the National College of Physical Education, Madras, and Y.M.C.A. Physical Training, and also recognised Sevalal training for being officially imparted as Physical Education to Middle and High School children.

Are not these opinions, messages, and orders glorifying and recognising the great work of Sevalal, in addition to its splendid record of service during these few years, sufficient to justify the claim of Bharath Sevalal to start a "College of Physical Education, Recreation and Social Service" in Mysore State in the near future? Certainly, such a College, if started, would be an ideal College of Physical Education, Recreation and Social Service for the whole of India, and it is earnestly hoped that the Government of Mysore will encourage Sevalal to undertake this great venture, with full financial assistance and support. The Bharath Sevalal has the vision, experience, personnel and organising ability to work out this idea successfully on ideal lines.

AIMS AND OBJECTIVES

The aims and objectives of the proposed College are:

1. To institute a Diploma Course in Physical Education, Recreation, and Social Service.

2. To train youth leaders in the field of Physical Education, Recreation and Social Service.

3. To train teachers who will be specialists in Physical Education, youth welfare activities, social service projects, organisations of manual labour, social service and physical training camps and enthusiastic initiators and organisers of all co-curricular activities in schools and colleges.

4. To organise short term Sevalal Certificate Courses of the Madhyama and Kendraik levels, as an adjunct and aid to the regular Diploma Course in the College.

5. To formulate and implement research activities which will further the objects and ideals of Bharath Sevalal as a national Physical Education centre and as a national youth movement affiliated to the Bharath Yuvak Samaj and improve the efficiency of Sevalal methods and techniques.

6. To conduct competitions in games, sports, athletic events, recreational and cultural activities and organise youth festivals from time to time.

7. To carry out all other activities which are in consonance with the objects and ideals of Bharath Sevalal:

The College of Physical Education, recreation and Social Service is a separate unit of the Bharath Sevalal and shall be managed by an Executive Committee specially constituted for the purpose by the Executive Committee of the Bharath Sevalal.

COURSES OF TRAINING

1. *Diploma Course in Physical Education, Recreation and Social Service*:—The Course is open to Graduates of any recognised University as well as to those who have passed the S.S.L.C. Examination (E.C. & P.S.) or its equivalent. Candidates must be thoroughly fit physically and mentally alert. They will be selected after being administered certain tests regarding

strength, skills and proficiency in physical activities.

All candidates admitted shall be carefully watched for a period of one month, and those found unfit or unsuitable will be dropped from the rolls.

The duration of the Course, including examination, camp etc., shall be one academic year spread over a period of ten months and covering altogether not less than 200 working days.

1. Arrangements for practice teaching will be made in local schools round about the College.

2. The Certificate Courses, Madhyama and Kendraik, will be conducted in the premises of the College in a separate block. The students of the Diploma class will give practical lessons to the students of the Certificate Courses and thus practise teaching.

Camping for at least 20 days in an open place outside the College is an essential part of the Course, and this will be towards the end of the Course.

The course of instruction shall be arranged under three heads.

1. Theoretical lectures, reading, study etc., relating to the theory of Physical Education, Recreation and Social Service. The subjects are:

- Principles of Physical Education.
- History of Physical Education.
- Organisation and Administration of Physical Education.
- Supervision and coaching and methods of recreation.
- Materials and methods of Physical Education.
- Anatomy, Physiology, and Physiology of Exercises.
- Health Education—Social Hygiene, Sanitation and Nutrition.
- Psychology and Sociology.
- Camping and Hiking.

LXIII-4-2

(j) First Aid (including treatment of simple athletic injuries).

(k) The ideological and philosophical background behind Nationalism, Socialism, Sarvodaya, Social Service and Youth Movements, Bharath Sevalal and Bharath Yuvak Samaj.

2. Practical practising of and participation in various Physical Education, Recreation and Social Service activities and techniques that will help them effectively to demonstrate and teach them to others. The items of such activities are:

- Informal activities — imitations, story—plays, action songs etc.
- Games—Indian and foreign.
- Athletics—Track and field sports.
- Educational Gymnastics (heavy and light apparatus, Indian and foreign).
- Drills, rhythmical activities, and callisthenics.
- Aquatics.
- Combative or self-defence activities.
- Camping and excursion techniques.
- Crowd control and service in meetings, *jatras* and big conferences.
- Social Service Programmes—"Health and strength through service" activities.
- Apath Seva*—fire-fighting, flood-relief, life-saving etc.,
- Sevalal techniques and methods—like flag-hoisting, national songs, spinning, Sarvodaya prayer etc.
- Other co-curricular activities that develop personality.

3. Teaching practice: Each student will give at least 20 supervised lessons in different kinds of physical activities. This will be done in two ways.

Details of the curriculum for each subject will be framed by an expert committee to be constituted later.

Examinations will be held under three heads—theory, practical work and teaching

practice. The assessment will be done on the basis of performance in the examination as well as work done throughout the course. There will be five papers in theory carrying a total of 500 marks. 300 marks will be set apart for practical work and 200 for teaching ability. The total marks for assessment will come to 1000. Cumulative records of progress achieved all through the year will have to be maintained, and these should also be taken into account in the final assessment in each group.

Candidates are required to pass in all three parts separately as well as in the examination on the whole—the minimum being 40% in theory and 50% in the other two parts.

The following will be the order of distinction, while awarding the Diploma, on the basis of total marks:

Distinction	— Over	75%
First Class	—60 to	74%
Second Class	—50 to	60%
Ordinary	—40 to	50%

Details of the examination are to be worked out later.

2. *Certificate Courses in 'Madhyama' and 'Kendranaik'*:—The training for Certificate Courses in Madhyama and Kendranaik will be conducted in a separate block attached to the College, according to the syllabus already adopted by the "Seminar of Sevalal Workers" held in Vidyanagar recently and the current practices and methods adopted by Bharath Sevalal.

These courses may also be conducted under the joint auspices of the Bharath Sevalal and the College in training camps to be organised in different parts of the State as is being done now.

Details of the syllabus for these Courses are to be given.

In view of the daily routine and training to be followed, it would be ideal if the institution is fully residential. Otherwise,

for the Diploma Course, atleast 75% of the students should have residential hostel facilities, and the other 25% of the students may be day-scholars who reside in the area and who are willing to participate fully in the courses of instruction all through the day.

Certificate Courses are of shorter duration and hence must be given on a residential basis.

Women students should stay in separate quarters.

REQUIREMENTS

The initial and non-recurring requirements for the College are as under.

Land:—Level land to the extent of 10 acres apart from the buildings for the College, hostel etc., will be essential. This will be used as playground, track for field events etc. It should be attached to the College.

Buildings:—The College building must include a lecture hall, a gymnasium with a wrestling pit, office-rooms, a library and reading room, dispensary with an isolation ward, store etc.

Swimming Pool:—A swimming pool should be attached to the College.

Residential Quarters:—Students of the Diploma and Certificate Courses must be provided with residential facilities.

Library:—The library must contain the latest books and journals on the subjects concerned.

Equipment:—There must be equipment for physical activities, games etc.

Dispensary:—A dispensary for giving medicines, a massage clinic etc. must be located in the buildings.

Teaching Aids:—Audio-visual equipment and other teaching aids.

Office Equipment:—Tables, chairs, typewriters etc. are necessary for office use and for use by students and teachers.

The recurring requirements are as under.

(a) A Managing Committee and Office-bearers.

- (b) A Principal.
- (c) Five full-time instructors for practical instruction.
- (d) Five full-time instructors for theory classes.
- (e) A part-time Doctor.
- (f) Clerical and menial staff—a clerk and two peons.
- (g) Hostel warden and kitchen servants.
- (h) Contingencies.

The general hours of work every day will be as follows:—

6-00 A.M. to 10-00 A.M. Practical lessons in Physical Education, their practices and other aspects with an interval of half an hour in between.

1-00 P.M. to 4-30 P.M. Lectures and class room work.

5-30 P.M. to 6-30 P.M. Games and their organisation.

FINANCE

It is estimated that a sum of atleast 3 lakhs would be required towards non-

recurring expenses for starting a College of Physical Education. The recurring expenses would come to about Rs. 30,000/- per year.

Fees will have to be collected for residential arrangements as well as for a part of the expenses for maintenance of the College staff.

For the Certificate Courses—Madhyama and Kendranaik—which will be conducted from time to time, special additional staff will be appointed and expenses will be met out of separate grants made over to Sevalal for training camps.

The Bharath Sevalal, by virtue of its fine record of service during the past few years and by virtue of its background in the national traditions of the Hindustani Sevalal and Indian National Army, is fully qualified to start a College of Physical Education, Recreation and Social Service. The College, if it materialises, would serve as an ideal one for the whole of India.

An earnest appeal is made to the Government to render financial aid for working out the scheme.

THE CHILD AND THE ORCHESTRA A BRITISH EXPERIMENT

By

ARTHUR JACOBS, London Journalist and Music Critic.

Hundreds of children swarmed out from the underground station and headed for the variety theatre. But this was just before 10-30 in the morning, and what awaited them was not a variety show. The London Philharmonic Orchestra, 65-strong, was due to give one of its special free concerts for children attending London County Council schools.

Dr. Leslie Russell, music adviser to the Council's education department, conducted the concert. First he gave the children—

aged from 11 to 15—an opportunity to sing "God Save the Queen" with the orchestra. Then he introduced them to the various instruments. And then, with some prefatory remarks, he plunged them into Humperdinck (the *Hansel und Gretel* overture), Haydn, Dvorak, and Sibelius.

As an observer, I had not chosen to come to a "model" concert. On the contrary: these children were regarded as "tough" and came from some of the shabbier districts of London. Once—only

once—Dr. Russell had to reprove a boy who was talking. Even that was a rare occurrence at these concerts, and one of the orchestral players almost apologised to me for it afterwards. For the orchestra itself takes an obvious pride in these concerts, as its performance showed.

The previous evening, the same orchestra had been performing Schoenberg, Milhaud, and Hindemith to an audience of connoisseurs at the Royal Festival Hall.

PART OF A PATTERN

Britain's educational system allows a large measure of independence and initiative to each local education authority (the town or county council); and, in providing that each child shall have the opportunity to hear a symphony orchestra as part of the ordinary curriculum, London has taken advantage of the special cultural facilities of the capital. Certain other big cities have done similarly. Dr. Russell also takes a smaller orchestra into some of the schools themselves.

But this is only part of the drive to bring children into contact with orchestral music. London concerts for children (at a small charge) have been held on Saturdays for many years—one series organised by the conductor and teacher, Ernest Read, the other by the German-born philanthropist, Sir Robert Mayer. Apart from this, musically-gifted children are encouraged to play orchestral instruments themselves. The London County Council owns hundreds of such instruments—from violins to tubas—which are lent to schools for the use of children who do not possess their own.

TOURS ABROAD

Most orchestras of school children have their being, of course, within the school alone. But others have won wider fame. The combined London Schools Symphony Orchestra, 160-strong, meets thrice a year for a seven days' course in the school

holidays, and annually ventures into the Royal Festival Hall for the concert which it gives afterwards. It has also been abroad twice, touring Holland and Denmark, where it gave first performances of Vaughan Williams' *Job* in those countries.

Even more distinction has been won by the National Youth Orchestra of Great Britain, drawing from a much wider field. It has played at the Edinburgh Festival (five times), at the Promenade Concerts in London, and in France, Belgium and Holland.

The National Youth Orchestra is ten years old—an event which will be celebrated by a London concert conducted by Sir Malcolm Sargent in April. What makes this orchestra remarkable is that it takes youngsters from all over the country (something unparalleled overseas), and that none of them are music students. When any of them enrolls in a musical academy, he or she must leave and make room for some of the hundreds of others who are ever clamouring to join. The "turnover", therefore, is high. But these players, aged from 13 to 19, have achieved a musical standard which led Bruno Walter, the celebrated conductor, to call the orchestra "one of the most inspiring things I have ever heard in my life".

A THING OF PROMISE

It is not suggested that such ventures as these will work quick miracles and set the factories of England buzzing with Bartok and Britten. None the less, what is astir is something new. Archie Camden, the distinguished bassoonist, who is one of the London musicians who coach the National Youth Orchestra, assured me that no organisation of this kind would have been possible in his own young days—before the British Broadcasting Corporation arrived to foster the appreciation of music among young people.

Not all the members of the National Youth Orchestra eventually become

professional musicians. Similarly—to revert to the other side of the two-way traffic between the child and the orchestra—not all the children who attend the London County Council's symphony concerts will go on to be devoted music-lovers. Yet the seed, at least, is implanted. And it can be seen ripening in such a frank report as this, received by Dr. Russell from a 13-year-old girl who attended a similar concert to the one I heard:

"The concert was finished by a Slavonic Dance. The tune jumped from major to minor and back again in a most vigorous manner. I noticed one girl, who was having a quiet little nap, when suddenly the tune changed to major and she nearly shot out of her seat!...We went from the Town Hall back to the bustling world outside, humming snatches of tunes. We had all, I think, enjoyed the concert very much."

BOOKS

	Rs.	A.	P.
Book-keeping and Accounts by Late S. Vaidyanatha Iyer	...	5	15 0
A Text Book of Typewriting by the same author. Revised by P. R. Pisharody, D. Com.	...	5	15 0
Commercial Correspondence by T. V. Subramania Ayyar	...	3	8 0
History of India Part I C. S. S. & M. S. R.	...	5	0 0
History of India Part II by C. S. S. & M. S. R.	...	5	5 0
Commerical Aritmetic by T. V. Subramania Iyer	...	2	8 0
Precis Writing and Drafting by P. R. Pisharody, D. Com.	...	2	8 0
An Analytical Aistory of British Constitution By C. J. Varkey, M. A.	...	3	12 0
Political Science by T. Sankaran Pillai	...	7	0 0
Guide to Statistics by Prof. T. C. Sankara Narayana Pillai, M. A.	...	5	0 0
Rupavatara of Dharma Kirti (Sanskrit Grammar) in Two Volumes—each Vol. costs	...	3	0 0
A Critical Appreciation of Kalidasa's Meghaduta A lecture in English by Late Prof. M. Rangacharya, M. A.	...	1	0 0
The Yugas by the same author	...	0	12 0
The Function of Religion in Social Evolution by the same author	...	0	8 0
Good Morning Hymn to India	...	0	4 0
University Reform in Contemporary India by S. R. Ranganathan, M.A.L.T.	...	0	12 0

TAMIL BOOKS

Gandhi Puranam in 8 Cantos by Pandit Achalambigal	...	6	0 0
Sholar Varalaru by Dr. M. Rajamannickam M. O. L. T.	...	5	0 0
Methods of Teaching of Tamil by Prof. Saravana Arumuga Mudaliar, M. A., B. O. L.	...	3	0 0
Cheran Vanji by S. Krishnaswamy Iyengar	...	2	8 0
Madura Temple by Prof. Srikanthan	...	2	0 0
Krishnadeva Rayar by K. Appadurai. Pillai, M. A., L. T.	...	1	8 0
Gandhiya Poruladharam by J. C. Kumarappa	...	0	12 0
Raja Tarangini	...	0	12 0

(Advance should be sent with order)

THE EDUCATIONAL REVIEW
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EXAMINITIS?

By

Sri BHABES CHANDRA CHAUDHURI, Founder, "The World Jnana Sadhak", Jalpaiguri.

If 'disease' means in a way "want of ease", nothing in modern times appears to have proved so often the cause of a pupil's tragic sense of frustration and mental uneasiness than the so-called 'examination-fever' in a psychological sense, witnessed frequently in sporadic, acute or chronic forms in examination-halls all over the country. This may be called 'examinitis'.

Indeed, it abundantly proves the dictum of scholars like Bryce, uttered long ago, that "the modern system of education" produces cramming with all its consequent baneful effects, viz., loss of memory, lack of self-reliance and of that cool gumption and courage of conviction that proverbially characterized 19th century Bengal, which became the cradle of such intellectual giants like Harinath Dey, who, when even though refused admittance into the examination-hall once in collegiate days for unavoidable late-coming, was reported eventually to have managed to force his way in and topped the prize-list by shouting in a fearless voice, viz., "I am the Harinath Dey"—that even today seems to echo in air! And not only, to be sure, did they win laurels in examinations, but also out of the Senate Hall of life in a matter-of-fact world.

But, "O Tempora! O Mores!!" the great-grand-children of these revered Harinaths, possibly the last chips of the old blocks of the then India, appear strangely enough, now-a-days, to have been mostly metamorphosed into so many selfish brands of pygmies in Free India. They are now "note-hunters", 'under-vest book-takers', smugglers of tookli (short-notes on scraps or rolls of paper, hidden adroitly) in the open examination halls, and all this is due to the all-besetting magic spell of 'examinitis'!

The first difficulty, therefore, a modern pupil contends against in examinations is a wanton lack of that radiant faith, which made Harinath's name once upon a time, a legendary word on the lips of every educated person. Possibly this is due to the present-day pupils depending over-much on cramming of brief notes, "made-easies" and "sure-success guides" etc., etc., instead of studying original texts and developing the inner poise and robust self-conviction that distinguished an older generation.

A second difficulty is a faint or fickle perception of motives and consequences, a third is a bad memory of an evil past, a last is a weak 'desire' for 'cure'! But of all the aetiologies, so far offered in tracking down the root of the violent educational malady referred to, none perhaps is so terrible in its effect upon our so-called heroes of the advancement of learning than fear—fear of failure, fear of ill-luck, fear of misery, fear of misfortune or disgrace! And, what wonder, then, that dire disappointment may often evoke suicidal tendencies, in the bargain, in the so-called victims of examinitis!

But, the most tragic aspect of the picture lies in the strangest fact of the day—that girls, too, following the example of boys, are exhibiting analogous symptoms. This may well be seen in the following incident reported in the *Hindusthan Standard* of December 3, 1956:

GIRL COMMITS SUICIDE

"A girl of 12, disgraced at the examination—committed suicide.....Police enquiry revealed that she was appearing at the annual examination at a local school, and.....it is alleged, she had been turned

out of the examination-hall for adopting unfair means."

Is not, then, the modern system of education, to sum up, directly or indirectly, productive of most of the following "rots" on the fair name of learning and culture in our country, viz:—

- (1) It generates mental atrophy inasmuch as it gives rise to a morbid desire in the pupil to close his 'perception' within himself and then to see through "help-books", "notes", 'tutors' and varied "suggestions";
- (2) It kills all radiant faith in the individual self and condemns him perpetually as a victim to spells of a kind of para-normal frustration-complex;

- (3) It tends to create often scenes reminiscent of miniature battle-grounds in examination-halls, resulting, not uncommonly, in 'slaughter' of books; ink-'baths'; 'din and unusual subdued bustle' accompanied by whispers in undertones for 'help', and 'cries of agony', and 'lamentations' of so many fear-stabbed souls?

May we, therefore, fervently urge upon the Government or for the matter of that the U.N.E.S.C.O., in particular, to conduct an immediate survey into the above-mentioned educational 'malady' that almost-well-nigh threatens our Union with a disastrous infliction as becomes the modern nuclear age!

BASIC TRAINING SCHOOLS

By

Sri M. NAGASUBRAMANYA AYYAR, Papanasam.

The teaching population is not unaware of the steps that are being taken by the Government to improve their unhappy lot. Such being the case, there would be no dearth of applications for training courses for teachers. Unattractive pay is attributed for the non-availability of the right type of persons for the teaching line. I should not be supposed to make a sweeping remark, when I say that any unpopularity or defect in a school chiefly rests on the want of all-round efficiency and grit of the entire staff in a school imbued with a spirit of earnestness and co-operation. I am a firm believer in the Tamil saying, "பெருமையும் சிறுமையும் தான் தரவருமே" (Praise or ill-will to one is the result of one's own making). Proper selection of teachers for training and entrusting them into proper hands in the training school with a true bent for service to the trainees instead of wasting their precious time, must be the watchword

to improve matters. The change-over from the non-basic to the basic pattern in training schools has already begun. For all practical purposes, cotton-growing and spinning are attended to in the training course. This must, of course, be had as a core subject. In addition, there may be two or more industries for training. Institutions have already begun to train persons in various cottage industries on improved methods. Each of the training schools would do well to start some industries on a co-operative basis including the introduction of the 'Ambar charkas'.

