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Possibilities of Correlation

BY

R. N. SAFAYA, M.A., Ph. D., Government Basic Training College, Chandigarh.

Historical Background

The principle of correlation has been rightly called the crux of Basic Education. But it is no new doctrine in the world of pedagogy. In fact, the history of correlation is the history of educational methodology itself. The concept of correlation underwent a number of successive changes just in accordance with the progressive changes in educational thought and practice in the light of new philosophical and psychological doctrines. The idea of correlation in its embryonic form owes its existence to the psychological doctrine of 'Apperception of thought' first put into practice in actual teaching by Herbart. He found it necessary to connect previous knowledge with the new idea to be grasped. He thus included the principle of correlation in a very limited form in the first step of class teaching.

Herbart himself expanded the idea of correlation to the connection of different subjects in the curriculum and also of the different branches of the same subject. In order to avoid compartmentalisation of different subjects, he propounded horizontal correlation, i.e., correlation between different subjects, and vertical correlation, i.e., correlation between different branches of the same subject. Correlation was thus a means of unifying the different subjects, artificially compartmentalised by the teachers. It was rightly based on the

philosophical doctrine of oneness of knowledge and oneness of the human mind.

The synthesis of different subjects was further worked out by Herbart's disciple, Ziller. His theory of 'Concentration of studies' won general applause in Western countries. He propounded that all teaching should centre round one subject. While Ziller himself chose History as the core subject, in U.S.A. Degarmo selected a humanistic subject like Economics for this purpose, and Colonel Parker believed in the core of scientific studies. Ziller's principle of correlation through concentration of all the subjects in one has been accepted by all in some form or other.

It was modified by later educationists, but the central principle remained the same. The first important modification was wrought by Froebel, who shifted the emphasis to play as the centre of all education. The subject-centred teaching of earlier educationists gave way to the play-centred education of Froebel. While teaching the elementary classes, Froebel correlated all subjects with play. The shift was in the right direction, but the play-centred teaching lacked the seriousness so necessary in the future life of the child. All play and no work could not train the pupil for serious adult life.

In the beginning of the present century, the play principle gave way to the activity principle. Thus the new scheme of correlated studies gave altogether a fresh orientation to the foundational basis. It was held that activity, both physical and mental, and not passive imbibing of ideas could help the pupil to assimilate knowledge and to put the same into practice. Activity embodying both enjoyment and purpose superseded play which embodied enjoyment devoid of purpose. The purposive psychology of McDougal and the pragmatic philosophy of Dewey gave a new interpretation to the idea of correlation. Teaching became activity-centred rather than play-centred or subject-centred. Activity leading to experience could form the centre of correlation of any useful subject, and could well prepare the child for his future life as a useful member of society.

The activity-principle, though sound in all its aspects, still has a blemish. It could not guarantee an avoidance of compartmentalisation of different subjects. The defect was removed by Dewey himself through his principle of Integration. This was the next landmark in the history of the development of the idea of correlation. Dewey wanted the fusion of all subjects into one, besides correlating these with one core activity. In this, he actually succeeded by making a problem or a project as the centre of teaching. The problems could be chosen from the immediate physical and social field of the child. Only the project taken from the physical and social environment of the child could be labelled as activity for purposes of correlation. The delimitation of the field of activity in the narrow boundaries of problematic acts worked well for the pragmatic philosophy of Dewey with social efficiency as the chief aim of education, but the possibility of correlating all branches of learning with activity were narrowed down.

It is not possible for every teacher to find problems with which he can correlate

all knowledge. The number of problems relating to the immediate physical and social environment of the child can be few and far between. Like Dewey who correlated all useful knowledge with craft, Gandhiji made an original contribution to the world of pedagogy by introducing craft as the centre of correlation. This was definitely the next step forward, in so far as craft provided immense potentialities of learning situations without binding the teacher to the narrow field of problems. The rich possibilities of the child's physical and social environment were not ignored, and in the Poona conference these two were added to craft as centres of correlation.¹ The principle of correlation with the three centres of crafts, natural environment and social environment, all the three providing rich opportunities for engaging the child in creative purposeful activities, avoiding all the pitfalls that Dewey's correlation is charged with, and embodying in it all the previous doctrine of integration of learning, is in fact the climax of the technique.

The historical discussion made above has the purpose of explaining that the current principle of correlation is the most modern stage in the evolution of this thought, and it embodies all the previous pedagogic doctrines below :-

1. The principle of apperception of thought;
2. The horizontal and the vertical correlation of Herbart ;
3. The principle of concentration of all subjects upon one core subject ;
4. The principle of concentration of all subjects upon play as propounded by Froebel ;
5. The principle of concentration of studies upon a useful activity, as propounded by Dewey ;
6. The principle of integration of studies, propounded by Dewey ;

7. Making project as the centre of studies ; and
8. Making craft, social environment and the natural environment as the centres of correlation.