By previous notification, the selection of students for training must be made on the following basis, among other considerations:

- (1) The students should be able to spin on the *takli* and on the *charka* at a given speed. At present, much time is wasted in learning the art of

spinning at the school. This must apply with greater force in the case of teachers coming up for re-training for three months. I am led to think that a major portion of the period is spent in learning to spin, and very little time is devoted to learning the literature etc., on basic education. With previous knowledge in spinning before joining for re-training, the course may be cut short by half, i.e., to six weeks.

- (2) The applicants must be made to answer with books some questions in a superficial way on the 'Guide Book for Teachers in Basic Education', published by the Government of India. (Price Rs. 2/4/0)
- (3) A paper may be given for testing the trainees in General Knowledge, Mathematics, command in English and in the regional languages, the paper having to be returned with answers in an hour and a half. There could no objection to set simple questions.

With such a selection and real and intelligent work in the training school with compulsory boarding and lodging, much good will result. By way of instruction and observation, $3\frac{1}{2}$ hours must be devoted, and $4\frac{1}{2}$ hours must be set apart for gardening and other cottage industries to be attended to in a self-sufficient and self-reliant way, as in the Vedaranyam Kanya Gurukulam and a few other places, instead of mainly training to work at the *charka* all the time. The remaining 4 hours, out of 12 hours of the day, must be left to the discretion of the trainees for rest or for making up for any deficiency. The group-system of community service, as planned in schools, is really a welcome innovation. But even there constant supervision and guidance by a master is quite necessary to turn out ungrudging and real service. Proper attention in the matter would be highly beneficial to improve the pattern of basic education. I have already given my views for the development of basic education in the *Educational Review* of November 1956, and in the *Hindu* and in the *Indian Express*.

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The Place Of School Records In Education

By

Sri SHAMSUDDIN, B. A., B. T., M. Ed., Dongargaon, Dist. Durg, M. P.

CUMULATIVE RECORDS

One of the remedies for this is to give proper consideration and due credit to the honest work done by the students in the class throughout the year. Thus, the School Records or Cumulative Records, as we can call them, can serve this purpose.

Our educational system suffers from a number of defects, one of which is the present system of examinations. It deals only with the educative aspect of a student and completely overlooks his productive importance. What is meant is that the present educational institutions are almost exclusively concerned with the cultivation of memory and the means of collecting ideas and expressing them in a competent manner.

No doubt it is a worthy aim; still the exaggerated significance of examinations is certainly not justified. This over-emphasis on examinations must be relaxed, as the evil effects of examinations on our present system of education are quite evident.

A. N. Basu, in his booklet, "School Records", says: "Examinations control the curriculum. They influence the method of teaching, and they determine not only the attitude of our pupils, but also of their teachers towards the whole subject of education. In fact, they dominate our entire education greatly to its detriment".

When only one examination at the end of the school year is to decide the fate of the student, it is little wonder that both pupils and teachers set so much store by it. In fact, their only endeavour is to get through the examinations.

Under the circumstances, true education in its real sense is sure to suffer. Extra-curricular activities, individual interests and development of individual aptitudes that are the essence of true education, making it a joyful and fascinating adventure for our pupils, cannot make any progress. The true aim of education as an all-round development of personality has no sense here. Now the question arises, how to overcome these evils?

The Secondary Education Commission, (1953) while recommending their use in all schools all over the country, said: "Neither the external examination, nor the internal examination, singly or together, can give a correct and complete picture of a pupil's all-round progress at any particular stage of his education. Yet it is important for us to assess this, in order to determine his future course of study, or his future vocation. For this purpose, a proper system of school records should be maintained for every pupil, indicating the work done by him in the school from day to day, month to month, term to term, and year to year. Such a school record will present a clear and continuous statement of the attainments of the child in different intellectual pursuits throughout the successive stages of his education. It will also contain a progressive evolution of development in other directions of no less importance, such as the growth of his interests, aptitudes and personality traits, his personal adjustments, the practical and social activities in which he takes part. In other words, it will give a correct picture". (pp. 148-149)

Many people admit the theoretical importance of school records, but pay little attention to them in practice. This is absolutely wrong, because records of pupils' development are in the real sense practical. They are of utmost importance

to teachers in their daily routine, and they can be excellent educational instruments.

By going through a number of school records, inferences can be drawn about the development of the pupil. Thus, the general needs and requirements of the students can be best understood by teachers through school records.

PERFECT GUIDE

The school records serve as a perfect guide in fathoming the needs of an individual child and working according to them. These records contain the physical, mental, emotional and moral development of each child from the time he enters school till he goes out of it. On the basis of these, educational methods to be used can be decided finally. They indicate the strong as well as the weak points of the child.

If these are properly maintained, they can be of immense help in improving the standards, health, personality and character of the children in schools. They can be most helpful in indicating the items in which the child shows greater fancy, and thus he can be easily guided for his future progress and for the part he would play in life. This guidance cannot be given in the absence of records.

When we are habituated and accustomed to maintaining records properly, our guidance can be of greater assistance to the children for their future course of study or their future vocation. Thus, in brief, through records, we can make an all-round development of the child, and he can be gay, happy and satisfied.

The child is not to be considered as an isolated individual. His development is to be given full consideration in relation to the society and the environment, in which he has his being. The truth about the child's parents, the environment of his home, their standard of living, his relations with other members of the family, the society in which he lives often, the subjects, the activities, and the hobbies in which he is interested, and how he passes his free time, should be observed minutely and recorded. This information will be of inestimable value for organising the future plan of the child.

Similarly, this information can be passed over to the other school, where the child is transferred. There the teacher will not be required to waste time in judging the child again, but he would proceed further on the lines already prepared by his predecessor.

It is necessary that in such cases the new teacher should not be prejudiced against the child by the previous remarks, but should endeavour to judge him correctly and impartially.

"These records will not only help to determine the courses of study in school, but they will also provide material for a full assessment of the pupil when he leaves school and passes on into employment or further into full-time education". It is thus obvious that the records can provide complete information about the child's abilities and potentialities, which can be of immense use in the educational as well as the vocational guidance programme.

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OUR EDUCATIONAL DIARY

By

'PEPYS'

3—2—57. Dr. Mathai said that it was the function of the University to train and prepare the youth of the country for the task of the coming years. Universities had not only to convey the true concept of democracy to their students, but also prepare them for the great transformation that was taking place in the country.

5—2—57. The following are the suggestions made before the Sanskrit Commission which held its first sitting in the city :

1. Further development of the Sanskrit Department in the Madras University was necessary and more research studentships and scholarships should be made available.

2. There is need for the co-ordination of research in the Sanskrit departments in the various Indian Universities.

3. The formation of search parties to unearth old Sanskrit mss.

4. Research on the inter-relation of Sanskrit and other languages should be encouraged.

5. Development of Libraries with the aid of micro-filming apparatus.

6. The need for study of Sanskrit for students of archaeology.

7. The appointment of a qualified Pandit for teaching Sastras etc. in the Honours course.

8. A study of Sanskrit increased the capacity for appreciating art. A knowledge of Sanskrit would be an asset to Indian Ambassadors abroad. The starting of a central Sanskrit Institution or University; the evolving of simplified Sanskrit; employment of Sanskrit on ceremonial occasions viz. convocation, administration of oaths, award of honours etc.

9. Greater emphasis may be laid on the 'secular' aspect of Sanskrit to promote

greater popular interest. A method should also be evolved by which a student taking optional Hindi could also be enabled to study Sanskrit, (i.e. the unification of the study of Hindi & Sanskrit).

10. Reorganisation of Sanskrit schools would bring them into line with ordinary schools.

10. The laying down of a rational All India Sanskrit policy and system of grants by the Commission would result in evolving some method by which Sanskrit study could be promoted all over India.

11. (i) The editing and expounding of Sanskrit texts in a selective manner so that there might be universal appeal. (ii) translation and publication of critical and appreciation works on the contribution of Sanskrit classics. (iii) the constitution of an All India Sanskrit committee established on a statutory basis with jurisdiction all over India, whose duty would be to take charge of Sanskrit education in India. (iv) Sanskrit maxims (subhashitani) should be taught to students. (v) The compulsory study of the history of Sanskrit literature or Indian culture in English or any regional language by S. S. L. C. and College students.

12. (i) The publication of great Sanskrit works in simple Sanskrit (a kind of 'retold' series) rather than translation into different languages. (ii) This would pave the way for such simple Sanskrit becoming the federal or national language in course of time. The state should encourage Sanskrit learning.

13. The Pandit type of training with characteristic thoroughness should be coordinated with the professorial method. Students of history, art and languages should have a good grounding in Sanskrit. At no stage should there be any compulsion which is likely to create unmeaning opposition.

OUR EDUCATIONAL DIARY

351

6—2—57. The following are some of the other suggestions made before the Sanskrit commission :—

(i) The retention of strictly oriental institutes with the old and traditional method of learning and teaching Sanskrit under the direct patronage of the Government (there being no other way of keeping them alive).

(ii) The reorganisation of Oriental High Schools.

(iii) The award of fellowships to enable Sanskrit scholars to continue their studies and researches after getting oriental titles ;

(iv) The need for removing the wrong impression that Sanskrit belonged to any particular community.

(v) The introduction of the reorganised oriental school course in bigger High Schools.

(vi) Students taking Sanskrit should be given stipends etc.

(vii) Pandits of great learning should be given state pensions.

(viii) The establishment of a hierarchy of Sanskrit institutions—the reorganised oriental schools, the oriental colleges and the Sanskrit University.

(ix) Sanskrit Universities must not duplicate the work of other universities and waste time by education in imparting modern subjects.

(x) Simplified method of teaching Sanskrit may not help in the progress of Sanskrit learning.

(xi) The dissemination of Sanskrit knowledge and culture through Kathas and Harikathas.

(xii) Cheap publication of translations of Sanskrit classics in an attractive manner.

(xiii) The setting apart of a few hours for religious and moral instruction at all stages of learning.

(xiv) The setting up of a Department of Culture by the Union Government.

(xv) Sanskrit education has to be co-ordinated with modern knowledge.

(xvi) Tamil, Hindi and Sanskrit could be studied in the middle school stage after which students could choose any two languages.

(xvii) The introduction of Sanskrit from the fourth standard.

(xviii) Regular expositions of religious subjects by temple authorities.

(xix) The institution of Vedadyayanar course in schools.

(xx) The promotion of Sanskrit by Indian Universities and the starting of two Sanskrit Universities, one in the North and another in the South.

(xxi) The adoption of the *akanksha* method in preference to the grammatical method.

(xxii) The opening of free morning and evening Sanskrit Schools.

(xxiii) The Radio could do a great deal in popularising Sanskrit.

(xxiv) The establishment of single Pandit centres.

11—2—57. Minister Subramaniam in the course of a review of education in the State, made the following points :

(i) Facilities have been provided in the State, particularly in the rural areas, for all children to attend schools.

(ii) The five-hour school course is being adhered to.

(iii) 65% of the children of the age between 6 and 14 have been enrolled.

(iv) All villages having a population of 500 and above, have been provided with schools.

(v) The strength of schools is progressing year after year.

(vi) Any graduate is encouraged to start a school where necessary, and the Government gives him grants.

- (vii) Compulsory education has not been fully enforced.
- (viii) The proportion of untrained teachers in the state is almost negligible, being 4%.
- (ix) The common man has been taught to regard the teacher with better respect.
- (x) Attempts are being made to attract better teachers for elementary schools by making their emoluments uniform.
- (xi) Educational concessions to children of secondary grade teachers are also great incentives.
- (xii) Before the end of the Second Plan there would be two or three or four-teacher schools.
- (xiii) Supply of midday meals will increase attendance in schools.
- (xiv) 40% of elementary school teachers were women.
- (xv) In the case of adult education, the age of students has been fixed as 8-18 instead of 8-40, as the former age-group is more suitable.
- (xvi) The taking over of all elementary schools by the state may not be beneficial, considered from any point of view. But the government has not made up its mind as to whether the schools should be supervised by the Village Panchayat or a separate body.

LETTER TO EDITOR

UNTRAINED TEACHERS

Sir

As per rule 12, under 'Rules for recognition' in the book, *Rules relating to elementary schools*, managements are given the liberty of taking in a third of the teaching staff in schools from among the untrained hands. In the case of higher grade untrained teachers, previous permission of the District Educational Officer is necessary for such appointments. As per sub-section 4 (a) of the rule, untrained S.S.L.C. eligibles are deemed teachers, and the managements are permitted to take them in without the specific approval of the District Educational Officer. But this concession in the case of untrained secondary grade teachers, though it has existed for a long time, is being validated year after year, and as per a recent G.O., it is extended up to 31st May 1957. But, for some time past, as per departmental proceedings, the getting of permission for entertaining S.S.L.C. eligibles even for leave vacancies, is being insisted on. The result has been that school work suffers very often for want of time to get the approval.

I wish to point out that for the admission of candidates for teachers' training, candidates with previous service as teachers are preferred and rightly too, and for this, certainly, the rule has to stand. If there is to be a check on the rule itself by any departmental proceedings without amending the rule itself, such a check appears to be irregular. Very often the class work suffers, when teachers take short leave of one month or so suddenly. I would therefore urge for the permanent retention of rule 12(4) iii deeming an untrained teacher of the Secondary Grade to be trained, without having to get the specific approval of the District Educational Officer beyond 31-5-57 as this would help an untrained teacher to get something of teaching experience, before he gets admission for training. This is a time, when even S.S.L.C. untrained men are appointed for single-teacher schools on decent salaries. I can very well say that the grant of my request would be a step in the right direction.

M. Nagasubrahmanya Ayyar
Papanasam.

EDITORIAL

Dr. Alagappa Chettiar

In the death of Dr. Rm. Alagappa Chettiar on the 5th of April, just before he completed his 48th year, education in South India loses a tireless patron and an ardent missionary.

Born in a wealthy family of Nattukottai Chettiars, a community which has for centuries carried on banking business in South India, Burma, Federated Malay States and Indochina, Alagappa showed keen interest in education from his boyhood. He took to his studies enthusiastically and had an admirable academic career at what is now Sir M. Ct. Muthiah Chettiar's High School, Purasawalkam, Madras. Then he joined the Presidency College and graduated in 1930 with an Honours degree in English language and literature. Shortly afterwards, he proceeded to England, where he studied law and underwent practical training in banking in the Chartered Bank of India, Australia and China.

Returning to India in 1933, he plunged at once in business. He modernised the family banking business and started a stock-broking firm. Then he stepped into the field of modern industry by establishing a textile mill in Cochin State. Prospects for textiles were none too rosy in those days—the late thirties—and Cochin Textiles Ltd., had to overcome a host of difficulties in the first few years. But by 1943, it had established itself. And Alagappa entered on a new career—that of philanthropy—which was not to cease till the last moment of his life.

Substantial benefactions to the Annamalai and Madras Universities for their technological courses and to the Travancore University for founding a chair in Tamil launched him into educational philanthropy in 1943-44. His generous donations won instant recognition, and honours came pouring in—several doctorates and a knighthood.

Many men would have felt self-complacent at this stage. But Alagappa's

enthusiasm and faith were unbounded, and his energies rose equal to the almost impossible demands made on them in spite of his chronic ill health. In 1947, almost casually he decided to start a college at Karaikkudi, near his native village of Kottaiyur. It proved to be a momentous decision and made him embark on an adventure of faith which was to bring remarkable results in the years that followed. The college grew from strength to strength: and it began to attract similar educational institutions. A Training College, a model High School and a Montessori School formed one group. Then there were the Engineering College and the Polytechnic. And the Government of India's Electro-chemical Institute was also started at Karaikkudi on the insistence and with the help of the munificence of Alagappa. A Women's College and a College of Physical Education appeared in due course. Thus, thousands of acres of brushwood jungle became transformed in less than a decade into a veritable academic city devoted to learning in all its varied branches.

Alagappa never felt that he had reached the end of his mission. He was always full of new plans of development. Every forward step seemed to reveal new horizons to his eager gaze. He was thinking of and striving for a Medical College too at the campus, and for the city of colleges he created becoming a University. These schemes are not at all impracticable, and the best tribute that we can pay to Alagappa's memory is to inspire and help the Asoka Trust which manages his educational institutions to realise these objects.

Alagappa was a man of vision and faith sustained amidst difficulties which might well have overwhelmed the braver and the most persevering. He was almost heroic in the unfailing courage and exhaustless patience with which he bore acute physical suffering. And the indwelling fountain of hope that stirred him on to great achievement, brings home to us

the eternal truth that the spirit is ever and always master of the flesh.

Educational Editors' Conference

On the 15th and 16th of this month, a conference of editors of educational journals in this country, appears to have been held at Delhi. The first information that we got about it was the short report which appeared in newspapers on the 16th. We are surprised that no invitation was issued nor any information conveyed to the oldest of the educational journals in India. Even from the point of view of publicity for the conference, this is deplorable. And we believe that the matter calls for some enquiry from the Central Ministry of Education.

From the meagre press reports, we gather that the conference was addressed by Sri K. G. Saiyidain and Mrs. Muriel Wasi. Sri Saiyidain complained that many of the educational journals were deadly dull, repetitive and puerile. Mrs. Wasi thought that educational journalism was a very young art in India (though our journal is over 60 years old!). Both wanted that the journals should deal with the experiences of teachers and seek to shape national policies in education.

It may at once be conceded that educational journals in India are not so attractive or influential as they well might be. The reason is obvious to the editors and publishers of these journals, though not perhaps to the Government. To give an attractive appearance to the journals and to publish in them articles by men of first-rate ability requires a lot of money. And the resources of these journals are extremely limited. Many of them are run by professional organizations of teachers which are not so well off as to spare enough money for the job. A few are run purely in the spirit of service to teachers like the *Educational Review*, at much sacrifice of time and effort and money.

The only sources of income are subscriptions from educational institutions, occasional advertisements from publishers, and in the case of journals run by associations, subsidies. The field of advertisers

being narrow, the journals have to rely on subscriptions. Here teachers' associations throughout the country have been doing good service, subscribing to as many educational journals as possible from their very scanty resources. But in many cases schools desirous of subscribing to journals are not able to do so. In some states, permission is not given to subscribe to educational journals from the school library funds. Only teachers' associations may do so. Some Inspecting Officers express their preferences and discourage widespread patronage to educational journalism.

Nor again does the Government help in any other way. There is no subsidy, no flow of Government advertisements. Even the courtesies shown to the newspaper press are denied to many educational journals. Government orders, notifications, rules, bills and acts relating to education, are not forwarded to educational journals, who have to gather them from daily newspapers. Scant attention is paid to their views by policy-making commissions who seldom care to contact them. The starting of educational journals by the Union and State Governments has acted as a disincentive to educational journalism in the "private sector". For Government influence is used to get subscriptions for the official journals, often at the expense of non-governmental journals.

This tale of the disheartening circumstances surrounding educational journals is not complete. We have however said enough to show that the journals, as we have them today, should be congratulated on the great service they have been and are doing to the cause of education in general and teachers in particular. We trust that the association of educational editors, stated to have been formed, will make itself fully representative, and try to win for their journals better finance and more influence and thus help them to render greater service. The presence of enthusiasts like Professor Patwardhan and Sri K. G. Warty among the Secretaries ensures that no effort will be spared to achieve this.