The history of the concept of correlation makes it manifest that in the wider sense of the term it embodies all the above principles. It is necessary to mention this fact here, because, though there is general agreement among Basic Educationists in including the principle of concentration and integration of studies in the concept of correlation in Basic Education, horizontal correlation, vertical correlation and apperception of thought are considered to be outside its domain. Historically, logically, psychologically and philosophically, there is no reason to exclude these three types of correlation. Historically speaking, these have formed the basis of the present advanced idea of correlation. Logically and psychologically speaking, these are quite sound principles, and we have no reason to disregard these. Philosophically speaking, by proceeding from the original stage of this doctrine (the apperception of thought) to the modern concept, traversing through all its successive stages, we can trace the history of the evolution of human progress.

The culture epoch theory held by a large number of educationists and such philosophers as Goethe and Kent, has a direct relation with educational experiments like those above. The child's mind, proceeding from the concrete to the abstract, undergoes the same successive experience as traversed by the human mind on the path of the onward march of culture. The younger the mind whether of the child or of the human race, the more concrete is its level of thinking. The older the mind the more abstract becomes its level of thinking. Learning through practical craft work and activities connected with the immediate environment

corresponds to the earlier stages of a child's life, and to the earliest stages of human civilization. At this level, concrete objects are necessary. But, as we go higher, abstractions must begin. Correlation at the higher stage will therefore mean not correlating with concrete experiences, but correlating abstract ideas already assimilated with new abstract ideas. It will simply come down to the horizontal and vertical correlations of Herbert, and to his principle of apperception of thought. Correlation must not be stagnated in the field of the dead concrete, but must gradually pass to the realm of abstraction so vital to the acquirement of knowledge.

Levels and Boundaries of Correlation

In the light of the foregoing historical and philosophical discussion, it will now be appropriate to demarcate the various levels of correlation and the boundaries of each level.

1. At the lower level, correlation must mean integration of knowledge with action, and must embody the principle of activity. Learning must start from any of the activities given below, and the different subjects quite fused together must emerge as the by-products of such activities.
 - i) Activities connected with craft work ;
 - ii) Activities leading to the better knowledge of the physical and social environment ;
 - iii) Activities linking the school with home and community ;
 - iv) Activities leading to citizenship and social living ;
 - v) Activities leading to healthy living ; and
 - vi) Recreational and cultural activities.

Such activities as above will form the starting point for learning the fundamen-

tal tool subjects like the mother tongue, arithmetic, social studies and general science. A successful working of the principle surely presupposes some modifications in the current school-system. Firstly, the present curriculum must be modified in a manner to exclude all useless topics which have remote connections with a child's life, and which cannot form any connection with craft. Secondly, the time-table or the daily routine of the classes must be planned in such a way that the spontaneous emergence of the learning situations and their pursuit is not in any way hindered by the rigidity of the time factor. Thirdly, in order to ensure continuity of the successive experiences acquired during the whole day by the pursuit of an activity, there must be one class teacher in charge of one class and not different subject teachers. Fourthly, a thorough planning must be made regarding the division of the whole year's work into units of activities exploring the possibilities of learning situations afforded by each. Fifthly, the textbooks must be remodelled on the basis of activity curriculum and not knowledge curriculum. Sixthly, the schools must be provided with all the necessary equipment. This elementary level will rightly correspond with the junior basic or the primary classes.

2. At the middle stage, i.e., in the middle or senior basic classes, the principle of integration and concentration of studies must become rather loose, proceeding gradually to the horizontal and partial compartmentalisation. Here all the knowledge subjects need not be correlated with activities always. At this point, it must be made clear that correlation will have a limited sphere of work.

The following topics can be easily correlated with activities ;

- i) In the teaching of the mother tongue,
 - (a) talking about immediate environment, social functions, describing verbally personal observations and

relating graphically the process of craft-work ;

- (b) enriching vocabulary about the physical and the social environment and about the crafts and using that in composition work ;
 - (c) reading such lessons of prose and poetry, as have a direct bearing upon the basic activities ; and
 - (d) reproducing in correct language in speech and writing the experiences gained by the child.
2. In arithmetic,
 - (a) problems of craft and other activities, which require practice in counting, computing, calculating, using coins and other measurements ;
 - (b) occasional problems arising out of activities, involving the unitary method, percentage, proportion, profit and loss, fractions, averages and interest ;
 - (c) mensuration, area, volume ; and
 - (d) accountancy, preparing budgets and household accounts.
 3. In social studies,
 - (a) the historical incidents connected with our festivals and cultural activities ;
 - (b) the geographical facts having a direct relation with craft work and the natural environment of the child ;
 - (c) the ideas of citizenship, civic rights and duties, local self-government, democratic principles and the ideas directly relating to the system of pupils' self-government in schools.
 4. In general science,
 - (a) the scientific facts, connected with craft work ;

- (b) the principles of hygienic living ;
- (c) elementary biology connected with agriculture ; and
- (d) elementary meteorology connected with the observation of the natural environment.

The foregoing enumeration of topics that can be easily correlated at the middle stage makes it manifest that there is a vast field of curriculum which lies beyond the legitimate frontiers of correlation. The field outside the domain of correlation comprises the following :—

- (a) Appreciation lessons which are connected with the affective aspect of the child's mind rather than the cognitive aspect. It is only knowledge that needs to be made interesting and concrete. Music and poetry or fine arts are directly connected with the child's mind and need not wait for any support.
- (b) All skill lessons where drill work is required, such as handwriting or elocution in language, drawing, music, mapwork, computation with speed and accuracy in arithmetic.
- (c) All practical work such as science practicals, some lessons of geographical practicals, etc. etc.
- (d) Memorisation of multiplication tables in arithmetic, paradigms in grammar and formulae in mathematics and science subjects.
- (e) All knowledge lessons of different subjects which are not directly connected with the three centres of correlation.
- (f) All lessons regarding knowledge of facts which, though connected with centres of correlation, nevertheless require a revision for ensuring acquirement of systematic knowledge,

A number of topics in history may be covered by correlated lessons, but the topics taught may not be in the logical order of historical events. Again, wide gaps may have remained between two topics taught. The gaps are to be covered and a reorientation of the whole matter in a systematic and logical order is to be accomplished through special lessons provided for this purpose. Similarly, not all the lessons in the language text-book can be correlated with the three centres. The aim of such lessons may be to develop and enrich the pupil's mind with vocabulary which may be outside the domain of activities, or to afford practice in reading, which is in itself a skill and activity. Correlating one skill with another skill has no psychological justification. Swimming is in itself a skill, and it may not depend on another skill like riding or bicycling. A number of problems arising out of actual situations in pursuing an activity involving a rule in arithmetic can be solved in a correlated way. But that alone will not ensure sufficient practice and drill. Artificial problems shall have to be presented through the arithmetic textbook for regular drill work in that topic and for revision. Besides the easily correlated topics in geography, we shall have to teach the regional geography of the world in a logical and systematic way. The same thing is true about general science.

The grand result of the above discussion is that we should not press the technique of correlation with activity too far so as to make it unnatural and artificial. It has its limitations at the middle stage, and by passing these limitations will make teaching ridiculous. Our teaching technique must be both logical and psychological. Neither of the two can be sacrificed.

3. At the higher level, i.e., at the higher secondary stage, some of the following points cannot be disregarded—

- (a) Branches of knowledge must unfold themselves in clean-cut directions paving the way to specialisation in different courses.
- (b) Thinking must become more and more abstract, so as to assimilate abstract knowledge.
- (c) The topic itself must evoke interest. No external agency of motivation need be provided.
- (d) The material assimilated must be presented in the logical form.

If we accept the above points, we will agree that no concentration of studies is required at this stage, and the only form of correlation wanted is the

1. horizontal correlation, or the correlation between such subjects as Languages, Social Studies, General Science, Mathematics, etc ;
2. vertical correlation, i.e., correlation between different branches of the same subject as between arithmetic, algebra and geometry, between history, geography and civics, or

between prose, poetry, grammar and composition ; and

3. correlation between previous knowledge and new knowledge, on the principle of apperception of thought.

It is clear from the above that a lesson in a particular subject, say algebra, need not wait for an activity connected with a craft, or with the social environment or with the natural environment. At this stage of schooling, if we go back to the principle of correlation with craft, etc., we will be retrogressing. The ladder of educational development in the school must be marked by the following stages ; from the experimental to the institutional to the scientific, or the psychological to the partially logical to the logical, or integration to concentration to diversification, or the concrete to the partially abstract to the abstract.

It is also clear that correlation has a wider field at the elementary level. The higher we go, the more the cone of correlation narrows down its boundary lines to leave a wider field for logical treatment of the subjects. At the apex, it dwindles down to apperception of thought.

RE-ORIENTATION OF TEXTBOOKS

By

S. K. De., M.A. (Cal), H. Dip. Ed. (Dublin), Cer-in-Psy. (Edinburgh), Headmaster,
Sutendranath Collegiate School, 24-2, Mahatma Gandhi Road, Calcutta-9

In a speech at Amritsar, the Union Education Minister, Dr. K. L. Shrimali, criticised Government monopoly over education. He was right, when he said that it might lead to "regimentation which was fundamentally opposed to the spirit of democracy." Education includes preparation and publication of textbooks. Dr. Shrimali's observations did not refer to Government monopoly on preparation of textbooks.

The Punjab State Government decided in 1952 to pave the way for universal education by bringing down the prices of textbooks, and they also thought that this policy would put an end to the corrupting atmosphere prevalent in the book trade. The Government, therefore, resolved on a policy of nationalisation of textbooks up to the middle stage. So, from classes I to VIII, only nationalised textbooks are being used in all recognised schools of the State.

Some other States have also done the same. The Government of West Bengal also nationalised some of the textbooks, viz., History, Geography and Bengali from classes III to V. But a furore was created when the Communist Government of Kerala nationalised the textbook industry. The agitation was so great that the State Government had to appoint a three-member Textbook Inquiry Committee, which has found out that, besides various defects and errors in subject-matter, several textbooks published by the Government "contain passages which tend to offend religious, social and political sentiments" of the people. It has also found out that there are certain lessons and passages which "may tend to create in pupils' mind impressions favourable to communist ideas." "The Committee further complains that in one textbook which deals mainly with India, Mahatma Gandhi's life does not find a place. In another textbook, a detailed description has been given of the progress of China, but the treatment of India "is very sketchy and does not do proper justice to the achievements after independence. This is a serious error which does give the impression of belittling the achievements of India in comparison with China." The Committee has also pointed out that, "when describing the great achievements of Russia and China, a discussion of the methods used in achieving them and their effect in other than purely material spheres is necessary for helping the pupils in getting a complete picture." The Committee, of course, did not go so far as to charge the Government with indoctrination of Communist ideology or the spreading of anti-religious ideas among students.