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PREFACE

This is the second book in the series entitled "A Simple Course in Grammar and Composition." It has been prepared strictly in conformity with the revised course in English for Standard X of Secondary Schools in Bombay. It will also meet the needs of High School pupils in other States who have studied English for over two years.

Part I of the book deals with Grammar. We would like to stress some of the special features of this section:

1. As in Book I, the language used both in the text and the exercises is within the vocabulary range of the pupils for whom it is intended.

2. Every attempt has been made to avoid difficult technical details of Grammar with a view to making the study of the subject as interesting as possible. Explanations have been given with the help of a minimum of technical terms.

3. The process of simplification has not been confined to the explanatory matter and the illustrative examples, but has been extended to the exercises. It is hoped that the large number of simple and carefully graded exercises will stimulate interest in the study both of language and Grammar and will enable young learners to do their language assignments in a spirit of play.

Part II of the book covers the syllabus in Composition. The lessons on letter-writing, story-telling, comprehension and description have been so planned that pupils, even on their own, will have no difficulty in studying them. The topics selected for exercises deal with ordinary situations with which boys and girls of a certain age are quite familiar.

The aim of both the Grammar and the Composition parts has throughout been practical, namely, to enable students with a limited vocabulary, to speak and write simple but correct English.

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CONTENTS

Correlating Teaching and Examination Results—A.S.Venkataraman	355
Vagaries in British Literary Taste—Frank Swinnerton	357
Lamps of Education—D.Krishnayya	358
A Note on Ganapathi—M.B.Narasimha Iyengar	359
Primary Education in Latin America	360
Marks Of Leadership Among Children—Shamsuddin	363
Our Educational Diary—Pepys	366
Madras Educational Conference	370
Educational Journals - Mr.Warty's views	374
Editorial	377

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Correlating Teaching and Examination Results

By

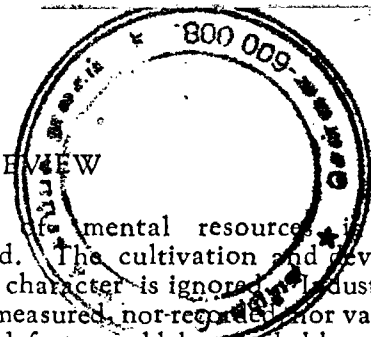
A. S. VENKTARAMAN, B. A., L. T., Madras.

In some institutions under private or local body managements, it has been the practice to connect the examination results and the quality of teaching. Poor results are directly attributed to the poor quality of instruction, and this has often led to a denial or postponement of increments due to teachers. It has also been the subject of comment and discussion, very often indiscreet and indiscriminate and almost always fallacious, so as to illustrate the fallacy of *post hoc ergo propter hoc*, I had been the victim of such onslaughts sometimes, but had never failed to tell the managements that they were wanting in a sense of perception and appreciation of values in so far as they failed to applaud or recognize the high quality of instruction as judged by a high percentage of results, whenever the percentage was high—if indeed there could be any correlation between teaching and examination results.

To illustrate my point, let me quote an instance. In a particular school of which I was in charge from 1942 to 1946, in the first year of my stewardship the result was only 38%. Of course, there were several causes, the most important of which was the contamination of the educational atmosphere during the year consequent on mass arrests of leaders during August 1942. At the end of the year 1942-43, the cause was forgotten, and the result alone was remembered to the detriment

of the teachers' interests. One teacher was threatened with dismissal, and a D.E.O. who wanted to play the role of an educational officer, police officer and dictator all rolled into one for reasons of his own, wanted the headmaster to join hands on pain or dismissal (of course, it was implied). He put down the teachers as a condemnable lot, and they were deprived of their examinerships. Nothing else could be done. Perhaps it was due to the headmaster's firm stand. Next year the results shot up to 86%, a record result even for that school reputed to be generally efficient. And the headmaster from that time exhibited on a board the high result in that year along with the poor result in the previous year so as to suggest that a high result was associated with an appropriate educational atmosphere and the poor result was due to a lack of the same. But the appreciation or recognition was tardy.

This conclusion is irresistible; but, as against this, some people will hold that even in reputed schools the level of efficiency is seen on the decline, as though to warrant a fall in the standards. To justify it, one reason often adduced is that teachers care more for private tuitions than for class room instruction. People of this view assert that the lure of lucre leads to 'the lie in the soul.' It may be true in some cases, but is certainly not



true in most cases. The experience of work in private tuitions has led to impressive teaching in class instruction, as it provides the teacher with a direct experience of raw material and this experience helps him in class-work. Of course, it is for teachers to confirm this view.

At any rate, no direct correlation of teaching work and examination results can be established, for the verdict is haphazard, based, as it is, on a rough-and-ready method of appraisal.

Educationists, by and large, have by this time grown tired of the defective examination system, but they are still on the way to discover a suitable and effective substitute. And so far, they have not succeeded. Nor can they be said to have failed. There have been stray efforts to dilute the examination paper and mitigate the rigour of the system, so to say. The new-type tests—true false types, matching tests, single-answer-multiple-choice types and all that variety—are devices which are thought of. But even these are viewed with suspicion and criticized by the old race of teachers, still fond of *in my days*. Still the new devices are capable of being corrected and perfected. It is too soon to pronounce a verdict for or against.

Most of the evils of the present system are due to the undue importance attached to the examination result. The examination provides the yardstick to measure the progress and the consummation of mental effort and energy. It provides the passport to entry to services. It acts as a process of filtration, whether it is precise or not, scientific or not. Fancy what it is, when some long words, not in any dictionary, are sometimes coined for inclusion in a so called dictation test, not knowing that sound is not a sure guide to spelling.

The most deplorable drawback of the system is its absolute failure to assess, appraise and appreciate the day to day progress of the pupil's mind or intellect or emotions and other reactions. The

growth of mental resources is not measured. The cultivation and development of character is ignored. Industry is neither measured, nor regarded, nor valued. If these defects could be avoided by a new method, then it would be successful indeed.

The accepted notion is that the examination determines the fitness of the examinee to seek admission to the University course or to enter service. But in the course of this article, we have been examining the issue of its correlation with the teaching quality of the teacher. In another sense, it is deemed to judge the competence of the examiner himself. We have heard the saying, "Judge not, lest ye be judged." One of the stock criticisms is that the examiner's verdict is not infallible. It is often subjective. It is not objective. One examiner who had prepared a model answer-paper for valuing, happened to lose it, as he thought. It really got mixed up with the scripts, and when it was valued as such, it obtained only 35% according to the standard of the same examiner. That means that his own performance deserved only 35% according to his own standard. If it proves anything at all, it certainly establishes how unreliable the standard of valuation is. So it is that from the examinee's point of view, the examiner's point of view, and most certainly from the teacher's point of view as well, it is not valid. And yet we set great store by these examinations. The more this stress is, the more unsatisfactory the state of affairs is.

This apart, the system is open to criticism from other points of view. It encourages memory, and for that reason represses it also, suppresses reasoning, impairs mental energy, hampers freedom of thinking, curbs imagination and inhibits nobler impulses which are the mainsprings of effort, initiative and enthusiasm. It discourages initiative, effort and industry. When all this is said, we have not yet exhausted all that can be said against it.

Vagaries In British Literary Taste

By

FRANK SWINNERTON, NOVELIST AND CRITIC

An observer of vagaries in British literary taste will notice several odd examples in the past half-century. The most obvious is a great rise and fall in popularity of the novel between 1910, when a celebrated critic called it the most significant of all art forms, and 1950, when it was considered obsolete; but there were other and less widely remarked differences.

Here is one of them. Immediately after 1918, disenchantment and Byronic bitterness were the vogue. Publishers closely in touch with opinion would then hardly trouble to read a book about the recently-ended war. Press correspondents, of course, hitherto hampered by over-anxious censorship, disclosed some operational secrets, and *All Quiet on the Western Front* (the work of an ex-enemy who was as disillusioned as any British poet) sold largely. Otherwise, for several years, interest was concentrated upon what was to be done to prevent any recurrence of war.

WANTED TO FORGET

The explanation of this may have been that, after enduring the monotonous horror and discomfort of trench warfare in the West, soldiers returning en masse to civilian life wished only to forget what had become a bad dream. Or that older men, having helplessly watched the wreck of a magnificent generation, sought to recover the Victorian and Edwardian hope of the future. In any case, the cry was "Never again"; and when Siegfried Sassoon continued to publish his ardent and destructive poems about lost comrades, he was publicly rebuked by no less a person than Sir Edmund Gosse. The war is over, said Gosse; our poets should return to the themes of peace.

By degrees, the taboo was lifted. Curiosity grew regarding the wartime happenings in all parts of the world. There was a

flood of war books; and Winston Churchill's *The World Crisis*, 1911-1918, when it was published in 1923, enjoyed stupendous success. It did this, in particular, because it threw the war into a perspective which all could welcome and comprehend, and because the sweep and grandeur of its narrative style was something which people long for and too seldom receive from modern historians. The way was fully open for every kind of war book.

A NEW LIBERTY

No such reluctance to read or publish books about the second World War ever arose. For one thing, although war was still considered an evil, Hitler had united a whole nation against him. For another, this was a different kind of war. Instead of feeling safe behind "the Navy's sure shield", every man and woman in the country faced personal danger from the air. And, above all, the soldiers, sailors, and airmen, who were joined almost everywhere by courageous women, were permitted not merely the heroism of endurance, but the highest forms of individual daring. Censorship, while sometimes vexatious, was much more imaginative. As a consequence, writers, as well as speakers on the Radio, had a new liberty. Once more Winston Churchill led the way, by his broadcasts and dramatic leadership; and for the first time the British nation felt itself to be living moment by moment in the midst of history. Its curiosity about every detail of the war became insatiable.

This curiosity was further stimulated by the fact that in every campaign leaders of marked personality emerged, great movements took place by land and sea, in countries overrun by the enemy resistance movements were maintained at extreme tension, prisoners showed extraordinary resource in escaping from their captors,

and in Germany and Italy kidnappings and assassinations culminated in the sensational ends of the Hitler and Mussolini regimes. Instead of the muddy nightmare of static war, there was a war of movement by land, fearful conflict at sea and in the air, and the incessant clash of historic drama.

SENSE OF ADVENTURE

It was no wonder the writers could be busy with events as they occurred; and no wonder that, being busy, they should be eloquent. Moreover, since propaganda upon all sides reached a pitch beyond anything previously known, the entire world listened and read with sustained excitement. In Britain, certainly, the sense of adventure surpassed the sense of peril; and as brilliant episodes multiplied

and swift campaigns and deeply schemed operations such as the re-invasion of France led to astonishing victory, the number of secrets to be revealed was endless.

Hence the books. Hence, as the excitements of suspense passed, the tremendous popularity of every tale of escape and underground organisation. In other countries, the aftermath of war has been revolution; in Britain it has been, not the disenchantment which followed 1918, but the effort to translate into terms of peace the prowess achieved in wartime. To this effort the wide and fertile production of books dealing with every aspect of the war has given a truly striking encouragement.

THE LAMPS OF EDUCATION

By

D. KRISHNAYYA, *Hindupur.*

Like the five senses, the gate-ways of knowledge, or the five laws of Library Science or the five fingers of the hand with which and by the co-operation of which we can do anything, there are primarily five lamps of education. These are—Love, Service, Sacrifice, Patience and Knowledge.

Let me illustrate in brief what these lamps of learning stand for. Love is the lever with which we can lift up mighty burdens, worries, anxieties and perplexities of life with hope and cheer. The supremacy of love is universal. God is love and love is God. So it is that we have selected love—the lamp of love as our first lamp of learning.

Then we have service which is the soul-force of all action. All associations and institutions, be they in any form or shape, mainly stand for service, and so our second lamp is Service. Like the links in the

cycle-chain which, by moving up and down, make the onward movement easy, these lamps, besides individually shedding lustre for the successful march in life, illuminate one another and thus beautify the universe.

Sacrifice is the crowning factor of service. The sacrifice of the mother for her child is universal. Love, service and sacrifice are the trio of success. Sacrifice is the rockbed of success or progress. Patience is the shield of success. The story of Savitri is the magic story of Love, Service, Sacrifice and Patience.

The towering factor of all these is Knowledge—the wing wherewith we fly to Heaven in the words of Shakespeare. So let us light and keep bright and trim the lamps of Love, Service Sacrifice, Patience and Knowledge to beautify and cheer the world.

A NOTE ON GANAPATI

By

M. B. NARASIMHA IYENGAR, Advocate, Bangalore City.

The majority of Hindus worship a clay model of Ganapati on the Ganesa-chaturthi day. After worshipping this clay model for a few days, they immerse the same in water. This raises the question "Who is this Ganapati? And why is he so worshipped?" The *Skanda-purana* gives the story of Ganapati in this manner: Once upon a time, Parvati, the spouse of Siva, was alone in the house. She wanted to take a bath, and as there were none in the house, she created Ganapati out of the dust of her body. She then directed Ganapati to look after the house and not to let any one inside. Sometime later, Siva came, and Ganapati refused to admit him into the house. Siva grew angry. He at once cut off the head of Ganapati. Hearing this, Parvati began to weep. Then Siva, in order to console her, directed his followers to bring the head of anyone that they could find sleeping with the head directed northwards. His followers found only an elephant sleeping with its head directed northwards. They cut off its head and brought the same. Siva fixed this head on the body of Ganapati, and resuscitated him. Siva then, at the request of Parvati, recognised him as his son.

The story has a special significance. In *Ganapati upanishat*, Ganapati is regarded as Satchidananda the Second, the first being the Brahman Himself. The worship of Ganapati means that a devotee fixes his mind permanently on him. When once he is firmly fixed in the mind, the clay model is immersed in water, because there is no use for the same afterwards.

One important fact has to be noticed here. On Ganesa-chaturthi day the moon

will generally be in conjunction with the asterism, Hasta. That means the moon, on that day appears in the form of the elephant-headed god. Therefore, the *sastras* have prohibited the seeing of the moon on that day, the reason being that man's attention will be diverted from the clay model and there will not be the concentration of mind. Therefore, they have strictly prohibited the seeing of the moon on that day. They have gone to the limit of saying that a false charge of theft will be levelled at a person who sees the moon on that day. Sri Krishna, it is said, saw the moon on that day. Then a false charge of theft was levelled at Him. He was charged with the theft of Syamantaka gem. In order to prove His innocence, Sri Krishna went to the forest. He fought with Jambavan, who was in possession of the gem. Then he restored it to its original owner.

Incidentally, I have to refer to an important point. On the *mahalaya amavasya* day, the sun will also be in conjunction with the asterism, Hasta. This has a special significance. The Hindu scriptures state that the souls that are destined to attain *mukti* traverse the path beginning with light (i.e. *archiraadi*). They go beyond the universe and attain *mukti*. On the *mahalaya amavasya* day, the sun is in conjunction with the asterism, Hasta. That means that he extends his hand to the souls. He takes them and grants them *mukti*. Hence Hindus worship their ancestors that day and pray to the Sun-god that they may be granted *mukti*.

Primary Education in Latin America

UNESCO PLAN

A detailed work plan for carrying out a major project to extend primary education in Latin America has been approved by the Executive Board of Unesco in a session recently concluded in Paris.

The decision to give primary education and teacher-training in Latin America priority attention as one of three major projects in Unesco's programme for 1957-58 was adopted unanimously at the General Conference of the United Nations Educational, Scientific and Cultural Organization which met in New Delhi, 5 November to 5 December last year.

The project is to run for ten years. The budget for the first two years has been set at over 600,000 dollars.

The situation which it is hoped the project will remedy can be summed up in the words of Prof. Paulo de Berredo Carneiro of Brazil who reminded the Executive Board that of 40,000,000 school-age children in Latin America, only 20,000,000 receive primary education.

While all Latin American countries have laws for compulsory education there are practical difficulties in the way of making these laws a complete reality. The shortage of schools, of school equipment, and of trained teachers are the main obstacles to be overcome. The situation is better in the cities than it is in the rural areas; but where children do go to school, many of them do not complete the full course.

The work plan which Unesco's Executive Board has just approved takes into account discussions at two educational conferences held in Lima in 1956, the debate at Unesco's General Conference in New Delhi where the major project was adopted, and the recommendations of a 12-member Intergovernmental Advisory Committee which met last February in Havana.

Under this work plan Unesco will concentrate these next two years on the improvement of educational statistics, the training of teachers and of teachers of normal schools, the organization of a system of "associated universities" and the establishment of a fellowship programme. Specifically, large-scale aid is planned for four rural normal schools and two universities and also for the transformation of the Inter-American Rural Normal School at Rubio, Venezuela, into an inter-American rural education centre which would be sponsored jointly by Unesco and the Organization of American States.

It is also proposed to award 80 fellowships during the next two years. These fellowships are intended to:

- enable top-level educators to carry out further studies in the United States or in Europe;

- offer primary school inspectors and teachers of normal schools an opportunity for further training;

- enable school administrators to work at the inter-American rural education centre at Rubio and to study the operation of rural school systems.

The Intergovernmental Advisory Committee which met in Havana stressed that the following steps should be taken:

- appointment of an expert on educational statistics by Unesco;

- a study by the Organization of American States of the present status of Latin-American school building programmes;

- experiments in new methods of training teachers and of offering refresher training to teachers in service;

- preparation of documentation on the social sciences and pedagogical methods

both for student teachers and teachers in service.

Several governments have already made generous offers to aid the project apart from their own national programmes for education. Colombia has suggested that a regional seminar on the planning of educational development be held in Bogota. Bolivia has proposed that its rural normal school at Warisata be used as an "associated normal school". As an "associated university", Brazil has offered the University of Sao Paulo which has an institute of educational research. By the same token, Colombia has placed the facilities of the Pedagogical University of Tunja at Unesco's disposal; Chile, the University of Santiago and its institutes of educational research; and Mexico, the Higher Normal School, the National Institute of Education and its national educational museum, and the Latin American Institute of Educational Films.

Colombia has offered 16 fellowships; Chile, 20; France, 18; Mexico, 4 (conditional on the acceptance of its offer for associated universities); and the Office of Ibero-American Education, 15.

Spain has offered fellowships, the number and conditions of which would be determined later, and the United States suggested that certain fellowships awarded by the International Co-operation Administration and the State Department be used for the major project. The Office of Ibero-American Education, the World Confederation of Organizations of the Teaching Profession, and representatives of Member States and observers of international organizations at the Havana meeting offered facilities for publicizing the project.

In the field of teacher training, Mexico offered the services of its Latin American Institute of Educational Films to train Latin American fellows in techniques of producing films and other audio-visual aids, while the Office of Ibero-American Education offered to organize a training course for educational specialists.

The Unesco National Commission of Czechoslovakia informed the Director General that it would like to participate in the major project by inviting a group of three or four Latin American educators to come to Czechoslovakia early in 1958 to study teacher training methods.

The Government of Cuba has offered to establish a pilot primary school library in Havana.

During the discussion of the work plan in the Executive Board, Mr. Jose Martinez Cobo of Ecuador pointed out that the present state of primary education varies considerably between one Latin American country and another. Certain nations, he said, such as Argentina, Costa Rica and Uruguay have virtually solved the problem while others have more than 70% of the population illiterate. Efforts should be concentrated on the second group, he recommended, and added that aid from more-favoured countries would be valuable.

All of the Latin American members of the Board stressed that this project was difficult and that it would succeed only if each country endeavoured to improve its educational system on its own. Mr. Rodolfo Baron Castro of El Salvador declared: "This project is only a skeleton; it is up to each country to breathe life into it. My government has drawn up a plan in connection with the major project which will be applied to schools, teachers and schools buildings. Funds have been budgeted for ten years and, by 1966, we hope to have reduced the illiteracy rate in El Salvador to only 10 percent."