Monopoly has many defects, be it publication of textbooks or business. Many complaints are heard about the publication of Kishalaya by the Government of West Bengal. Guardians and students had to suffer great inconvenience for several years in purchasing the book. This year text books on history and geography were not published at the beginning of the session.

All the defects and failures of the Kerala Government, pointed out by the Inquiry Committee, may be laid at the door of other State Governments also who encroached on the preparation of textbooks, hitherto reserved for the private sector. Other State-published textbooks can be found to contain lessons written in the most eulogistic terms about Pandit Nehru and President Dr. Rajendra Prasad and many chief ministers and the achievements of the Congress (as if independence was brought about by the Congress alone.) But there was no uproar. One must see the moat in one's own eyes before one finds the beam in others. We do not know why a hue and cry should be raised, if a book deals with the phenomenal progress of Russia and China. Have we to be parochial and follow the path of narrow nationalism, when the Unesco is trying to establish a cultural solidarity which is the essential basis of enduring peace? "The day of cultured tribalism", in the words of Dr. Sarvepalli Radhakrishnan, "are over; we no longer have separate cultural universes. The East and West have come together, never to part again, and they must settle down in some kind of peaceful coexistence, which will eventually grow into active friendly co-operation. That is essential for the future welfare of the world itself."

This is the defect of State interference in education, and for that we have all along been advocating freedom in education. Education should always be left, for the welfare of the State as well as for the people, entirely in the hands of an autonomous body of expert educationists and philosophers, which should be given full liberty to formulate educational policy, independent of the policy of the party in power or the Government of the State; for in a democratic country, the party Government may change every now and then, and if with the rise and fall of the party in power, the educational policy of a country, synchronised with the State policy, changes every time, education will drift like a boat without a rudder.

REORIENTATION OF TEXTBOOKS

By this observation we do not mean that textbooks and teaching materials do not require reform, or that there is no scope for their improvement. The greatest defect of the textbooks of Asian countries is that they pay greater attention only to those countries which have been politically or materially powerful and with which they have colonial connections, whereas the countries of Latin America find rarely any mention in textbooks of these countries. The result is that the pupils in Asia are almost in ignorance of this large geographic and cultural area of the Western hemisphere. Again, the writers of countries which have been recently freed from colonial overlordship reveal a strong, adverse reaction to their former colonial powers by refusing to assess the facts properly or to interpret them justly. This attitude is also objectionable. Indulgence in unhistorical prejudice is deplorable.

For the improvement and reorientation of textbooks, State intervention or nationalisation is not the only means. There must be a joint and coordinated effort of a large number of people in various walks of life, viz., publishers, printers, writers, artists, scholars, teachers and others. For the improvement of textbooks, two important language teachers' organisations, one in the Federal Republic of Germany and the other in France, viz., the Allgemeiner Deutsche Neophilologenverband and the Association des Professeurs de Langues Vivantes have been working since 1954. These two organisations decided to unite their efforts to eliminate from language and history textbooks the clichés, prejudices and readymade ideas which have grown up over centuries of misunderstanding between the two countries. In their first conference at Newstadt-under-Weinstrasse in Germany, they drafted a common protocol acceptable to all, which was to serve as a guide to the teachers and authors of textbooks. Their advice is first to avoid any texts that

are likely to arouse hatred, contempt or distrust, and secondly to stress how young people should be helped, through a careful selection of texts, to develop a clear and true picture of the life and culture of the neighbouring countries. This protocol was sent to the authorities and publishers of various textbooks for their guidance and reference.

In a second conference held at Dijon, France, in June, 1955, the members of the two language teachers' organisations met together for a further exchange of views on their reports and the results achieved, and an analysis of two textbooks, one published in Germany and the other in France. It was found that the authors had put into practice the theories developed at the meeting. The progress achieved in reconciling different viewpoints was strikingly apparent at the third Franco-German meeting held in Karlsruhe in November, 1957. Encouraged by the success of the Teachers' Organisations, Teaching Organisations in other countries—particularly in Austria, Belgium, Italy and the Netherlands—are anxious to participate in this work.

HOW TO PREPARE BEST TEXTBOOKS ?

Sound scholarship is indispensably necessary for the preparation and improvement of textbooks. That is a basis, no doubt, but that is not everything. The major hurdle for teachers and writers of textbooks is the absence of authoritative books dealing with the history, culture and social life of other nations, on which they could depend for writing textbooks. Inaccuracies which occur in textbooks and the inadequate coverage of some countries are due, in many cases to this lack of source-materials.

Writers of textbooks must be familiar with at least one of the major international languages, as they have to make use of reference materials from other countries.

Next, for the improvement of text books, they should be continually revised to keep pace with changes in contemporary society, the advancement of science and the findings of historical scholarship. But this will never be possible for individual scholars, however gifted they may be, unless the Central Government establishes a Textbook Research Bureau in every State with good stocks of foreign textbooks, source materials, children's encyclopaedias etc. The co-operation between educators and teachers on the one hand and scholars and specialists on the other should be encouraged in every country; so there should be exchange of comments on textbooks by scholars of different countries.

An international meeting of educators about textbooks and teaching materials organised by the Unesco was held at Tokyo from 22nd September to 4 October, 1958. Forty-two educators from twenty-five countries took part in this meeting¹. There was a thorough discussion of the objectives and principles which should guide producers of textbooks and teaching materials in the treatment of other peoples, and they came to the following decision :—

“There is an urgent need today to broaden the sympathies and understanding of Eastern and other peoples by an insistence on the essential trend in history towards a common struggle for civilisation. The human heritage now bequeathed to us is

not of the making of any one country or group of countries, past or present, but the outcome of the struggles and aspirations of different communities throughout history. Diversity is, thus, of the essence of human culture and should be appreciated within the framework of universal unity. It would follow from this that the history and culture of a country has to be studied in an international spirit, without rejecting a national emphasis. This implies a wider perspective on the world, which has to be the basis in all teaching and, ‘therefore, in the writing of textbooks.’²

If textbook writers follow this advice, that is, write books having the aim of preserving a harmonious relation between peoples of different nations without rejecting a national emphasis, a fairly high standard will be maintained. The same advice should be followed in publishing supplementary teaching materials, viz., supplementary booklets on themes of social studies, science and nature study, school journals published by educational authorities, and magazines for schools produced by private firms, illustrated folders for wall display, containing both photographs and written materials, with special emphasis on everyday social life in other countries, special pamphlets on current affairs, song books for schools, translated literature, specially fairy-tales, legends and anthologies of poems, children's encyclopaedias etc.

1 For a report on the meeting, see Document Unesco ED 163

2 For details, see *Orient-Occident*, Vol I, No. 2 A6 158



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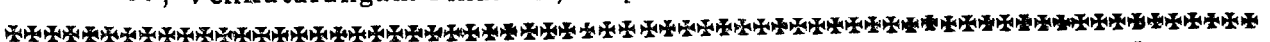
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Fall in Standards in Colleges — Causes and Cure

BY

M. RAGHURAM SINGH, M.A., B.T., PERIANAICKENPALAYAM

There is a cry regarding the deterioration of educational standards from every nook and corner of our country. The question is: Why this cry? Where is the origin of the malady and what should be the treatment? To find out the remedy, we shall have to diagnose the causes.

As Dr. C. E. Deshmuk has observed in his address to the students of the Lucknow University, the problem of deteriorating educational standards is largely a problem of numbers. In the past, the student community used to come from the well-to-do class, as education largely remained the privilege of the higher classes. The number of students in centers of higher learning was hence restricted and was fairly within bounds. But ever since Independence, the doors of the sacred temple of higher knowledge have been thrown open to one and all. The number of students seeking admission in colleges has shot up phenomenally high. In spite of the fact that ever so many fresh colleges are started every year at an unprecedented rate all over India, the demand for college seats is not satisfied. Because of this heavy pressure of numbers on the educational machinery, the personal contact between the teacher and the taught, which is universally prized as very valuable, is conspicuous by its absence. The inspiring influence of the magnetic personality of the teacher is missing at an ever-increasing rate. The teacher who was once held as a friend, guide and philosopher, is today nothing more than a transmitter of information.

It is an accepted truth that the standard of English of the present-day college students is far below the mark. All our college and University libraries are vigorously engaged in the task of filling and decorating their shelves with books

written in English, and most of them from Western countries. As the English language of an average college student is very poor, his grammar being shaky and his idiom going wrong, he is really scared by the array of thick and voluminous books in the library. On the other hand, he is comforted by the inviting look of the ready-made bazar-notes, Guide Books, Questions and Answers, Made Easy Books and Examination Tips and Techniques. Recently there is a marked trend of adopting short-cut methods of learning. Commercial magnates in this task are developing roaring business, as these cheap books are produced on a mass scale to cater to a wide market. Consequently, lectures and text-books are ignored more and more, while the bazaar-notes are attaining classical or Biblical importance. Purposeful utilisation of library and other equipments is not made. The earlier this trend is arrested, the better it will be.

Education aims to train the future citizen and at the same time determines the future shape of society. The value of education to society depends upon the personality of the teacher, who is the backbone of the system even today. So the teacher, to be a good "guru"; should devote his time and energy to the cause of education. What is he today practically? Many college teachers are today what they are, because they could not get better jobs. Their interest in their work is at a low ebb. Society has permitted a social and economic set-back for teachers. To relieve the economic depression, many college lecturers undertake regular private tuition for at least half a dozen students. Its consequences are that the teacher does not deliver the goods fully in the lecture-hall and his best effort is reserved for a select few. Instead of paying them with

a high philosophical vocabulary from high pulpits, it will be better if they are paid better in coin. The college teacher must be reinstalled in his traditional place in society. Then and then only the best in him can flower and charm the student-community. Because, as Tagore says: "A lamp can never light another light, unless it continues to burn its own flame."