After several Board members emphasized the importance of international aid for the success of the project, Mr. Juan Estelrich of Spain offered, in the name of his government, 20 fellowships of 20,000 pesetas each to finance nine months' training for educational statisticians. Other fellowships have already been offered, notably by the Ibero-American Office of Education, Colombia, Chile, France and Mexico. The United States

also plans to offer fellowships to Latin American educators.

The Executive Board made a point of stressing the importance of this experiment for other regions of the world. Board members agreed that the major project should lead to a broad exchange of information on a world scale, in particular between India and Latin America.

Summing up the Executive Board's view of this project, Mr. Paulo de Berredo Carneiro of Brazil (rapporteur of the Board's working group on the project), declared: "It was with a mixture of apprehension and hope that we examined this project. The problem is an extremely difficult one. Of 40,000,000 school-age children in Latin America only 20,000,000 receive primary education. Unesco must play the role of an apostle so that the

resources of each government may be mobilized to make the project a success."

It is hoped that at the termination of the project in ten years' time most countries in the region will have in operation systematic plans for educational development; that great progress will have been made toward providing schools for all the children; that desirable revisions of the school curriculum will be in force, with equal facilities for urban and rural areas; that there will be sufficient facilities for in-service training for teachers; that the status of teachers will have been raised; that all interested countries will have trained a sufficient number of highly qualified experts to carry on the purposes of the Major Project and that primary schools will be geared to the needs of the communities they serve.

Marks Of Leadership Among Children

By

SHAMSUDDIN, B. A., B. T., M. ED, *Dong rgaon.*

According to Buhler, a famous psychologist, leadership can be observed in early age also, say, at the age of one year. At preschool level leadership may take many forms. A child becomes a leader by virtue of his dominating attitudes. So here the child imposes his own will on others.

A certain child may assume leadership because of his popularity, social qualities and talents: thus he can have leadership without imposing his own will upon others. Because of imitative, pleading behaviour, he becomes a leader. But the first kind of leader is short-lived.

A number of studies of children who exhibit qualities of leadership have been conducted and it has been found that leaders in children are superior in ability to the average, especially in the spheres in which they have been recognised as leaders e.g. a leader on the playground will be a good sportsman. So one quality of a leader is superiority.

To be a good leader a child must also be a good follower in the sense that he must be responsive to the needs of his mates. Ability to understand and sympathise with the needs of classmates and to realise their need is the second quality of a good leader.

Leadership is a relation between the leader and those who are followers. Leadership does not entirely depend upon the qualities of the leader only, but also on the characteristics of the followers and the conditions which prevail at that particular time. So a child who is a leader in the one group may not be a leader in the other group. Similarly one group may accept a particular child as their leader in some circumstances but refuse him in other circumstances. So

the concept of leadership is not absolute and permanent but it is relative.

FACTORS INFLUENCING LEADERSHIP

Leadership may depend upon certain skills possessed by the leader. On a sports field a child with excellence in sports may be a leader in spite of his academic backwardness. In lower classes proficiency in games determines the leadership.

The second factor is experience. An overtimer in the school may gain the lead for sometime, e.g. a child in second has got some advantages over a child who is a fresh entrant, but sometime later he may lose his leadership.

New demands made by the school, e.g. skill in arithmetic, organising co-curricular activities, etc. may give a lead to brilliant children.

Suppose new projects are started in the School, a bright child picks them up and he becomes a leader. But later on leadership may be shifted on the shoulders of others. So we find that leadership is a shifting thing. It depends upon situations. These changes of roles appear at all stages.

It is found that a child who is submissive, who lacks in self-assertion, may not become a leader at all in spite of favourable conditions.

So leadership has reference to situation. As situation changes, leadership may also change, e.g. a leader on the sports ground may not be a leader in the class in the academic sphere. Too much familiarity may breed contempt, and if a child moves in a new locality he may become a leader in the new locality, but in the old locality owing to familiarity his qualities were not recognised. As a result of changing

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environments or situations the role of a child also changes.

EXPERIMENTAL STUDIES

Experimental studies have been conducted at various age levels to discover factors favourable to leadership. It has been shown that leadership may be assumed in various ways. There are several techniques. Two children might be leaders. But they may become leaders by using different methods, e.g., domination, cooperative techniques or resourcefulness.

Secondly, leadership is a relative affair. No person is universally a leader in every type of situation. Leadership is a relation between a leader and the led; whether or not a person becomes a leader, to a certain extent depends upon how far he satisfies the needs of the group. So the leader must be extremely sensitive, not only to know the needs but to satisfy them also. A leader must be able to come to the level of the followers.

Large difference in mental level between the two is unfavourable. Desirable qualities for leadership are intelligence, popularity, initiative, personal charm, expert skill and so on.

Certain environmental conditions also are important. One study was conducted wherein home environments of leaders and non-leaders were studied. It was found that girl leaders came from homes where the mother is reasonably free in bringing children up, where the mother is not conservative or conventional and gives freedom and opportunities to her children.

Thus freedom and opportunities at home are related to leadership. But no significant difference was found in home environments of boy leaders and non-leader-boys. It may be because of the fact that boys are naturally given more freedom than girls.

Environment in the community plays a great part in training of the boy leaders.

There seems to be a relation between home disciplinary programmes and qualities of leadership. Rigorous discipline makes an adult a good obeyer. Such bringing up decreases spontaneity, persistence and initiative. By giving a child opportunity for initiative, the possibility is more that he will show these qualities in future better.

There is a saying, "Strong-willed parents have weak willed children". Such children do not get opportunities to exercise their will, so they become weak-willed. Just as too much discipline is bad, similarly too little discipline is equally bad, for, the child may develop a play-boy attitude with no settled habits. A child may be a spoiled child.

Good discipline is defined as "reasonable firmness plus needed affection for children to choose and act for themselves". Thus experience and opportunity are important factors for leadership. In America most of the studies have shown that a large proportion of leaders comes from smaller High Schools and Colleges. Why is it so? This is because smaller communities in their attempt to carry on their activities distribute opportunities over a wider range of individuals. So chances of picking up and organising experience are greater in rural and smaller areas.

EDUCATIONAL IMPLICATIONS

The fact that leadership is a shifting thing has a practical implication for Education. The school should offer a variety of opportunities for leadership as far as possible, because it is not an absolute affair. The greater the variety of co-curricular activities, the greater the opportunities for assumption of leadership.

A policy which keeps some pupils year to year under the same teacher is not good. Too much familiarity will not allow a teacher to recognise the qualities of leadership. Pupils should be able to come in contact with different teachers.

MARKS OF LEADERSHIP AMONG CHILDREN

Curriculum should be broadly based to suit the various needs of the students. Something in this direction is being done in Multipurpose High Schools. Every student cannot become a leader. But in every one there is a desire to excel others, a desire to do the best, and hence one mark of an able teacher is to recognise and encourage leadership qualities in a child.

The teacher should study each child and understand his special abilities and aptitudes and then attempt to give opportunities for the expression of these abilities. He must be in a position to draw out the best from every child, for every child has some abilities.

BOOKS

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THE EDUCATIONAL REVIEW

16, Sunkuvar Street, Triplicane, MADRAS-5.

OUR EDUCATIONAL DIARY

By
'PEPYS'

28-2-57 Replying to the deputation of the District Board Elementary School Teachers of Kozhikode, the President said that the District Board had no funds to pay the salaries of teachers and that he had sent more than one S.O.S. to the Government.

(This seems to be a startling admission disclosing a very sad state of affairs. How did it happen that the money set apart in the budget for education ran short? Either a faulty budget had been framed or the budgeted expenditure had been allowed to exceed, overlooking the priority re. salaries. In either case, this District Board is blameworthy.)

Presiding over the annual day ceremony of the Sithalaxmi Ramaswamy College, Tiruchl, Dr. C. P. Ramaswami Iyer said that the education of men and women should be supplementary and complementary, and that a suitable curriculum should be devised accordingly. He pleaded that girls in educational institutions needed more of physical exercises than boys who had ample opportunities to indulge in them, unlike the girls. He agreed that, though co-education was feasible during the elementary and research courses, it might not be suitable during the intermediate stages of higher education.

The Vice-Chancellor of the Annamalai University pleaded for the Government support for upgrading the agricultural course now taught in the University, enabling it to run a regular professional agricultural college.

Dr. Naick, Principal, Agricultural College, disclosed in the course of an address to the Coimbatore Rotarians that certain American foundations were willing

to finance the establishment of rural Universities in India as recommended by the Radhakrishnan Committee.

3-3-57 Speaking on the occasion of the Founder's Day of the P.S. High School, Mylapore, Sri R. Chakravarthi, an old boy, traced the ultimate cause of student indiscipline to the lack of personality in the present day teacher, which was in turn due to his economic condition and his poor intellectual equipment. He said that students should learn at least four languages, including Sanskrit and the regional language. He pleaded for the evolving of a scheme which would enable the boy to have a working knowledge of Sanskrit in four years' time

Sri N. Ragunatha Iyer, who presided over the function, stressed the need for imparting religious instruction as a part of the school curriculum, as was done in British schools. He also pleaded for making the study of Sanskrit compulsory, for it was a classical language the study of which had been recognised, all over the world, to have a high educative and cultural value.

Mr. E. W. Ariyanayakam, addressing the graduate teacher-trainees of Basic Education at Royapettah, said that the fundamental principle of Basic Education lay in the inculcation of the spirit of unity, service and love in the minds of the students. The standard of values had to undergo a thorough change, and the fundamental needs like education, food and cloth must be secured to every individual. In Basic schools, everyone should do his duty himself, and children should be taught to be self-reliant. Proper attention should be paid to sanitation and development of the body. Ideas of social

consciousness and citizenship should be instilled into the minds of pupils.

12-3-57. On the occasion of the National College day at Trichinopoly, Sri N. Raghunatha Iyer criticised the present day education as lopsided. He had no doubts about the intellectual capacity of the present-day student. The low standard of education had nothing to do with his intellectual capacity. He opined that, if higher educational standards were set up, the students would not fail to reach them. As for the Pre-University course, he thought that it was too cumbrous and a medley of different courses of study, which could never be learnt in a year. Again the idea of combining arts and science subjects in the Degree courses in an arbitrary manner would not suffice to correct the present lopsidedness. He would suggest the framing of a curriculum (for the graduate) which would enable him to acquire an adequate knowledge of a hard core of subjects which would give him intellectual discipline and capacity for self-direction.

16-5-57. Rev. Fr. T. N. Siqueira, Professor, St. Joseph's College, declared that the teaching profession is a profession of self-sacrifice from beginning to end. It is a service which can never be adequately remunerated. He appealed to young men of real talents to come forward and take to the profession in a genuine missionary spirit.

Mr. T. G. Koil Pillai, President of the District Guild, blamed the policy of reducing the marks needed for a pass, as this had the direct effect of lowering the standards.

[It is so good to hear, of late, many educationists coming forward boldly to say the real truth about the low standards, which are purely of our educational authorities making. It is to be earnestly hoped that the educational authorities would give their earnest consideration, to this aspect of the matter. The truth is, if you set a low standard for a pass,

there is no incentive either for the teacher or the taught to put in his best endeavour]

21-3-57. Sri M. C. Shah, speaking in the Rajya Sabha, maintained that the Union Government had made liberal allotments for education which was a State subject. Twentythree crores of rupees had been set apart for education (for 1957-58) in the Second Plan.

3-4-57. The Prime Minister, speaking at New Delhi, said that education was essential for a sound democracy. He referred to the need for our children learning more languages than one. He said that it was within ten years of age that children had the maximum Capacity to learn languages after which they lost this capacity. This, he said, was the expert opinion of the famous Canadian brain-surgeon, Dr. Penfield. So nobody need think that learning too many languages in the primary classes would be an unbearable burden to the child.

(Even mere hearing these languages helped children to learn them. Dr. Penfield's views are canvassed in an editorial of the Review on "Science and Language Teaching" in June, 1956).

4-4-57. Government have (with effect from 1st March 1957) established parity between the staff in educational institutions and the N. G. O'S as regards dearness allowance. Sri T. P. Srinivasa Varadan M.L.C. has appealed to the Government to grant house-rent allowance as well, as in the case of N. G. O'S.

5-4-57. Dr. R. M. Alagappa Chettiar, one of the greatest benefactors to education in India and whose benefactions are comparable to those of American foundations, is dead. He did not live to see the birth of the Karaikudi University for which he had been corresponding with the Central Government. It is to be hoped that it would soon come into being.

The Kerala Government have withdrawn their earlier order restricting the number of non-Anglo-Indian students who would be admitted in Anglo-Indian Schools in the state. This is in response to Mr. Frank Antony's representation to the Home Member, who had drawn the attention of the Kerala State to this matter.

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Sri V. P. Menon, speaking at Bangalore, said that so long as teachers were not men of character, talents and industry, education could make no real progress in India. He also pleaded for the starting of more industrial schools, from which students with talents could be sent up for higher education, while others might be retained for technical training. He deplored the fact that there was no well conceived and systematic plan of education either at the Union or the State level.

6—4—57. A conference of educational experts have recommended to the Union a ten-year programme of reform in the examination system at the Secondary level. Introduction of cumulative records in schools and internal assessment are some of the suggestions made in this connection.

8—4—57. Speaking at Vidyodaya School at Thyagarayanagar, Chief Justice P. V. Rajamannar stressed the importance of religious instruction in schools. Prayer should have an important place in the daily life of the student. Students should also be provided with cultural activities as part of the general education.

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14—4—57. Addressing the graduates of the Gurukul University at Kangri near Hardwar, Sri C. D. Deshmukh emphasised the need for education which laid stress on plain living and high thinking and on love for Indian culture. The teacher's real job was to cultivate the mind and soul of the student, and not simply to teach a "class". There was no question of mechanising education even in socialist

regime. He congratulated the University, for it had undertaken a great responsibility in running it as a residential one and taking charge of children whose ages ranged from eight to eighteen.

17—4—57. The All India Educational Editors' Conference which met at New Delhi has set up an All India Educational Editors' Association with the purpose of raising the standards of educational journals in the country and making them effective instruments of liaison between the administration and cultivated opinion on education. It recommended to the Union Ministry of Education to invite editors of educational journals to go out on study tours and report on the progress of educational programmes now being executed.

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Draft amendments to the rule about the appointment and punishment of High School teachers in local bodies have been published in Fort St. George Gazette. Their purpose is to ensure obedience of the heads of local boards to directions issued by the Educational Department in the matter of punishment of teachers under their management.

18—4—57. Governor Sri Prakasa made the following suggestions to the Sanskrit Commission: (1) Sanskrit should be declared as the national language. (2) It should be compulsorily taught from the very early stage. (3) Suitable children's books should be published in Sanskrit. (4) A central organization should be established for publishing Sanskrit books. (5) The Vedas should not only be memorised, but their meaning should also be taught.

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28—4—57. The Education Minister of Kerala State said at a conference of heads of institutions that he was considering how to ensure the security of tenure of teachers, whether by applying the Industrial Disputes Act or by bringing a new Act for the purpose.

OUR SUPPLEMENTARY READERS

TALES AND LEGENDS OF ANCIENT INDIA. By S. W. COCKS, M. A., I. E. S. Fourth Edition.

TALES AND LEGENDS OF ANCIENT BURMA. By S. W. COCKS, M. A., I. E. S. Fifth Edition

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REYNARD THE FOX. With Illustrations. By P. C. WREN, M. A., I. E. S. Third Edition.

LETTERS TO BOYS. By the Editor of *The Children's Encyclopaedia* (ARTHUR MEE). Adapted for use in Indian Schools. Second Edition.

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SIX SHORT PLAYS. For use in Schools and Colleges. By W. TURNER, M. A.

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THE CHRISTIAN LITERATURE SOCIETY, PARK TOWN, MADRAS, 3

XLVII Madras Educational Conference

The 47th Madras State Educational Conference met at the Danish Mission High School, Tiruvannamalai, from the 15th to the 17th of May, 1957. Sri T. S. Avinasilingam Chettiar, former Minister of Education, presided.

Sri Mohammed Anwar, declaring the Conference open, urged that a minimum pay of at least Rs. 100/- should be ensured for teachers.

Sri S. Krishnamoorthy, Headmaster, Town High School, Arni, and President of the North Arcot Teachers' Guild, extended his greeting to the delegates and hoped for fruitful results under the able guidance of the distinguished president—a dynamic figure in education and a practical idealist.

Welcome Address

Sri T. S. Krishnaswamy Mudaliar, Agent, Burmah Shell, Tiruvannamalai, and Chairman of the Reception Committee, delivered a brief and pointed speech. He said in the course of his address:

It is fortunate that the Central Government has at last realised the need for and the importance of developing the human personnel along with its productive enterprises. That personnel and the training of future leaders are in your hands, and the Government has shown its goodwill to you by giving you a few concessions, announcing further concessions and giving you an extra mite. I am happy, you have received it with patience.

I have often heard that the standard of attainment of pupils has deteriorated and indiscipline is growing in schools. There is no use of passing these sweeping remarks. Gay attractions, influence of unhealthy extraneous agencies and satanic periodicals are marring the healthy control of teachers over their pupils. Unless parents respect teachers and co-operate with them, these defects cannot be eradicated.

I am for Basic Education and speedy starting of Multi-purpose schools in towns and in big villages. The former has a great social value in fostering the spirit of co-operation or comradeship and infusing life in schools. The latter will be happy places to pupils who are not able to improve in their classes in spite of their honest effort.

I wish that Diarchy or Triarchy in the educational field should cease and arrangements be made to get all the teachers under uniform scales of pay, conditions of service and legitimate privileges. I wish also that changes in the system of education should be carefully planned, examined in detail, tried in a few places and tested, defects eradicated and then launched. Otherwise, I fear, it will be on a par with the dropping of an atomic bomb.

I trust and I am confident you will concur with me that aided schools, especially those managed by the Missionaries, the Pioneers of Education in our country, will not be taken up by the State. According to Acharya Vinoba Bhave, the State monopoly of schools is an infringement upon the freedom of the individual, and it will make education mechanical and result in the system of education changing according to the changing political parties in power, and naturally the students will be subjected to these changes.

On this occasion I think it proper to thank Sri N. D. Sundaravivelu, the popular Director of Public Instruction, for his active interest and dynamic effort and success in providing midday meals to poor children in schools.

You have insured a bright future by electing as your President, Sri T. S. Avinasilingam Chettiar, a veteran educationist, a great organiser and the Education Minister, who gave a healthy, national and rational turn to the educational system in our State.

I feel I cannot conclude better than passing on to you or reminding you of the great message of our Prime Minister: "Let us all become partners in the great enterprise of building a New India."

Presidential Address

Sri J. Soundararajan, Headmaster, Danish Mission High School, Tiruvannamalai, and Secretary of the Reception Committee, read messages from distinguished invitees.

Sri. T. S. Avinasilingam Chettiar, in the course of his presidential address, said:

In recent years India has been passing through a social and economic revolution. The need for fresh outlook and deep knowledge necessary for modern leadership have been responsible for the end of the rigidities of status by caste or birth. Depth of knowledge and understanding and the ability to organize and inspire others and to move and work with a large number of people are the qualities required for present-day leadership.

Needs of such a complex society, each aspect of which is calling for its own detailed study, have resulted in a great emphasis on specialization. But safety lies in training which is sufficiently broad-based and flexible, so that the individual can survive the ups and downs of specific demand and adapt himself to changing situations.

If we study the trends of education in our country, perhaps even the world over, we see a great deal of emphasis being given to technological education. In a developing economy like ours, this is undoubtedly important; but it is also good for us to remember that what our country needs is not only good engineers and technologists, but also gifted teachers, philosophers with a vision, scholars, critics and writers, who can give a meaning to our lives. While a utilitarian view of education is necessary, it is also highly essential to the future of society that we should have some rare souls, who will acquire knowledge for its

own sake, without any profit motive. It is such people who have made life worth living and contributed towards the happiness of the common man. It is necessary that the educational set-up should be fashioned accordingly and geared to that objective.

It is unfortunate that our educational institutions, staff and students still continue to be in their ivory towers. The message of Mahatma Gandhi to go out and serve, the rise of Basic Education institutions in various parts of the country and the general acceptance of the idea that manual work is not low or undignified has made some change in this attitude, and we see many schools and colleges running labour camps and doing community work with the assistance of the Government of India. It is for you to assess whether this change has been good enough and big enough. I would suggest that Extension Service Departments should be opened in all schools and colleges, with a responsible member of the staff in charge of it. It is not merely the work done that is important, but the inculcation of proper attitude in the students and the training in them the capacity to feel, serve, and work together within the discipline of an organizational set-up. This should not be considered merely extra-curricular activities, for we know what respect or importance is attached to such activities in our educational institutions. It should become an essential part and be integrated with the school curricula. The extension work need not be confined to physical work alone. The Government of India have started a new scheme called Vigyan Mandirs by which laboratories equipped with science graduates can serve the surrounding areas by offering their services to test soil, water, blood and urine. Many of our institutions have elaborately fitted laboratories through which similar work can be organized. This will make education living and will be to the great benefit of those who serve and are served. There are a variety of such other activities, which can be organized by such institutions.

according to their own equipment, and staff and the need of the surroundings. At the same time, we should see that these external activities do not depress standards.

This idea of education through work and extension, though not familiar in our country, is not strange in other progressive countries like the United States. An experiment is being made in our own country with this new approach to education. You will be glad to know that the Government of India have selected ten institutions in India spread over in the rural areas throughout the country for this purpose. They are called Rural Institutes and will be affiliated to the National Council for Rural Higher Education. These courses will be of four years duration and will be equal to University degrees. I am sure educationists throughout the country will watch the work of these institutions with interest.

The extension of the frontiers of knowledge has been so fast in recent times, that unless we are constantly in touch with the research work that is being done in each of the subjects all the world over, we get left behind. The same thing applies to educational techniques. Researches done in methods of education have shown that improved techniques can improve vitally the tone of instruction in every sphere. Audio-visual methods can be used. The filmstrip projector should and can become an effective teaching aid. There are also other aids which can be utilized with great benefit for purposes of education, i.e., the library and the discussion method. Recently the Librarian of the United States Congress gave a report to the Food and Agriculture Ministry of the Government of India, in which he had some very interesting remarks to make. Discussing the various methods of conveying knowledge, he first put lecturing as the prevailing method in this country and said that this was the most primitive. Use of the library and using discussion as the means of instruction, a combination of these is considered to be the most effective. It is necessary we adopt these methods.

To introduce improved techniques of teaching in high schools, the Government of India with the assistance of the Ford Foundation have opened School Extension Departments in Teachers' Colleges. The All India Council for Secondary Education has selected for this purpose 24 Teacher's Training Colleges from all over India with about 30 more to come in the second round. This is a move in the right direction. But in order to enthuse the teaching profession to take these courses, it will be necessary to make attendance to these courses count for purpose of promotion or higher emoluments.

Both the State Governments and the Government of India have proclaimed many times that Basic Education is their considered policy. Whatever the reasons, the fact remains that Basic Education has not made much headway and in many areas, basic schools are small patches amidst a large number of other schools. Not only this. In many States, post-basic schools have been encouraged and financially supported by Government. But it is strange that their courses and qualifications are not recognized, and they are not yet eligible either for public appointment or for higher education in the Universities as the other S.S.L.C. passed candidates.

The tremendous increase in the number of boys and girls seeking education has brought with it vast problems of administration. This should be a department which is sensitive and fully alive to people's needs and aspirations and will act as a friend, philosopher, and guide to all. And so it is necessary that we should go into this fundamental question and create a new approach amongst the people who administer education consistent with the spirit of the times.

Now I must deal with the much discussed question of the medium of instruction in our institutions of higher learning. If we are to serve our new masters, namely, the people of this country, we must understand their language and adopt it. Difficul-

ties, there are bound to be, but the sooner they are faced and overcome, the better. This has become more urgent today because of the fact that our State Legislature has passed a resolution that administration within the State should be through the medium of the regional language. Many of the North Indian Universities have begun adopting Hindi as their medium of instruction. I would very much appeal to the Universities and to the institutions of higher learning to take up this matter immediately so that what is inevitable may be done smoothly and effectively.

For evolution of better methods of teaching, for better organization of schools and colleges, for better utilization of staff, for more effective conduct of evening classes, for utilization of sports and games in the moulding of character, for organizing better living in hostels, for more profitable use of the library and laboratory, for the evolution of a better examination system and for a thousand other problems connected with education, research is necessary. It will be a sorry state of things indeed, if we continue to rely on western books for the evolution of our teaching methods. The State Department of Education should be able to maintain a research section, which will organise and gather the data necessary for the study of the various problems of education.

Education today more than ever holds the key for progress, prosperity and power. That should be considered only as a good general education which can serve as the basis of higher education. In our attempt to expand education, we should not forget to strive for quality in education. In fact problems in modern education such as indiscipline among students, want of character and depth are due to our not maintaining quality in our educational system. The future growth and greatness of our country depends upon this. Our Universities should not be mere degree-giving institutions, but centres to train our young men and women in character, ideals

and higher life. This is a challenge that we should face.

Exhibition.

Dr. Nathamuni Naidu declared open the Conference Exhibition.

Resolutions.

Condolence resolutions were passed on the deaths of Sri P. S. Kumaraswamy Raja, Sri B. G. Kher and Dr. Rm. Alagappa Chettiar.

Resolutions were also passed urging the Government to extend the pension scheme to all categories of teachers and to the non-teaching staff in educational institutions, irrespective of the agencies they serve, taking into consideration their total services; to grant loans to managements of schools for constructing houses for teachers and to teachers for the same purpose, from the rural housing scheme or basic education scheme or low income group housing scheme; to implement the payment of pension sanctioned in Government Orders for those already retired from service; to extend the free educational concessions upto the end of secondary school stage to the children of teachers and non-teaching staff in secondary schools; to raise the age of retirement of teachers to 60 in respect of all teachers serving under private managements, local bodies and Government; to take immediate steps to bring into force the scales of pay of teachers as suggested by the South India Teachers Union; to grant house-rent allowance to teachers and non-teaching staff in non-government schools on scales that are granted to N.G.Os.; to give free medical aid to all teachers in aided schools; and pending revision of scales of salaries for teachers, to allow the first grade scale of pay for L.T's. to one-third of the number of L.T's. in each school for assessment of grant.

The next Conference was invited to Tirunelveli. With a vote of thanks proposed by Sri Soundararajan, the Conference terminated.

EDUCATIONAL JOURNALS

Mr. WARTY'S VIEWS
(From a Correspondent)

While stating the aims and objects of running the *School World*, a bi-monthly educational journal of Belgaum, the editor, Shri K. G. Warty, at the recently held All India Educational Editors' Conference, observed that the main idea in running that journal was to spread educational news which generally received scant attention in the columns of the daily papers. Efforts were made to publish as many such news items as were made available under the caption "News and Views", irrespective of opinions favoured by the editor. Articles written by teachers not quite experienced in writing, were given preference with a view to encouragement for such attempts, provided these articles were on practical subjects. During the past twentyone years of its existence, the *School World* had been able to publish articles and news on methods of teaching, research work, new experiments, lives of educationists and teachers, innovations in educational policies and comments and criticism thereon, and summaries of reports on educational problems. Reviews of books had also received due consideration. In short, it had touched all aspects of education, practical and theoretical, with the idea of making this journal useful to the practising teacher. The journal had also championed the cause of secondary schools and teachers without caring for the frowns or favours of those in power. It had thus attained a certain status in educational circles.

Referring to the subject-matter published in the journal, Shri Warty stated that he never found any difficulty in obtaining suitable matter for publication. Many a time he had to re-write a whole article before publication; he had also summarised readable articles appearing in other journals; and often he had translated

good articles from Marathi or Kannada with due acknowledgements.

Mr. Warty believed in publishing illustrations and pictures as they served to create interest in educational matters and also made the journals more attractive. Photographs of educational interest and such as would help the teacher in his everyday teaching work found place in the journal. Such photo blocks were freely received from the U.S.I.S. and also U.S.S.R. Embassy; but it was unfortunate that our own agencies such as the Press Information Bureau of India did not care to supply such useful blocks, though they supplied them to dailies and weeklies, which rarely used them.

The *School World* usually catered for teachers, parents and educationists, and whatever material was likely to create a healthy educational public opinion found a place in this journal.

PRODUCTION DIFFICULTIES

When the topic of production of educational journals was being discussed, Mr. Warty remarked that the difficulties experienced by non-official journals in the matter of production were manifold and immense, and one should only imagine them, especially when they had heard so much from the editors of Government-sponsored journals which were mostly printed in Government presses. Managers of private presses were not very particular in getting the books ready in time. They did not have sufficient types and faces to compose the whole matter of the issue before undertaking printing. Moreover, the compositors were illiterate and that raised numerous difficulties in proof-correcting. As most of these presses were run

as a source of income for bare living, the managers had developed very little sense of the art of printing. Big printing presses which possessed facilities to make these journals, attractive, were mostly situated in big cities and were too costly for educational journals. In small places like Belgaum, they had not only to depend upon small presses, but also on whatever kind of paper was available in the market at that particular time. So it was difficult to maintain a fixed standard of printing and production.

MANAGEMENT AND FINANCE

The point of view regarding the management and finance of non-official educational journals was put forth at the conference by Shri Garg of Udaipur and Shri K. G. Warty of Belgaum. It was pointed out that there were only two sources of income for these journals, namely, the subscribers and the advertisements. It was common experience that individuals rarely subscribed to educational journals. Most of the subscribers were educational institutions and libraries, and these institutions, excepting training colleges, did not usually subscribe for more than two educational journals. Though the subscribers were few, the reading public was usually ten times the number. But the income from this source was insufficient to meet the whole expenditure. They had, therefore, to depend upon advertisements. Securing advertisements for an educational journal was not so easy, for every one who wanted to advertise his goods looked to the number of subscribers, and the Government Departments were no exception. The educational publishers, and sports and science apparatus dealers were the only advertisers for such journals.

As a matter of fact, educational journals were mostly run at some sacrifice to the editors and managers. It should be possible for the Government Departments to help these journals in a couple of ways. It was stated that some journals were fortunate in getting subsidies from the Governments. But acceptance of such subsidies might entail restrictions on expression of free opinion when occasion arose. Mr. Warty was definitely against receiving such subsidies.

Governments, if they so wished, could help these journals indirectly by giving advertisements. The Ministry of Education or the Ministry for Information and Broadcasting, for instance, could insert their advertisements in educational journals with advantage to both. The National Savings Certificates, and Five-Year Plans were advertised many a time in papers which did not necessarily command a large sale. Relaxation of some conditions could be made in the case of educational journals also. Similarly, railway travel concessions could be advertised in the journals, particularly such as were concerned with teachers and students. Their appeal was that the Governmental authorities should look at this question more sympathetically and give the benefit of their advertising campaigns to educational journals also.

The journals could also be helped by purchase of a number of copies by the Government for distribution among the Government officers and schools. That might keep them in touch with educational developments and non-official points of view. Some copies might be distributed free of charge for a year or so among teachers who were found to be sincere and doing good work in their schools, by way of encouragement.

EDITORIAL

Tiruvannamalai Conference :

On the 15th, 16th and 17th of this month, the Madras State Educational Conference met at Tiruvannamalai, under the shadow of a hill sacred to Siva and sanctified till recently by the presence of Sri Ramana Maharshi.

Sri T. S. Krishnaswamy Mudaliar, Chairman of the Reception Committee, spoke briefly and pointedly. His suggestion that "changes in the system of education should be carefully planned, examined in detail, tried in a few places and tested, defects eradicated and then launched" is golden advice to the politicians suffering from a craze for making endless fatuous changes in the educational system.

Sri T. S. Avinasilingam Chettiar, in his presidential address from which extracts are given elsewhere, deplored the snail's pace of progress in Basic Education. He pleaded for a new approach based on the "idea of education through work and extension", and for a great deal of research on various problems of education.

When some years ago Sri Avinasilingam was Minister of Education in the State, his regime was excitingly—and sometimes rashly—experimental. Some of his improvisations succeeded: others, like the well-meant substitution of Social Studies for History, Geography and Civics, have failed. It is therefore good to hear his plea for research to gather materials for educational reforms.

At one time we were afraid that Sri Avinasilingam was bitterly prejudiced against the study of Sanskrit in schools. The scheme that he introduced for the study of languages, it will be remembered, made it very difficult for any students coming forward to study Sanskrit. Later, too, when Sri Madhava Menon tried to change this, Sri Avinasilingam strongly objected and compelled the Government actually to cancel their order within a

week or so of its having been passed. However, all's well that ends well. The scheme for the study of languages now obtaining in this state, as a result of all these ularums and excursions is well-balanced: and at a sectional conference at Tiruvannamalai, Sri Avinasilingam expressed himself in favour of encouraging the study of Sanskrit.

Among the various resolutions passed at the Conference, many reiterate old demands which have been too long ignored or deferred by the Government. One calling for house-rent allowances to teachers provides the authorities with an opportunity for a gesture of goodwill than will cost comparatively little and yet be appreciated as an earnest of the long overdue new deal for teachers.

Examining Examinations.

For some months past, the examination system in India has come under close fire. Dr. Benjamin S. Bloom, Head of the Board of Examiners at the University of Chicago, paid a brief visit to India to study the examination system here. He conducted seven workshops on educational evaluation from January to March. The seminar on examinations at Bhopal in February considered many of his views and suggestions. Among its important recommendations are the setting up of a Committee with a Bureau attached to it in every State for the constant appraisal and review of tests, the preparation of suitable question papers for external and internal tests, the issue of manuals of instruction to examiners about scoring answers to new type questions and essay type questions, study of the problems of correlating scores on different types of questions and in internal and external tests, and exploring the possibilities of associating internal examiners with external examiners and of the use of oral tests.

On the 5th and 6th of April, a conference of the representatives of the Board

of Secondary Education in Uttar Pradesh, Bihar, Delhi, West Bengal, Orissa, Madhya Pradesh, Andhra, Bombay and Ajmere and of the Rajputana University was held to consider the recommendations of the Bhopal Seminar. In a memorandum prepared for the Conference, Dr. Bloom summed up his considered views on the examination system in India and outlined a programme of reforms.

It is worthy of note that Professor Bloom does not condemn outright the system of public examinations in India. "External Examinations", he observes, "have been of value to India in the past. With all their defects they have provided minimum standards for education and have served as one of the chief means of accrediting educational institutions." He also comes to the conclusion that they cannot be eliminated at this time. "They are intricately interwoven with the syllabus, with student motivation and learning, with teacher's motivation and teaching methods, and are closely tied to status and to selection procedures in the country."

Nevertheless, he echoes the popular outcry against examinations as mere memory tests on the acquisition of information. With due deference to Dr. Bloom and all fervent critics of our examinations, there is a basic minimum of facts which everyone leaving a school ought to know—facts about geography, history and civics, grammar and literature, arithmetic and science. To find out whether students have acquired this knowledge and whether they can express themselves coherently and consecutively is neither wicked nor superfluous. And the system which allows a pass for anyone getting 35% of the marks, not to speak of generous allowances by way of 'moderation,' cannot in justice be called strict.

But the problem of failures remains. That so many students fail in the school leaving Certificate examination proves that the necessary and essential skill tested thereby is lacking in most of our pupils

today. Faulty methods of teaching may account for some failures, but the human material cannot escape blame. This does not however mean that all the students who fail or utterly worthless are incapable of being useful to the nation. The practical question therefore resolves itself into assessing if possible such aptitudes and skills as they have, making their school course in some way significant for them, and sending them on to vocations suitable for them. Thus new objectives have to be set, not so much because the skill now tested by the examination is contemptible, but because other skills are more prominent among the majority of pupils. In a way Dr. Bloom arrives at more or less the same conclusions when he speaks of "the secondary school examination serving primarily as a school leaving examination in which failure should be the exception rather than the rule." He adds: "Entrance to higher education should take into consideration these examination results, but should not be solely dependent on them." In other words, the Universities are asked to conduct their own entrance tests: and we may feel reasonably sure that if all the pupils successful in the revised school leaving examination appear for these tests, there will be as many failures as there are at present in the school leaving examination itself.

In order to arrive at the new skills and aptitudes to be tested, Dr. Bloom suggests seminars to produce draft reports on the implications of changes in society for schools, of the basic values and philosophy of the nation, of the nature of the learning process and of the characteristics of secondary school adolescents. A word of caution has to be uttered about the Government entering the realm of cultural values and determining the philosophy of the nation to be taken note of by schools. We would much rather leave it to be learnt through extra-scholastic media.

The conference addressed by Dr. Bloom recommended that the objectives of teaching should be gradually enlarged and

that steps should be taken to introduce cumulative records in secondary schools, to provide them with reliable achievement tests, to give a weightage of at least 20% of the marks in the final grading to the school the assessment and to use objective type of tests and short answer type of questions.

As Dr. Bloom has himself conceded, the objective tests do not carry us far. They eliminate the need for coherent presentation on the part of the pupil: and he need not know his subject quite so thoroughly as when answering the essay tests. But the evaluation can be more objective.

Dr. Bloom's survey shows that the problem bristles with difficulties. He

suggests a ten-year programme of reform with minor changes at first and the acceptance of additional purposes of learning in gradual stages later on. *Festina lente* is Dr. Bloom's advice, and we trust that the authorities will hasten slowly without throwing into irretrievable confusion the entire system of education in the country. Many powerful forces, baulked by the impersonal impartiality of the external tests from exercising favouritism and patronage on communal, political or personal grounds, will welcome such a confusion. It is for the guardians of academic integrity sternly to discourage all such possibilities without throwing unnecessary difficulties in the way of desirable changes.

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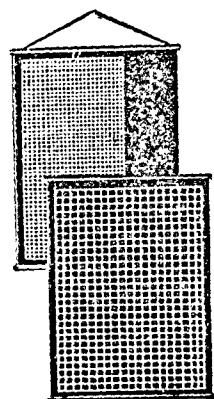
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How TV Aids Education in Britain— <i>R. L. Megroz</i>	... 379
School Reform and Teacher's Training in Yugoslavia— <i>Sreten Ninkovic</i>	... 381
Proportion of Trained to Untrained Teachers— <i>M. Nagasubramanya Ayyar</i>	... 383
A Day in the Life of a School Teacher— <i>Wendy Hall</i>	... 384
Sidelight on Soviet Education— <i>V. Ramakrishnan</i>	... 386
Educational Evaluation— <i>Shamsuddin</i>	... 388
All India Educational Editors' Conference	... 390
Our Educational Diary	... 392
The Physical Educator— <i>Rao Sahib T. N. S. Raghavachari</i>	... 395
Editorial	... 397
Book Review	... 398
Second International Congress for Teaching Educational Sciences in Universities	... 400
Does Life Exist on Mars?— <i>Viktor Bazyktn</i>	... 401

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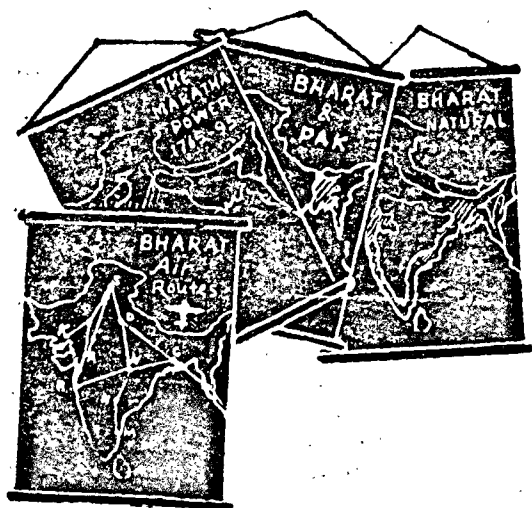
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JUNE 1957

NO. 6

HOW TV AIDS EDUCATION IN BRITAIN

By

R. L. MEGROZ, Journalist, Lecturer and Author.

WIDE EXPERIENCE

Both the British Broadcasting Corporation and the Independent Television Authority (ITA) are getting ready to introduce TV programmes into the schools of the United Kingdom, and many parents and teachers are wondering what the effects on the children are likely to be.