Usually college teachers are not expected to undergo any training in teaching for purposes of qualifying themselves for appointment. It is because firstly, they deal with adults, and secondly, they are masters and specialists in certain branches of knowledge. It is however not correct to assume that a brilliant scholar will be a successful teacher. Some say that teachers are born and not made. But should we be contented with a few born-teachers in a land teeming with 400 millions of people, aspiring to have universal education? The problem of pro-

ducing adequately trained teachers on this scale is indeed stupendous! Professional training will make good teachers better and bad teachers good. The Training Colleges will be doing a national service, if they can train and equip the college lecturers adequately, so that the latter can meet the demands of the college student community better. A short course of one month duration to be followed by a refresher course and in-service education, can be practically attempted in this direction.

To put in a nutshell: better pay scales and a short training course for lecturers on the one hand, along with the restriction of college admissions on a selection basis, arresting the downward trend of depending on bazaar-notes and paying special attention to improving the standard of English on the part of students on the other hand, will go a long way in solving the problem.

Education and the Third FYP.

EDUCATION OF THE MASSES

Professor C. N. Patwardhan, Bombay

Reaching the masses: The number of prospective Educational Population (persons to be under instruction from among the total population) will be 6 crores out of the 40 crores of population, assuming that the total population does not rise beyond 40 crores. The six crores of Indians of the age group 6-17 and 17 onwards equal the total population of some European nations and exceeds the total population of many new Eastern Republics. The only country—China—whose population exceeds the total number of Indian population, is under a Communist system and as such bears no parallel to India in respect of the problems of mass education. Many Eastern countries like the Philippines have adopted various measures for the

spread of education among the common masses. India has within her boundaries the Kerala State which has the highest educational accessibility (EA) of 100. p. c. and literacy percentage of about 50, which is the highest in India except in the metropolitan areas of Calcutta and Bombay.

A study of educational statistics in India of the last ten years gives us some interesting conclusions. When the EA is 100. p. c. and the Primary School has a five-year period, the literacy percentage is almost as high as 50 p. c. The All India EA was 40 p. c. at one time (in 1950), the system of primary school classes was on an average of four years,

and the LP (literacy percentage) was about 10. In 1955-56, the EA was 54 p.c., the duration of primary schooling remained the same and LP was about one-fourth of the EA. We presume, therefore, on a study of annual statistics that the three factors of EA, duration of schooling and LP are related in the proportion of one-fourth the number admitted coming out as literates in four years. To develop literacy we have to extend the period of primary schooling and increase the EA. How can these ends be achieved?

The present system of primary schooling includes : (i) the full-fledged seven years' school, (ii) a four-year school, (iii) a shorter duration school of two or three years, (iv) a single-teacher school with multiple classes, (v) a peripatetic teacher holding single-teacher schools on certain days in a week in a group of villages and (vi) in densely populated—which are mostly industrialised—areas, a shift system under which at times three schools of four-year duration are held in the same building with staggered hours of schooling. The generally adopted principle for increasing EA in crowded localities is to admit more pupils to a class. Overcrowding in urban areas of the industrial type of Bombay results in overcrowding the classes. For the education of the adults we have social education schemes and literacy campaigns. We know that literacy is only a tool and that it is not an achievement. Yet, we cannot succeed even in equipping the masses with the elementary tools of knowledge—reading, writing and arithmetic.

The four crores of pupils who will be brought under the educational system during the next FYP are spread over the land in varying densities of population. On an average 350 persons live in one square mile area in India: this figure can be compared to 50 persons in one square mile area in the United States of America. On the basis of density of population India can easily solve her problems of

primary schooling because, where the U. S. will be concerned with the education of a small population group, we have already a large population group—on the basis of statistics. Statistics do at times mislead as they will do in drawing up of any such comparison. Our population lives mostly in small villages varying in density from 500 to 1000. To reach the masses we have to develop a system of our own. This system needs special consideration at this time in our country.

The traditional age-old system in India was that of one-teacher-one-school, which in other words is a single teacher school, but with a sharp fundamental difference. The one teacher in old times was a person of the village—born, brought up and living in the village with his agricultural land, and his own house, which served as his school-house. This system of single-teacher schools was at times condemned and at times chosen by different administrations in India. At the time of Independence the single-teacher schools formed about 30 p.c. of the total number of primary schools in the country. This percentage has to be taken cautiously because the educational statistics of the period were not complete in respect of all units of the Indian Union. The years 1949-1957 show us :

Year	PC of Exp. on 'Pr. Ed. to total Direct Exp. on Ed.	PC of Single-Teacher Schools to total No. of Primary Schools	Enrolment PC in Single-Tr. Schools to total enrolment in Primary Schools
1949-50	41.3	32.1	14.4
1950-51	40.00	32.8	14.1
1951-52	39.7	33.2	13.9
1952-53	39.9	35.9	15.6
1953-54		35.9	14.1
1954-55	38.9	38.4	15.9
1955-56	37.1	39.9	17.7

It will be observed that in many States the single-teacher school is responsible for considerable quantitative advance in primary education. Under the scheme of relief to unemployed educated, more and more single-teacher schools are being opened in villages and habitations of 300 and less population groups. This system of single-teacher schools, therefore, though controversial educationally, has been found suitable administratively, and the increasing acceptance of it by Governments create some important and immediate problems :

(i) Securing a decently qualified and trained teacher.