The television entertainment that is normally broadcast, does not reassure them, and many already deplore the amount of leisure-time children give to the "telly". But the BBC, which begins a nationwide transmission to schools in October, made an experiment five years ago that showed the possibilities of the new medium.

Independent Television has just begun a regular service to schools. Five series of eight half-hour programmes are sent out, one each day, by Associated-Rediffusion on the largest network under ITA. These are: *Looking and Seeing*; *The Ballad Story*; *On Leaving School*; *A Year Of Observation*, on the International Geophysical Year; and *People Among Us*, introducing people who go to London to live and work.

A number of celebrities are taking part, including actors, singers, poets, scientists, painters, architects and travellers. There is no advertising on school broadcasts.

The head of the new service, Boris Ford, is a widely experienced educationist, editor, and writer, who was for a time a UN Information Officer. His assistant, Rosemary Horstmann, like several of the other chief members of his staff, has had staff experience with the BBC, where she was for six years in the school broadcasting department.

The first producer of the new programmes to be appointed is John Lord, a 32-year-old schoolmaster. He regards his television work as an extension of his interest in school-teaching, which he continues. He is responsible for the *Ballad* series already mentioned, and he has a flair for making learning entertaining.

Lord told me that the ITA service for schools is directed to children of 14 and upwards. (The BBC will aim at those aged from 11 to 15). "Only a small minority of the children over 14 go through grammar or technical schools", Lord said. "The majority are tempted to leave school at 15, knowing they can start earning good wages at once. How to persuade more of them to lengthen their schooling? It is one of the big problems of our educational system today, and it may be that television in school

will help. There is no such problem in the case of the younger children."

NEXT STAGE OF EXPERIMENT

At the BBC's Television Centre in London, I talked with Enid Love, the assistant head of School Broadcasting (Television). A former headmistress, Miss Love used to be assistant head of School Broadcasting (Sound), whose programmes have been so successful. She told me that the television programmes being prepared by the BBC were regarded as the next stage of the experiment conducted in 1952, when 20 BBC programmes were sent on a special wavelength to some secondary schools in Middlesex.

"That seemed to show that television had enough to offer education to justify a nationwide experiment", she said, and went on to describe the schools television unit as "actually an offshoot of the sound broadcasting to schools. Both are sponsored by the School Broadcasting Council."

For the first term, BBC school television will be aimed principally at the secondary schools (as are the ITA programmes). Three series of 25 min. programmes are planned: *Science and Life*, which will continue throughout the year; *Living in the Commonwealth*; and *Spotlight*, which Miss Love described as "a kind of current-affairs series designed to interest children in contemporary life"—it will have

considerable diversity of treatment. The fourth afternoon broadcast each week will be a repeat of the last *Science and Life* programme.

Among series being considered for the future, Miss Love said, would be one to stimulate children's interest in books and authors. There may be a similar one for the visual arts.

ADVISORY BODIES

The School Broadcasting Council, which supervises BBC broadcasting to schools, will be able, through its staff of field officers, to give the corporation very full information about schools and their needs. Associated-Rediffusion, too, has set up, under the chairmanship of Sir John Wolfenden, Vice-Chancellor of Reading University, an Educational Advisory Council to advise on educational matters, either at the company's request or on its own initiative.

In addition, there is a School Broadcasts Committee, also under Sir John's chairmanship, composed of members of the council, with terms of reference specifically relating to schools broadcasts.

It is my impression that both the programmes will prove to be a valuable and permanent addition to educational resources in schools at a crucial moment of new developments in Britain.

School Reform and Teacher's Training in Yugoslavia

By

SRETEN NINKOVIC, Second Secretary, Yugoslav Embassy, New Delhi.

The obsolete buildings in which the majority of Yugoslav schools are still accommodated are doubtless a great obstacle to the efforts aiming at the introduction of modern methods.

The endeavours to create more up to date schools and the implementation of the first steps towards school reform are not only hampered by antiquated buildings, but often also by the lack of any accommodation, whatever. Many other outdated elements in the entire system also represent great difficulties in this respect.

The problem of teaching staff with outmoded education raises a serious problem in the implementation of school reform. A sustained effort over a longer period of time will be required for the solution of this problem, much longer than that which will be necessary for the construction of new buildings for some schools in Vojvodina in Slovenia which will replace those built a hundred years ago and earlier, or for finding more modern accommodation for the Varazdin secondary school which is located in a monastery building erected over two centuries ago.

There are teachers with different training also in the modern eight-year schools which have a uniform educational pattern. A similar situation prevails also in the junior secondary schools. Teachers for the four junior grades of eight-year schools are required to finish teachers' schools, those teaching in the senior four grades must be graduated from pedagogical schools, while those working in junior secondary schools must have university education. Thus, for work in schools of equal rank (senior grades of eight-year schools and junior secondary

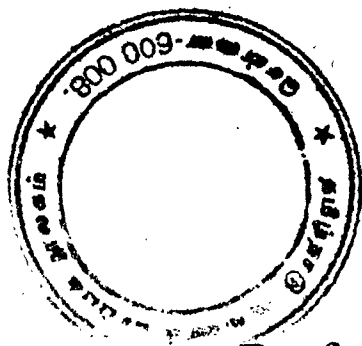
schools) and on identical curricula and syllabuses, the teachers are prepared in institutions of different rank and duration, and even receive different salaries for the same work. It is therefore no wonder that this anomaly is often manifested in the mutual antagonism of the teaching staff: "We are professors, you are instructors, and they are teachers."

The rank of teachers' schools and the duration of the course of studies in these institutions are doubtless important matters. However, it is their character which renders teachers' education an extremely acute problem, on whose solution the realization of the social and educational principles, on which the preparation and implementation of the entire school reform and reorganisation are based, is contingent. The new schools should give their young pupils a broad general and vocational education, develop their personality and social consciousness, thus preparing them and training them for the tasks of social management in all spheres of social life.

Today, however, the greater part of teachers do not consider educational problems an integral part of the general social problems, nor do they consider the school a social institution, whose influence by far transcends the limits of the school precincts, and in which not only the teaching staff, but also the school committee—a body of social management and exponent of social action in the field of juvenile education—develops its activities.

Types of Teachers' Schools:

The present situation with regard to the teaching staff is a logical consequence of the existing system of their education.



TO BE RELEASED

Lectures on the Bhagavadgita

By

Professor M. RANGACHARYA

Teachers prepare for work in the junior grades of eight-year schools in teachers' schools, whose number rose appreciably in the post-war period. There are now 60 such schools with 19,000 pupils, by comparison with 54 schools with 3898 pupils in 1939. Certain changes have been made in these schools, which mainly consist in the omission or introduction of individual subjects, but generally speaking, little or nothing has been changed in the system and structure of teachers' schooling. Therefore, the teachers' school is actually a special type of secondary school, which imparts both general and professional pedagogical education at the same time, in a way and in such proportions that they rather preclude than complement each other.

A similar situation prevails in the senior pedagogical schools, which were created already in pre-war Yugoslavia for the purpose of training teachers for the so-called civic schools (i.e., a type of intermediate secondary school between the elementary and secondary school in which pupils received vocational training for the trades, industry, commerce, agriculture etc.)

Although the civic schools were converted into junior secondary schools or senior grades of eight-year schools after 1945, the higher pedagogical schools were retained, as the universities were unable to ensure a sufficient number of teachers. This actually changed the character of pedagogical schools which become a kind of faculty with an incomplete curriculum and a shortened course of studies (two or three years). Their number increased from two in 1939 to twelve.

The faculties also do not provide future teachers with an adequate professional and pedagogical education, so that the young professors have difficulties in adjusting themselves to practical work and reduce the activities to lecturing, concentration exclusively on their subject and overestimating its educational importance. Apart from this, a large number of

teachers do not follow the new developments in their speciality, and now show little or no interest for the latest achievements of pedagogy, although receiving scarce knowledge in this field at the university.

The problem of teachers has also other aspects, one of the most important being the lack of teaching staff, which inevitably results in considerable strain, an average teacher having 25—30 lessons a week in grades of about 30 pupils.

New Proposals and Initial Preparations :

The decision was recently taken in Croatia to establish pedagogical academies. The holding of seminars lasting several months for the future professors in these schools has also been foreseen. The pedagogical academies represent a new type of school for the education of eight-year school teachers.

The School Reform Commission of the Federal Parliament advanced the initial proposals for the creation of pedagogical academies or eventually similar schools for public discussion.

In view of the changed social conditions and economic development of the country, which set entirely different tasks before the schools system from those in the pre-war period, the proposal is based on the fact that the general education of existing teachers and senior pedagogical schools is one-sided and on a fairly low level, that pedagogical training likewise no longer satisfies modern requirements, and that far too little attention is being devoted to technical and practical education. All this is contrary to the tendencies of Yugoslav development. This recently has already become obvious in Yugoslavia, as in some other countries. Teachers' schools require a previous general education, which is also necessary for university education. This is primarily conditioned by the extension of elementary schooling from four to six and eight years. Elementary schooling by far exceeds the framework of reading, writing and

arithmetic, so that, besides extensive knowledge, the teachers must also be capable of discerning and adjusting themselves to the changes and developments in the world of today. Apart from this, the various seminars, courses and schools for adult education organised at present, are largely managed and staffed by teachers, which also requires a broad and solid general education. Besides, teachers are also social workers, invested with a special educational role of fostering the development of socialist ideology and culture, particularly in rural areas.

Therefore, the initial attempts to resolve these problems may be discerned in the outlines of the future pedagogical academy. The new type of school presupposes a preliminary general education, which is also required by the universities and which would be obtained either in the reformed secondary schools or in special secondary schools for future academy pupils. The curriculum of the Academies would cover the social sciences (history of philosophy, sociology, outlines of political economy, Yugoslav and foreign children's and juvenile literature etc.), as well as pedagogical subjects (general pedagogy, history of pedagogy, psychology and methodology, as well as physical culture and hygiene). These subjects would be

compulsory for all students, while each candidate could choose a group of subjects, which will form an independent field of study in eight-year schools as his specialty. The following groups were foreseen: natural science, social sciences, physical culture, technical, practical and art education and foreign languages. The course of studies would last two years at first, and would be subsequently extended to three and four years.

The permanent post-graduate supplementary training of all teachers is also foreseen. There are several pedagogical centres at present, in addition to the teachers' schools in which the teachers supplement their professional and pedagogical knowledge. In some republics, as in Croatia for example, these centres already play a significant role. They are expected to promote the socio-political, pedagogical and professional education of the teaching staff in general, as well as the organisation of pedagogical research work and the pedagogical instructive service.

All these problems will be discussed and debated in the Federal Parliament, which will, most probably in the first half of 1957, examine the fundamental problems of school reform and eventually initiate legislation in this domain.

Proportion of Trained to Untrained Teachers

By

M. NAGASUBRAHMANYA AYYAR, Papanasam.

Rule 12 (4) (a) of Rules for recognition of elementary schools says: "Schools employing untrained teachers may not ordinarily employ more than one untrained teacher for every two trained teachers, without the specific approval of the D.E.O." And in the 'Explanation' certain categories of persons are deemed to be trained teachers for purposes of the rule, of which the S.S.L.C. eligible is one. S.S.L.C. untrained men are freely taken

in as teachers in single-teacher schools with a salary double of what they could get in a nearby old school. As per rule 12 (1), teachers in elementary schools should ordinarily hold T.T.C. While preference should be given to such hands, if available, it is specifically said that higher elementary grade untrained hands may be appointed with the prior approval of the D.E.O. It means therefore that persons with S.S.L.C. and

higher qualifications may be taken in by the managements without previous approval. This is said to be followed in some of the ranges in the same district

Coming to a concrete instance in a school with 14 teachers under my management at Papanasam, 13 are trained. I appointed my own son, an untrained S.S.L.C. eligible on 1-1-1957 to act as a teacher up to 31st May preparatory to his training course and made a report to the department for approval, as is the practice in the range. While the case should have met with formal approval, grant being paid monthly, the teacher is in arrears of grant payment these four months, and I am just asked as to whether I addressed the Employment Exchange for filling the vacancy. Questions like this, especially after four months, seem to be as disagreeable as they are unwanted. My point in writing this is to focus the attention of the public on the liberty that should be given to the managements to take in untrained hands of the type allowed, according to their choice, within

the ratio fixed. In the case of an application for teachers' training, the candidate is asked to state his previous service as teacher. This evidently means that such service counts for selection and has to be welcomed for various reasons.

The Director of Public Instruction would be helping the schools by giving instructions to the subordinate officers not to pass any subsidiary orders not contemplated in the prescribed rules. Instructions may also be given that each of the managers of schools is supplied with copies of G.O's and proceedings then and there. I have already suggested the need for the issue of a monthly bulletin at Divisional Inspector's level to aim at uniformity in procedure with the full knowledge of the happenings. As matters are, even monthly returns vary from range to range in matter and content. The pity is that even in the same range the form changes in a bewildering way as the officer changes. The managers have to wait before the clerks, at times not knowing what to do.

A Day in the Life of a School Teacher

By

WENDY HALL

Morning is always a busy time in the Jennings' household. Robert Jennings, his wife Laura, and their two sons, Paul and Martin, who are nine and six, have to leave the house by nine o'clock. All four are bound for different schools in the industrial town in the English Midlands where they live.

Robert is the senior modern language master at one of the biggest State secondary schools in the town. Paul goes to the preparatory department of the boys' grammar school which was founded in the 16th century. Laura, who taught music before she was married, decided that she could take up part-time

teaching when both the boys were old enough to attend school. Now she goes four mornings a week to a small private school, conveniently near to the junior school where young Martin is a pupil.

WENT TO UNIVERSITY

Robert's father who worked in an insurance company, earning a modest, but adequate salary, encouraged his sons to continue their education at a university, although the expense was really more than he could afford. (That was 20 years ago. Today the State helps to pay the fees of 75 per cent of university students.) As a result, both Robert and his brother, Henry, decided to become teachers.

Robert was particularly interested in youngsters between 16 and 19. This was the period, he felt, when their personalities developed most. He was tempted too, by the security and the long holidays of the teaching profession, although he knew that he would never earn as much as his friends in industry.

At the university, Robert studied French and German, and managed, at the same time, to take an advanced examination in music. It was in an amateur orchestra that he met Laura.

Four years ago he became Head of the Modern Languages Department at the Midlands school where he hopes to remain until he retires at 60 or 65. In this position he is responsible for the organisation of all modern language studies (French, German and Spanish), in a school of pupils, and has five other teachers under him.

SPECIAL RESPONSIBILITY

Robert's school day begins a few minutes before nine, and ends some time after four. Most of his time is spent teaching the higher forms, and he has the special responsibility of preparing older pupils for the university. During the week he has about three and a half hours free from teaching, when he can sit comfortably in the staff room, correcting papers, and so on. This time, of course, is not enough for all his work. He usually spends at least two evenings a week at home on preparation and marking.

After school hours, there are many other activities connected with the school. Robert runs the school Modern Languages Club, at which he lectures on foreign countries, sometimes in French or German. His interest in music is such that he has also organised a small string orchestra in which all the players are pupils. They

meet to practise in the lunch hour three times a week.

As a master in charge of a class of 35 boys and girls, he keeps in touch with his pupils' parents. Tonight he may meet them at one of the Parents' Evenings which are held at the school from time to time. Often they want to ask his advice about their children's futures; or a few minutes' talk between teacher and parent will sometimes help to explain why Johnny is lazy, or Mary untidy.

FAMILY QUARTET

When he goes home after school he continues both his musical and his teaching activities, giving both Paul and Martin piano lessons. Paul has also been learning the cello for three years now, and can play trios with his father at the piano and his mother on the violin. Laura has just started to teach Martin to play a quarter-size violin, so eventually the family will have its own quartet.

But like, most other Englishmen with young families, after his day's work Robert takes his share of housework and gardening, since it is not easy to get any domestic help nowadays. One evening a week Laura goes out to play in an amateur orchestra; and one evening Robert stays on after school closes for a carpentry class run by the carpentry master, for members of the staff only. Only occasionally ran Laura and Robert go out together in the evening, and this is when they can get someone to remain with the children.

This year, however, is an exciting one for them. For the first time since they were married 12 years ago, they are going on holiday abroad together, leaving the children with relations. They will go to Italy where they look forward to enjoying not only the warm, sunny climate, but the music for which that country is famous.

SIDELIGHT ON SOVIET EDUCATION

V. RAMAKRISHNAN, B.A.

Some of us teachers from Jaffna who were in Madras last December had a chance of seeing an Exhibition explaining the system of public education in the U.S.S.R.

What stuck one very forcibly was the complete planning of the child's education almost from its birth till he finished what we in Ceylon would call Secondary Education. The planners aim to correlate the education of the child completely to the environmental needs, enabling him to achieve the greatest possible usefulness to his community.

Much thought has been spent on Pre-School education. During this period care is taken mainly to lay a foundation for future good health. The frontiers of the child's knowledge are also slowly expanded, but unlike what we have here, this is done by highly qualified teachers specially trained for the purpose. All activities during this period are conducted only in the mother tongue. Also for any one region an uniformity of syllabus is laid down so that disparity in education is not possible. Significantly, these kindergartens are under the Ministry of Health.

School education itself is normally spread over a ten year period. While instruction is through the regional language, Russian language and literature are compulsory subjects throughout this period. Since education is universal, or at least aims to be so, finally all the students passing out of the 10th grade all over Russia will have one common uniting bond of language, although individual groups may vary in other factors.

Another aspect of their education that stuck one in going through the exhibits was the importance given to science. The educators firmly believe that very great importance must be given to the teaching of physical science. Even in teaching,

care is taken at every stage to discard what is outmoded, to introduce the latest scientific concepts and discoveries and above all, to relate the teaching to the technological needs of the country. The pedagogues are kept abreast of modern scientific developments through scientific journals and extracts which are supplied by the Ministry of Education to every school. Every region has a permanent board vigilantly checking the curricula and changing them when necessary. Refresher courses are held regularly and since attendance is paid for by the State, large numbers of teachers participate.

The Russians do not seem to believe in separating students according to their mental calibre into different streams. They believe in one comprehensive school where everyone gets a fairly complete education. In the early stages of his education, language, number, physical education and art are given primary importance. Next come the Social Sciences, and organized Science teaching starts only in the sixth year. From now on greater time and attention are devoted to science subjects than to others, although the humanities are not completely neglected.

In teaching science the stress is on relating it to the environmental needs of the community. Teaching aids for all schools in the U.S.S.R. are supplied by the Central Ministry of Education, and this ensures the same high level of teaching and learning all over the country. This is one place, where, I think, a planned state education scores over free, privately managed schools under state guidance. For, with all the good will in the world, some of the privately managed institutions may not have the means to impart a high level of scientific education. But, they may have to attempt it in this technological era, and this results in shoddy education, at least for some of the unfortunate people. A

planned state education definitely guarantees an equality of opportunity for good education for all the people.

The teaching aids on view at the Exhibition were relatively simple apparatuses which could be made by the pupil himself. We from Ceylon who continue to teach Science through the same apparatuses described in the text books and often complain of lack of equipment, were struck by the ingenious devices set up to explain practically all the important scientific phenomena. Seeing them I felt that these complaints one hears are often only a cloak to hide either the lack of thought, or a laziness engendered by a system where periodical assessment of teachers' work is not properly made.

A comprehensive school always lays a great emphasis on practical education. In U.S.S.R. this is correlated to the needs of the community. In the earlier years, handi-work, work on agricultural farm plots and animal husbandry are given their place. The older boys are given a complete grounding on machines and their uses. While every student gets a training in various fields, during the last three years of his education it is possible for a boy to choose one branch of this practical education and do it more thoroughly than the others. The aim of this is to make each boy fitted for a productive occupation the moment he leaves school. The Russian authorities hold that every boy who completes secondary education must be able to become a useful member of society. True, some are selected on the basis of the grades they attain in the tenth year, for higher academic or technological education. But the vast majority do not leave school, like our students, with an education that does not fit them for anything particular in life.

How do we compare? Good kindergartens are non-existent, and pre-school care is left to parents who may do it well or ill according to their intelligence, ability and

means. Primary education is often left in the hands of those who have had little special training in teaching the young. The crowded nature of the primary schools does not give an opportunity for the teacher to treat the children as individuals. The primary school teacher often handles more than one subject simultaneously in more than one class because of the restriction of teacher appointment by units. The drab and often insanitary conditions prevailing in these schools do not promote proper or pleasant education.

Our secondary education, apart from the drawbacks inherent in a set of privately managed schools without sufficient funds, still leaves a lot to be desired. The course of study is geared to the syllabuses drawn for the S.S.C. Examination. These syllabuses are so vaguely worded in a number of instances that their scope is left to the judgment of the various teachers, based only on the past papers. And if a new examiner misinterprets them, the students and teachers are both sunk. A need for a curriculum committee to draw up unified syllabuses for the entire course has often been pressed but nothing has been done.

Again, our secondary education often divides the pupils into two streams at the end of the J.S.C. level itself. Those two select science subjects do not do any humanities, and vice versa, with the result that the S.S.C. passed pupil can by no stretch of the imagination be described as a pupil with a general education. Early specialization has other defects also. Because of the low mental level, teaching at this stage must necessarily be empirical and this completely deadens the boy to thought processes. A generalized scheme making education more comprehensive is a prime and immediate necessity.

Practical education ushered in with a fanfare of trumpets and plenty of talk of bifurcation is almost a farce. It fails because of its inherent weakness. A practical

education not related to the needs of the country and without employment opportunities, is bound to fail. Even here the type of practical training offered is mainly carpentry.

So while the Russian system of public education may not be radically different from that of other progressive countries, their state planning and control guarantee

an uniformity of opportunities for the entire nation. Relating education to the needs of the economy of the country provides for over-all development of the nation. The care taken over the pupils at every stage guarantees a proper, co-ordinated development of the child.

Courtesy. THE CEYLON TEACHER

EDUCATIONAL EVALUATION

By

SHAMSUDDIN, B.A., B.T., M.ED., Raipur, M.P.

There are definite aims and ideals behind the establishment of schools, and the educator intends to achieve them by means of curriculum, methods and school environment. It naturally comes to the point, that, after the expiry of a certain period, one has to calculate to which extent the pupil has progressed and how far the school has advanced in the way of the fulfilment of the aims and ideals of education. In other words, we have to assess the work done by the children. This brings about evaluation.

There are various purposes behind evaluation. First of all, it helps in measuring the abilities of children. In spite of equal opportunities for all and the common environment provided to every pupil, there are degrees of individual differences among children. This necessitates the importance of evaluation. By evaluating the standard attained by the pupils, the teacher can also measure the extent of progress done by the schools. Accordingly, we can also enforce changes and reforms in the methods of teaching, curriculum etc.

To make provision for the individual difference and to make teaching more effective, it is essential to find out the defects of the children, so that measures may be adopted to check and cure them.

After evaluating the actual standard of pupils, further determinations can be made as regards their interests and aptitudes. Thus, evaluation facilitates pupils' classification and further guidance to them. As evaluation decides the further determination of the future standard, it also acts as incentive for both, the teacher and the taught.

Now, the question arises as to what is to be evaluated? As we have to look to the growth and guidance of the pupils after making due provision for individual differences among them, we should evaluate children's home conditions, physical fitness, personal characteristics, interests, abilities and aptitudes, intelligence, achievement etc. The exact and accurate measurement of the standard of the whole personality of a child can be done by evaluating the above traits in pupils.

Means of Evaluation.

There are various means of evaluation in the form of tests and examinations. For example, there are essay type examinations, Intelligence Tests, Objective Tests, Achievement Tests, Ability and Aptitude Tests, teacher's observation, oral examination and other performance tests. There are both merits and demerits in each type of evaluation.

The essay type examinations are mostly common these days. They provide sufficient scope for free expression of thoughts and ideals by children. The consolidated knowledge of the students is properly measured. Also, in these examinations, some special characteristics of children, such as originality, personality, imagination etc. are being properly judged.

In this connection, it is pointed out that, due to the time factor, the students write in a hurry and hence they cannot write better than what they write at home quite at ease. These examinations are held for a particular part of the curriculum, and therefore the student's whole personality is not judged. The subjective factor being predominant, evaluation is likely to be inaccurate. Similarly, in essay type examinations, language, handwriting etc. also influence the evaluation, and there is the possibility of wrong judgement of pupil's real talents. In fact, this type of examination only focusses all its attention on the intellectual achievement on the part of the students and neglects their interests and aptitudes.

The Objective Test is another way of evaluation. It gives lesser importance to the personal element of the child, making evaluation more exact and accurate. Also, it is more reliable. There is no scope for bluffing here. As against grading of the essay type of examination, there is scoring and real assessment of right or wrong in Objective Tests. It is sounder and superior as it tends to measure the right thing required in evaluation.

There is also the dark side of the picture. The Objective Tests limit the scope for free expression of thoughts and ideas. They do not give opportunity for composition, display of originality and imagination etc. They evaluate only knowledge of facts and depend much on statistical figures. The subjective aspect is badly neglected. Thus, careful analysis of both the above types of evaluation proves that the correlation of the two

can alone afford the best solution for the proper and accurate judgement of the pupils.

Drawbacks of Examinations.

Examinations of any type are the stumbling blocks in the progress of the real self of children. These days, too much of stress is being laid on examinations. Instead of being the means, they have become the ends of education. The pupils' as well as teachers' whole attention is centred on examinations only, with the result the whole curriculum is twisted according to their needs. The need of the time today is to develop a broader social outlook and promote democratic ideals. This is hampered by the present day examinations. Modern examinations give rise to the unhealthy spirit of competition. Sometimes, the pupils make wrong estimation of results and come face to face with great disappointment and frustration. Thus, examinations not only play a dominant role in the educational career of the children, but influence their future life as well. They give a set back to the physical and mental health of pupils resulting in the future failure of their so-called life.

So long as the examinations are indispensable in the field of education, we have to think out ways and means to make improvements in the system of examinations. In the light of the facts mentioned regarding the merits and demerits of the Objective Tests and essay type examinations, the best course would be to make a healthy combination of the two. We should improve the methods of evaluation so as to make them more accurate and reliable. We should try to measure the abilities of the pupils rather than their achievements. While setting question papers, care should be taken to use proper and simple language, making everything crystal clear before the students. The language should be within the comprehension of the weakest pupils. The directions should be clear, brief and to the point.

The margin of time given should be sufficient to enable the students to bring out the best that is in their heads at a normal speed. The factor of individual difference should be kept in view, while taking the test. The questions should be both difficult and easy ones, so as to afford better scope of selection for both the sharp and the dull brains. The questions should be many, but well thought-out, and framed so that the expected answers may be brief. Besides tests, teachers' opinions, cumulative records and class work should also be taken into account while determining the promotion of the pupils. The tests should be governed by the environmental and psychological analysis of the students. Examinations should be curative and constructive and not destructive; then only the real aims and ideals of education would be achieved.

Modern educationists have evolved a number of new types of tests such as Intelligence Tests, Achievement Tests, Ability and Aptitude Tests and Cumulative Records as well. They have their own place and importance in the modern set-up of the educational process. Intelligence Tests must be taken from time to time to measure the I. Q. of the children. Achievement Tests help in assessing the attainments of the pupils. They should be conducted on the basis of activities and not subjects. Ability and Aptitude Tests are not yet much improved. Also,

they fail to Test children accurately, as the abilities and aptitudes of very small children are not properly expressed. Even then, they can be helpful to test the general and special abilities, such as practical, artistic etc. Besides these, the teachers' observation plays an important part to understand the day to day changing habits, attitude and interests of the children. They should carefully and minutely observe them and keep a record of the same to make a proper judgment at the end. Rating is done in terms of 'excellent', 'good', 'fair', 'poor' and 'very poor' etc. at the time of assessing the abilities of the children. But these should be broader and more extensive to make interpretation more clear and easy.

Besides the above tests, there are also other means of evaluation, such as observing original and creative arts, exhibits, games, debates and other performances of the students. The greatest responsibility for the proper evaluation of children's abilities and traits rests on the teachers. They should be careful in observing the children minutely and maintain a record of their day to day work. They should find out the weak points of the children and adopt measures to improve and cure them. In fact, all efforts in this direction should be aimed at the future guidance and development of the children.

All India Educational Editors' Conference

At long last, after much agitation and demand for such a conference, since we published Professor Patwardhan's article on the subject in January issue (1956), the Ministry of Education, Government of India, supposedly on the initiative of the

Manila Conference, invited a few educational editors to meet for two days at Delhi. This Conference was first proposed to be opened on the 10th of April 1957 but was postponed because of some defective system of invitations

adopted by the organizers. Invitations were not received by many, including this journal, "Educational Review" of Madras, and "Education" of Lucknow. About six delegates were present on the 10th of April and Shri K. G. Warty expressed surprise why leading journals like 'Teaching', 'The Progress of Education' and others were not contacted and invited. He was surprised to find that these journals of all-India and international repute were 'not known to the organisers'. Meanwhile Professor Patwardhan sent a telegram to the Ministry regretting that he, who first drew the attention of all to the needs of educational editors and had submitted an outline of such a conference to the Ministry in 1955, was not invited.

After an unsatisfactory start, the organizers seemed to have well corrected themselves. By telegrams, invitations were sent and they were accepted. About 60 delegates attended on the 15th of April 1957, when Shri K. G. Saiyidain inaugurated the Conference. Shrimati Muriel Vasi, Deputy Educational Adviser (Publications), directed the Conference. Still a few remained uninvited, including "Educational Review" of Madras, a journal of over sixty years' standing and repute.

Deliberations were well pointed, brief and substantial. Shrimati Vasi, in spite of her insistence that Manila was the inspiration of the conference, was able, alert and quick in decisions. She exhibited a true democratic spirit by denying her-

self the privilege of being on the Executive Committee of the Association, later formed, either as Chairman or even as a member. The Executive Committee was entrusted with the task of setting the Association going. Shri Roy Chaudhari, of Calcutta, was elected the Chairman. Three Secretaries were appointed, Professor C. N. Patwardhan, Shri M. D. Sharma (Bihar) and Shri U. N. Phadnis (Delhi), while Sehshachalam, of Masulipatam, Andhra, was elected the Vice-Chairman. The Executive Committee represents eleven States of India. This is a preliminary arrangement adopted to have the Association functioning.

Consequently the Educational Press Association of India proposed at Jaipur in 1956, and organized at the initiative of Shri Natarajan, was found to be unnecessary, and Shri S. Natarajan has so informed all who had paid Rs. 5/- as the enrolling subscription. The sum paid has been duly returned.

Literature published by the Education Ministry is made available to Educational Editors by Shrimati M. Vasi. Professor Patwardhan has received 25 copies of the publications for free distribution among those educational editors who might not have received them.

It must be mentioned that the Association owes much to the initiative and tact of Shrimati Vasi, who will rightly guide it in future.

—The Progress of Education, Poona

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Our Educational Diary

By
'PEPYS'

1—5—57 Speaking at Pettai, the D.P.I. Madras said that it was desirable that the students while they were in school should not show active political leanings. He appealed to the political leaders not to use students for political propaganda.

(What is more important is that students should also be taught to eliminate communal prejudices. Teachers also must be directed to keep their own political and communal prejudices to themselves, and not to contaminate the students minds and hearts with them, good results can, however, be obtained only if parents also cooperate in this direction as mode of these prejudices have their origin in the home.)

3—5—57 Expressing his opinion about the nationalisation of schools, Sri Vinoba Bhave, said that he was against such a policy for (1) State monopoly of schools is an infringement on the freedom of the individual; (2) the systems of education, would be changing according to the changing political parties that would come into power and (3) education would become mechanical.

6—3—57 Sri T. P. Srinivasa Varadan in the course of the Council debate, strongly criticised the policy of the Government in employing untrained graduates in single-teacher schools. It did great harm to children, because the untained teachers had no real interest in education. They were all the while looking for other jobs. To a certain extent, the evil might be remedied by extending the age of retirement from 55 to 60. He criticised the pension scheme, which did not benefit even one percent of the teachers. He pleaded for (1) for the pay-

ment of house-rent allowance to teachers, (2) the exemption of property tax in the case of school buildings, (3) the constitution of a State Education Board and (4) the payment of advanced grants to schools for which temporary recognition had been granted.

Sri G. Krishnamurti pleaded for the enactment of a "Teachers' protection Act" to afford protection and security of tenure to teachers. Merely increasing the number of schools (and thereby multiplying hungry teachers) could not be of much benefit. On the other hand, they must concentrate on strengthening the present number of schools. He felt that 2½ hours of schooling would be sufficient to children. He complained that many unhealthy text books containing the political and social prejudices of the authors (Italics are mine) find their way into schools and did infinite harm to the children. He pleaded for the formulation of a comprehensive State education scheme and for a stricter control over cinema films, which had such a baneful influence on the young,

6—5—57 Sri Nijalingappa, inaugurating the fourth Conference of the Principals of Training Colleges at Bangalore, stressed the importance of training colleges in the new context of multipurpose schools. Now, the training schools had to integrate the technical programme with the general education schemes, and teachers had to be trained to teach not only the traditional subjects but also crafts or vocational subjects. And this meant a reorientation of the methods till now employed in training institutions. They had also to solve the problem as to how to integrate the training for primary or

basic education with the general system of training in the colleges.

According to the recent trends in education, our boys had to be trained in habits of life. Social conduct in craft work and activities helped in the development of personality and created interest in and love of education, education for character as well as for knowledge which had to go together. The teacher should try incentives to bring out the talents on the students and encourage them in creative capacities. Work and labour had to be viewed in an altogether different light. Changes had to be made in the system of examinations. The teachers had also to be trained to take a modern outlook on problems of education—and all this had to be done in the context of tens of thousands of school-going children.

Great care had also to be taken in the selection of teachers. Training Colleges should also act as centres of the educational research.

Mrs. Hansa Mehta stressed the importance of Extension Service in Training Colleges, but regretted that many of these were understaffed. She advocated concrete and substantial reform in examination methodology. She had no apprehension that the reforms in the examination system would lower standards in education.

12—5—57. The Three-Year-Degree Course Estimates Committee has recommended a phased programme of introduction of the three-year-degree courses, involving an expenditure of 25 crores from 1957-58. It has recommended that gradually the strength of each college should be restricted to 800 or 1000, and this should be accomplished by 1961. It has also recommended that High Schools should be upgraded; otherwise it will only mean increasing the number of public examinations, contrary to one of the main objects underlying the Secondary Education Reform.

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Addressing the Principals of Training Colleges at Bangalore, Prof. Saiyidain said that the modern teacher should not only keep up his technical efficiency, but also had to be alive to the social environment in which he did his work. The syllabi in schools and colleges were heavy and overloaded with material which had no relevancy or utility at the present time. There was also much spoon-feeding in educational institutions. The gifted and talented teacher should work out the educational implications of the work of great thinkers like Mahatma Gandhi, Tagore, Aurobindo etc. He appealed to teachers to conduct research in educational methods. There was great need to conduct experimental schools released from the bondage of syllabi and external examinations. What was needed was no abolition of examinations, but their rationalisation. He pleaded for a concentrated programme "in-service" education even after the period of training.

13—5—57. The Government of Madras has issued a communique refuting criticisms of single-teacher schools. The Government state that these schools have made good progress and many of them have become double teacher schools. The Director of Public Instruction and the villagers are taking special interest in their progress. It is also not true that training facilities are not commensurate with the demand for trained teachers to replace teachers who retire or die. The present number of training schools is 127 as against 84 at the beginning of the First Plan, while the trainees now number 16,000, as against 10,000 during the same period.

16-5-57. Sri Rajah Iyer speaking at the State Educational Conference at Tiruvannamalai, said that the man at the helm of a school must be a good administrator. A vigilant inspectorate was necessary to keep an eye on standards. The inspectorate should be assisted by a team of expert

teachers. He also pleaded that the Government should bear the entire cost of dearness allowances; otherwise, the concession would only be a paper announcement. High priority must be given for buildings for schools, then equipment and quarters for teachers.

Sri. K. M. Sundaram drew the attention of the Conference to the need for revision of the agreement form, pension to all categories of teachers, liberalisation of the interpretation of rules and steps to avoid delay in enca-shing certificates when they matured.

17-5-1957. Sri. T. P. Srinivasavaradan, speaking at the Tiruvannamalai Conference, said that Secondary Education must be the responsibility of the Centre and the States. Central assistance should be given for running multi-purpose schools, publication of better books for children and teachers, etc.

Mr. V. Antonisami of Virapandia-patnam stressed the need for providing quarters to teachers, specially women teachers, near the school. Cooperative housing societies might be started by the state, which might give loans to the management of schools. Mr. T. S. Avanasilingam Chettiar, while agreeing with the view, said that this would also be in the interest of children entrusted to the care of the teacher.

Mr. T. S. Avanasilingam Chettiar, at the sectional Conference on primary and Basic Education at Tiruvannamalai, said that many schools were under the mistaken impression that Basic Education meant only spinning. This was wrong. English and Hindi could also be taught on principals of Basic Education.

Sri Gurumurthy said that crafts other than spinning should also be taught in Basic Schools. He did not approve of

written examinations to evaluate the attainments of Basic-School students. Other methods of assessment should be explored.

18-5-57. Rev. Father L. D. Musphy, speaking at Ooty; urged the need to reduce hours of lecturing in Colleges, in order to enable teachers to find more time for personal contact with students.

(Students should be encouraged to read with the aid of their tutors as in English Universities, and lecturers may be fewer in number. But for this, an effective tutorial system is necessary, for providing which Colleges have on funds.

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24-5-57 The Kerala Government propose to extend the scheme of free education to the Fourth Form also from June 1957, in respect of the children of lower income group of parents. The idea is to extend this scheme to fifth and sixth forms in due course, though no time-limit has been fixed. It is also intended to introduce a pension scheme for private primary school teachers.

The Madras Government reviewing the Administration Report of Public Instruction, says that primary education in particular and all other fields of education in general and maintained the progress noticed in previous years. Out of 13,703 villages and towns in the State, having a population of 500 and above, 13,387 villages were provided with. The number of primary schools rose from 25,507 to 27,146, and the number of students studying in primary and Basic schools rose from 31,93,705 to 33,95,637. The secondary schools and colleges also showed an appreciable increase in the year under review. The number of Basic Training Schools rose from 47 to 81 during the same period.