The present set-up of training colleges has very little provision for special training for teachers who will be in charge of the single-teacher schools.

The Third FYP will have to include specially designed training colleges/centres for the future single-teacher school staff.

(ii) Equipment for a single-teacher school must be suitable and adequate. Many single-teacher schools suffer as much from want of trained and qualified teachers as from unsuitable and inadequate equipment.

The third FYP has to make provision for suitable and adequate equipment.

The system of single-teacher schools gets complicated when under it are brought peripatetic schools, where one teacher forms a school in different localities during the week on the basis of rotation. Here he has to carry equipment with him. His mobility has to be assured and efficiency has to be guaranteed

The recent UNESCO reports show that compulsion as a method for spreading primary education has failed in South-east Asia. India is no exception to this general observation. With the failure of compulsion, the incidence of wastage has increased. Quantitative advance in enrolment has not reduced wastage in primary

education. Wastage has in its turn caused consequent waste of efforts in securing permanent literacy. Admitting that literacy is not the sole aim of primary education, literacy has to be definitely accepted as a means to an end. Failure to secure permanent literacy means wastage of money. The 50.p.c. wastage in primary education means, in other words, 50.p.c. wastage of moneys spent on Primary Education.

The type of primary school will depend on the population group concerned, and the population groups as stated in India 1959 are :

Table 20.

(Towns and Villages, p. 46, India 1959)

Less than 500 population	3,80,019
Between 500 and 1000	
do 1000 and 2000	1,04,268
do 2000 and 5000	51,769
do 5000 and 10,000	20,508
do 10,000 and 20,000	3,101
do 20,000 and 50,000	856
do 50,000 and 1,00,000	401
do 1,00,000 and above	111
	71
	5,61,104

For our consideration we have taken only 15 EP for 100 TP. As a matter of fact, the EP will be almost double. The age-wise grouping is : (Table 12, p. 41, India 1959. All figures in thousands.)

Infants and young children :	age-group 0 to 4 :	PC to TP
		13.5
Boys and girls	5 to 14	24.8
Young men and women	15 to 24	17.4
	25 to 34	15.6
Middle-aged men	35 to 44	11.9
	45 to 54	8.5
	55 to 64	5.1
	65 to 74	2.2
	75 and over	1.0

These figures will show that even if we restrict all admissions to all educational institutions over the age-group 14 plus, to the minimum, and admit only one p.c. in addition to the 6-14 age-group, the total EA must be 25 p.c. of the TP. To-day it is 10 p.c. Our basis of 15 EP to 100 TP is extremely modest.

On this modest basis, primary education to the 3,80,019 small population groups will be possible only through single-teacher schools.

The task under the next FYP is to train this army of about 3.80 lakhs of teachers.

The next group of 500-1000 population group will be a little easier to handle, because for each group of this size we can give a primary school of four standards for 1000 population. For any less number the school will still be a single-teacher school.

Generally we can state that organization, staffing and equipment of single teacher schools shall be the task of first priority under the third FYP.

As schooling of this type will not secure permanent literacy, all allied educational and cultural agencies like social education, community development plans etc. must merge to form one effective organization. Thus the argument to have area-wise corporations gains weight.

In order to make these single-teacher schools efficient, they should be intimately linked with the area higher/high school.

In between the high/higher school and the single-teacher school will be the two-teacher or three-teacher schools and four teacher primary schools.

One of the principles of the new organization of education under the third FYP will be to have groupings of schools on

the basis of population served and areas covered. This can be determined by application of the Population, Financial and Institutional equations.

The other method of spreading primary education will be the system of peripatetic schools, conducted either by one teacher, which means the one-teacher school on wheels, or by squads of two or more teachers. In some under-developed countries, this system has been used. In Mexico we learn that these 'missions' have proved very effective.

If we have a scientific basis for educational administration, such 'missions' will be a better method than that of single-teacher schools. The high/higher school staff can be functionally associated with these 'missions' and area-corporations will be able amply and freely to use all available aids and resources.

The next type of primary school will be the four-standard school or five-teacher-school. This, again, will be an incomplete school, because it will not make for permanent literacy, by itself, and will need follow-up work by allied educational and cultural agencies. The population group which can have such a school has to be of about 1000 and the approximate number of such schools will be 1,00,000.

The next layer of 1,000 to 2,000 population groups covering 51,769 localities, can have the seven-standard primary school. This chain of full-fledged primary schools will be the back-bone of the new system. Calculating the number at about 50,000, we feel that the area organizations be formed on this principle—one full fledged primary school, two less-standard schools, and 8 missions. The area covered will depend on the density of population in each State, and other conditions. This will be the ideal and effective primary system of education and administration, but in India it may not be immediately easy. Therefore we extend

the scope and area of the Area organization and include the high school, which is possible for each group of 5,000 to 10,000. There are 20,506 localities with 2,000 to 5000 population groups and 3,101 localities with 5000 and 10,000 population. They will need 20,000 schools of general education and skill-training, on the present high school type, and 3000 schools with extended courses in general education and further development of skills into some vocations or the proposed higher secondary school type.