28-5-57: The Government have passed orders for the bifurcation of certain big districts in this State and the appointment of additional D.E.O's to ensure speedy implementation of the

development programme in the field of education. The D.E.O's will have also jurisdiction over Basic Schools in their areas.

The Physical Educator

Condensed by :

(Rao Sahib T. N. S. Raghavachari,
St. Thomas Mount, Madras—16)

In these days of admittedly greater tensions and strains, the importance of every teacher's psychological insight cannot be overstressed. Dr. Louis P. Thorpe, an outstanding leader in mental hygiene today lists three basic human needs :

- (1) To maintain physical well-being ;
- (2) To gain personal recognition, of being regarded as a person of worth and importance ;
- (3) For security, for love and affection, comfort and safety ;

Physical educator's task : The teacher in physical education must sharpen his wits to perceive the human behaviour before him, to interpret this behaviour correctly and understand what this behaviour means in terms of guidance and help. He should be constantly aware of the fact that much of his philosophy, his citizenship, even his personal life, is for ever being adopted as the ideal way of living by student after student. Because he comes so close to individuals as they are "playing" and thus relieved of tension, he is in a peculiarly desirable situation to observe possibilities for personality formation and guidance and thus to receive opportunities to be of great assistance. Good health, physical well-being, success, mastery, achievement, social status, adventure, creativeness,

democratic experiences—all these can and must be provided for each and every pupil in the physical education curriculum.

Above all, the teacher must remember that a man who puts anything ahead of the welfare of his students has no place in the field of physical education—or education for that matter.

Desirable developments : Through the school years physical education should develop dynamic health—strong respiratory and circulatory systems, improved nutrition, co-ordinated organic system, muscular strength, release of nervous tension and ability to sleep well—produce a feeling of satisfaction and social well-being, provide opportunities to laugh, prevent inception of negative personality factors, and, in fact, be largely responsible for a great portion of desirable development in each human life. It is no small task.

Self-control, poise, self confidence, ability to keep calm under stress and strain—all these are easily begun in the physical education field and stand the individual in good stead as the years go by. Particularly during the stresses and strains of the teen-age period, does physical education provide opportunities to work off emotional tension. And finally, there is the development of a sense of social security. Ample opportunities are

provided for developing agility, grace of movement, smoothness, and co-ordination. Physical education aims to eliminate physical misfits by starting young and working at each individual problem. From keeping up with playmates, getting along with people, to the highest degrees of self-expression and development of leadership qualities, happiness is the keynote of the programme.

Good citizenship is developed, good character is formulated, good judgement is stimulated and a sense of belonging to a group is produced. Many lifelike situations arise that give opportunity to practice the social rules and graces—game problems working with people, necessity for making quick and accurate decisions—all these will build a good foundation for the years ahead. The boy who withdraws from reality who never tries any new experience, who never enters into competition with others should be taught to overcome his fear of failure by giving him things to do that he can accomplish on a progressively harder level so that eventually he has learned the joy of new things tried, whether won or lost, for life in its essence is competitive and to withdraw from competition and new experiences is to withdraw from life itself.

Watch the boy who practices projection:—always shifting the blame to someone else. It's always someone else who started the fight or caused the foul, or made him lose his balance. Or it's the teacher who doesn't know the proper technique or can't demonstrate the skill

correctly. Counsel him wisely and set him straight, for life will not be kind to an adult with such an attitude. Then there is the boy who may manufacture a functional disorder as an alibi for failure, who wants desperately to make a team, may develop an aching back, bad knee, sore shoulder—all functional with no organic basis—to explain his failure. Don't underestimate these ailments. To the individual, the hurt is very real, but the injury is in his mind. Without realizing it, he has rationalized the situation by unconsciously admitting that, if he can't play no failure will be present. So the disorder develops without even a conscious effort. And this same boy, as an adult, may try the same thing when the going gets tough.

Self discipline is needed: Talk it over carefully. Train this lad to recognize the real thing for what it is. Always watch the boy, who seems to have no dominant purpose in life who tries this and that with not much success and fading zeal who piddles at golf and tennis and swimming and never masters anything. Direct his energies into a specific channel and make the reward for accomplishment especially attractive. Lack of dominant purpose in life is one of the major causes of maladjustment and since the purposes of physical education are so clearly defined, they are easily transferred in one way or another into the life of such an individual.

(From The Journal of the American Association for Health, Physical Education and Recreation).

EDITORIAL

The Bangalore Conference

Last month, from the 6th to the 12 there was a Conference of Principals of Training Colleges held at Bangalore, under the auspices of the All India Council for Secondary Education and in cooperation with the Association of Training Colleges in India. The Chief Minister of Mysore Inaugurated Conference and Srimati Hansa Mehta Vice-Chancellor M. S. University of Baroda, presided. As Sri K. C. Saiyideen pointed out, it was meant to be a triangular projects. It reviewed the revised syllabi formulated for the B. Ed. examination in the light of changes in educational pattern such as the introduction of diversified courses and the need demands made on teachers. The Conference also conducted under the direction of Messrs. Panandikar, Principal, S. F. College, Bombay, a seminar on Extension Services, studying and making recommendations on their administration and continuance, improvising and adding to their programme and evaluation their look so far. There was also an attempt to review research projection training colleges.

As is well-known, the emphasis in Extension Service has so far been on in-service education of teachers. This has been sought to be achieved through workshops and seminars, visits to schools, refresher courses audio-visual services in schools, publication of news letters, planning and guiding experimental work by schools etc. It has been recommended at Bangalore that concentration hereafter should be on intensive work in schools where practice teaching is done or which are situated in backward areas and eager to welcome assistance. A procedure has also been drawn up for evaluating the work so far done.

Sri. K. G. Saiyidian observed, the Conference at Bangalore is a recognition of the fact that "a silent revolution in education is under way" and "that at least thousands of teachers in schools and hundreds in training colleges and many educational institutions are playing their part in it".

AUDIO VISUAL EDUCATION

We welcome the new enterprise of the Ministry of Education in starting a quarterly, Audio-Visual Education, whose first issue has been brought out in April, last. A National Board for Audio-Visual Education, including representatives of State Governments has been working for the past four years. Much of the work done by the Board remains unpublished: and criticisms and suggestions are also apt to be rare and chancy. A forum for the expression of official programmes and policies, as well as for non-official criticisms and proposals, is necessary, if this branch of educational activity is to progress and increase its scope.

The first issue opens with a brief survey of the position of audio-visual education in India and the efforts of the Government to produce audio-visual aids including films, run a good library of films and film-strips, and to train personal. An interesting account of school broadcasts from Bombay is given by Sri M. Choksi. Incidentally, the reactions of teachers and students to them, and the problems raised thereby are discussed. Sree Sohan Singh draws attention to the danger of overdoing audio-visual education. He points out that children need to be trained in reasoning and abstract thinking also, and that audio-visual aids should not be allowed to hamper this. Mr. J. A. Beveridge

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points out how audio-visual education has strengthened the national sentiment, in Canada, and he hopes that it may be used for a similar purpose in India. Then we have news of the work, done by the Union and State Governments and of developments abroad. Some films and filmstrips in the Central Library are reviewed.

There is also a list of recent additions thereto. Illustrations and stills and frames from films add to the value of the journal, whose annual subscription is only Rs. 2/-, every issue costing 50 naye paise. Schools interested in audio-visual education would do well to subscribe.

BOOK REVIEW

YOUR BABY: A guide to parents everywhere.

THE UNIVERSE and Dr. EINSTEIN by Lincoln Barnett pp. 124.

ALBERT SCHWEITZER: An introduction by J. FESCHOTTE pp. 191.

All these **Comet Books** published by Collins Paper Books Ltd., 14, St. James's Place., London, S.W. 1. Price 1sh. 6d. each or Re. 1/- in India, Pakistan & Burma.

Messrs. Collins are to be congratulated on starting a new series of well-produced, cheap and useful books. In a country like India where so few books, outside the range of text-books are bought, books like these offer temptations and incentives to buy. We cordially commend them to teacher's School and college librarians

Your Baby is a lucidly written book about all the problems arising from the moment a child is conceived until it is about two years old. The book is published anonymously being "compiled from various sources, approved and edited by doctors and social workers who have experience of India and the East". It gives detailed guidance about how to deal with both mother and child. In this, it serves the invaluable role of the experienced aunt or grandmother in the Indian household to whom everyone turns for help in regard to the care of child and mother, both before and after delivery: only she has been brought up to date.

The Universe and Dr. Einstein, Lincoln Barnett attempts to draw the Ulysses, bow of scientific journalism and succeeds remarkably well. It is no small achievement to make intelligible to the layman the nebulous mysteries and fantastic paradoxes of the theory of Relativity, without in any way evading its complexities. Dr. Einstein himself has paid a tribute to the author for making "a valuable contribution to popular scientific writing," with this book available we need not give up Relativity in despair nor agree with the satirist that chaos has come again to the orderly universe of Newton with the advent of Einstein. There are a number of valuable illustrations, and a few brief excursions into mathematics (confined very properly to the footnotes or the appendix for those with a background. The book is a 'must' for every student of science who wishes to get an over-all picture of the universe according to modern science. The reviewer noticed a few misprints (like 'simple' for 'simply' in page 85 and 'that' for 'than' in page 98) in a book otherwise excellently produced; mentions them only that, they may be eliminated in future editions.

Jacques Peschote, who has the privilege of being a friend of Dr. Schweitzer, has given a fascinating account of one of most outstanding men of our times. It is a saga of genius dedicated to sacrifice and service. The book is an inspiration to

every reader. The inclusion of two unpublished addresses by Dr. Schweitzer adds to the value of the study of his life, and allows the reader to come into contact with the *ipissima verba* of this great servant of God and man. The first of these is a charming account of some recollections of childhood; the second a thoughtful address on the problem of Ethics in the Evolution of Human thought. Here Dr. Schweitzer uses his well known classification of Eastern religions as world denying and Christianity as world affirming. We believe this distinction to be mistaken and based on a misunderstanding of Sankara's *advaita*, which again is only a part, though an important one, of Hindu thought. Likewise, his view of the Gita appears to misconceive its meaning and purpose. But this is hardly the place to enter into detailed criticisms of this kind. Suffice it to say that Dr. Schweitzer's views are thoughtful, and to a believing Hindu, stimulating, though largely unacceptable.

KANNADA NIGHANTU (Sample pages) printed and published by Kannada Sahitya Parishat, Bangalore. Editor Sri. D. L. Narasimhachari, M. A.

The Kannada Sahitya Parishat has undertaken to publish an encyclopaedia in Kannada under the able editorship of Sri. D. L. Narasimhachari, M. A. They have now published a sample copy of eight pages, and have invited the public to advise them on the get-up and contents of it. They are not the first eight pages of the work. They have taken eight pages at random and have placed them before the public. They have stated in the preface that the type which they will use here, is the one that is found here. They have given the meaning of the words, their source and other materials necessary for their proper understanding. They have

made use of (1) Kittle's Dictionary, (2) Apt's Dictionary and (3) Amérasimha's 'Namalinganusasana'. There are other books also, such as Monier-Williams's Dictionary. These have been omitted, and I do not know the reasons for the same. As regards the *dhatūs* (i.e. the verbal roots), they have given all the forms in the first four pages. But in the last four pages they have omitted to give the same. They have invited the public to give their opinion on it. But they have not realised that there is not a separate work. Verbal roots and their various forms in Kannada. This is the only work, wherein one has to look in for these forms. I hope they will give all the forms of *dhatūs* here. One other important omission that I find here is the proper names, names of politicians, religious reformers and philosophers etc., and their views. I hope they will fill up this lacuna when they begin printing the book in right earnest. The Kannada Sahitya Parishat has undertaken to perform this laudable task, it is bound to take years and years.

MUSIC IN EDUCATION: Unesco Publication, Paris. Price 13 sh. 6 d. (Available from National Distributors of Unesco Publications).

The International Conference on the Role and place of Music in the Education of Youth and Adults, held in Brussels from 29 June to 9 July 1953, was the result of close collaboration between Unesco, which was responsible for its organization, and the International Music Council, which drew up its plan of work. It forms part of an extensive programme undertaken from 1949 onward, in order to determine the place of arts in general education and their importance in the formation of personality. The aim of the Brussels conference was to study in their entirety problems connected with non-specialized music education and to define

the methods best suited to school education, adult education and the training of Music teachers.

Special study was also made of International exchanges of information, persons and teaching material; the activities of national and international governmental institutions; and the role of music education as a means to international understanding. Another important purpose of the conference was to bring together for the first time, at least in such large numbers, specialists in music education.

Unesco has now published a 335-page volume entitled "Music in Education" which contains the principal speeches made at the conference. It also contains the text of the "Canticle to Hope" specially written for the conference by Paul Claudel, an article by Georges Duhamel of the French Academy and a series of articles by outstanding experts in musical education.

The subjects taken up, in addition to general exposes, are music education in the curriculum of primary and secondary schools, higher education, popular music schools; individual and private music instruction; music education in society; methods and aids in music education; the training of the teacher; the contribution of the professional to music education.

"Music in Education" will be of great interest to all those desirous of information about the first experiment in international collaboration in a sphere where individuals and their work had up to that time remained fairly isolated. It is for the International Society for Music Education, set up by the conference, to strengthen the bonds established, there, and to carry out a task that should render great service to the teaching of music throughout the world.

Second International Congress

For Teaching Educational Sciences in Universities.

The International Secretariat for Teaching Educational Sciences in Universities organizes in Florence (Italy) from September 9th till 14th, 1957, the second International Congress for Teaching Educational Sciences in Universities. The theme is: organization and experimenting in education (laboratory or school). Reports will be presented by the professors R. Buyse (Louvain), J. Dolch (Saarbrücken), R. Dottrens (Geneve), V. Garcia Hoz (Madrid), A. G. Kovalev (Leningrad),

J. M. Langaveld (Utrecht), B. F. Nel (Pretoria), E. A. Peel (Birmingham) and J. Sandven (Oslo). For all information, write either to Prof. Plancke, President of the I.S.T.E.S.U., 14, Universiteitstraat Ghent Belgium, or to Prof. G. Calo, president of the Italian Organizing Committee, Centro Didattico Nazionale di Studie Documentazione, Palazzo Gerini, Via Michelangelo Buonarroti, 10, Firenze, Italy.

Does Life Exist on Mars?

By

VIKTOR BAZYKIN, DIRECTOR OF THE MOSCOW PLANETARIUM

Most of the telescopes of the world are now trained on the planet Mars, a bright reddish luminous point visible in the south-west. Scientists of many countries have been saying for a long time that there may be life on that planet, and it goes without saying that the problem of life outside the Earth has great scientific and philosophical importance.

It is a well-known fact that this year Mars is particularly close to the Earth, and conditions for observation and study of this planet, which is still a mystery in many respects, are extremely favourable.

Before analysing these observations, it is necessary to remember under what conditions life appeared on the Earth. Our planet had favourable conditions for the existence of water, and water was a solvent for various chemical compounds and substances which gave rise to proteins. The further development of protein compounds led to the appearance of the first living creatures capable of metabolism, that is of absorbing some substances and eliminating others, and at the same time capable of growing and multiplying.

The presence of water and a suitable atmosphere and temperature—these are the conditions under which life can and must appear and develop in the normal process of development of matter.

Similarities and Differences

Observations of Mars have shown that it is similar to the Earth in many respects. It receives from the Sun half as much heat as the Earth and the temperature on Mars is therefore rather low, rising to 86 deg. F during daytime only in the hottest parts of the planet, but dropping at

night to between 40 deg. and 58 deg. F below zero. The days on Mars are just slightly longer than ours.

The atmosphere of the planet differs considerably from that of the Earth. It is true that like our atmosphere it appears to consist basically of nitrogen, but it contains not more than a thousandth part of the quantity of water and oxygen contained in the Earth's atmosphere. Moreover, the Martian atmosphere is as rarefied as ours is at an altitude of 11 miles.

Seasonal Changes

The year on Mars is known to be twice as long as ours. In winter "polar caps" are formed at the poles of the planet, consisting of a thin and broken layer of ice and frost.

In spring these polar caps melt slowly, but sometimes the thawing stops suddenly and the polar caps even increase in size. For instance, in August, after the complete disappearance of the caps, Soviet astronomers unexpectedly discovered bright gleaming spots and bands in the southern hemisphere, where the season was spring. These spots were visible for several days and were apparently caused by a drop in temperature which was accompanied by snow and frost.

Observations have established that with the melting of the polar caps a "wave of new life" rapidly spreads towards the equator and strange, moving, greenish-blue spots appear on "seas". In summer many dark spots turn a greenish colour, and in autumn they take on a yellow or even brown colour. It has also been observed that in the course of one day many "seas"

become bluish after sunrise and reddish towards sunset.

Most astronomers throughout the world consider that such changes on Mars can best be accounted for by the supposition that plant life exists on that planet.

It would appear to be easy to check up, by photographic means, on whether vegetation exists on Mars, for it is known how well the vegetation of the Earth reflects infra-red rays. For instance, if a fir tree is photographed on a summer day with special film made sensitive to infra-red rays by means of a light filter it looks as white as if it were covered with snow. However, in photographs taken of Mars in 1939 the "seas" did not look white, but dark. Moreover no chlorophyll, which is a substance found only in plants, has been detected on Mars.

This means either that there are no plants there at all, or that they have completely changed their optical properties in the cold climate of Mars, as is supposed by the Soviet scientist Tikhov. Infra-red rays contain a considerable part of the solar heat which plants on Mars lack, and it is quite probable that, developing in a cold climate, they have adapted themselves to catch these rays to the fullest extent, instead of reflecting them as is done by the Earth's vegetation.

Are There Any Animals?

There are evidently no animals, at any rate of the higher types, on Mars. The climate of the planet is too severe for them. However, it should be remembered that many creatures on the Earth can easily withstand extremely unfavourable conditions, including lack of water.

In the arid Arizona desert, for instance there are some marsupials which feed only on dry seeds, and yet manage to secrete a large quantity of water. This means that water is formed in their organism in a chemical way. There are also some elementary living organisms that withstand freezing at minus 328 deg. F and also intense heat. Nor are low pressure and low oxygen content in the atmosphere obstacles to their existence. Some types of bacteria on the Earth do quite well without

oxygen. In the period when life on the Earth was just beginning, there could have been no free oxygen whatever on the Earth. It appeared only later as a result of the existence of plants.

There is no doubt that work on the results of the observations will give scientists an opportunity of finding out more about the mysteries of this enigmatic planet and of answering with more precision the exciting question of whether there is life on Mars.

BAKTHAN

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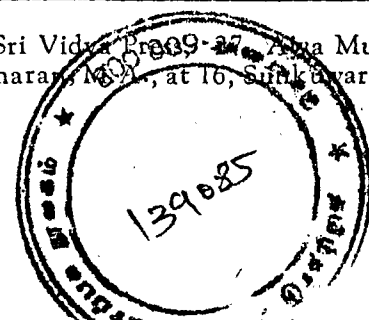
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Food for thought

At the ceremonial tasting of the first potato in England, Queen Elizabeth I spat out her one and only mouthful, glared at Sir Walter Raleigh and hissed: "Horrible!". The potato had not been salted.

For years thereafter, the tuber remained in high disfavour throughout the realm. Prejudices died, however, with the passing of time; and during the recent period of meat shortage in Europe, family dinners often consisted of the peerless potato cooked and garnished in different ways.

History repeats itself in many forms. The outcry against Vanaspati that resounded up hill and down dale (when it first appeared as a cooking medium), has now abated. More and more housewives are using Vanaspati, specifically Dalda Vanaspati, for their cooking. They appreciate Dalda as the ideal cooking medium that puts extra nourishment into their food.

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