The present stage will admit of an Area Organization covering these population

groups and educational institutions as under :

1. Higher secondary school; 6 high schools; 18 full primary schools; 36 less-standard schools; and 75 missions. About 136 educational institutions, making the system complete in itself, well-knit and co-ordinated in all efforts, materials and personnel.

For this group of 136 institutions the Area Organization will conduct at least two training colleges catering for all types of teachers required for the new set-up.

(To be continued)

Our Educational Diary

By "PEPYS"

14-12-59. Speaking at the symposium over evaluation of the merit of students at Mysore, Dr. C. P. Ramaswami Iyer said that to evaluate the merit of the student, the teacher must be one with real merit. Unless the teacher was paid well and respected by society, he would not have that mental equilibrium to evaluate adequately his ward. The fundamental aim of examinations was to produce quality, not quantity. Nowadays, students confined themselves to the study of the textbooks and notes and forgot entirely what they had studied after the examinations. The best way to evaluate the merit of the student would be for the teacher to be in constant touch with him and to study him from day to day. Hence it was that he advocated the tutorial system for evaluation of the merit of the student. He opposed the 'quiz' system for evaluation, for it was liable to abuse and was another form of the cross-word puzzle.

16-12-59 Members of the Informal Consultative Committee of M. P.'s. on Education expressed grave concern over the growing student indiscipline and rowdy-

ism. Dr. K. L. Shrimali suggested that they should give their serious thought to the problem and send their suggestions to the Education Ministry to tackle them, from both the long and short range points of view. Some members suggested that the Central Government should have control over the Universities in India.

19-12-59. Dr. Shrimali has burst a bombshell on the States by saying that he is against the nationalisation of text books publishing.

[How far the States will take the hint is more than I can say. They may well say that Education is a State subject and stick their guns.]

20-12-59 The Vice-president of India made an appeal to the teachers to take greater interest in the well being of the students and the development of their character. This was the only solution to student indiscipline in India.

x x x

Dr. Deshmukh invited academicians to become more vocal and to express their

views boldly on the contemporary political, sociological and economic trends. They had, intellectually, a better right to do so than the *half-baked* politicians who were monopolising these matters.

[*Italics are mine*]

22-12-59. In an appeal to the Government Mr. T.P.S. Varadan, M.L.C. recommends (i) that retrenched teachers, retrenched as a result of the Government's new policy in elementary education, during their period of unemployment should be paid their salaries, and (ii) that the salaries should be uniform for all categories of elementary schools, fee—levying or otherwise.

27-12-59. Speaking at the Jadavpur University, the President said that student indiscipline called for a deeper probe. It seemed to him that the real cause lay in the students suffering from a feeling of insecurity leading to social maladjustment. He appealed to the teachers for greater attention to the "susceptibilities and present-day problems of the youths". Sympathy and a little patience might go a great way in bringing about the desired results.

30-12-59. Prof. P. K. Guha, speaking to teachers of English, stressed the need for maintaining India's tradition of a real mastery of English that she might keep in close contact with the currents of world thought. He appealed to secondary school teachers to develop in their students a language sense.

At the College stage, Prof. Guha said that it was impossible for the English teacher to cure the basic errors of the students in composition or repairing total lack of a language-sense. But he had some hope that the Higher Secondary course and the reduction of the roll-strength of colleges resulting from the

establishment of multi-purpose schools might remedy these handicaps.

It was common knowledge that the present-day college-student was unable to frame a single English sentence which was orthographically and syntactically correct. Hence he emphasised the importance of laying proper foundations at the school stage.

He was of the view that it was impossible to teach students a foreign language through the process of regimentation that was now being adopted in the early training in English (*viz.*, pattern sentences etc). We have to develop a language sense in the students. Mere composition work and grammar will repel the students. On the other hand we might usefully place juvenile literature, nursery rhymes and fairy tales in the hands of the young students, who will thus be able to develop a language-sense.

[What is now being done in almost all the Colleges in this State is that Professors prepare cyclostyled notes on all subjects and distribute them to students and ask them to mug them up. What else can they do to achieve results?]

1-1-60. Speaking at Trippunithira, Sri M. Pantanjali Sastri said that unless Sanskrit was allowed to be introduced into the scheme of general education, he saw no prospects for its future and development.

4.1.60. Prof. V. G. Rajan of the Annamalai University, speaking at the Science Congress in Bombay, complained that the influence of non-academic persons endowed with authority in shaping the course of higher education in the country, was gaining unhealthy proportions and that the experienced teacher had very little voice in the matter.

XXXIV All India Educational Conference

The 34th All India Educational Conference met at Jabalpur from December 28 to 31.

Prof. N. K. Sidhanta, Vice-Chancellor of the Calcutta University presided.

PRESIDENT'S MESSAGE

The President, Dr. Rajendra Prasad, in a message to the Conference, says :

" I send my good wishes to the annual session of All-India Educational Conference. Seeing the state of turmoil in which our educational affairs happen to be today in certain parts of the country, I imagine that the hands of the conference will be full. It need hardly be said that the teachers and others directly connected with educational institutions are in a better position to deal with the chronic discontent of students than any other section of the public. For the present, I am afraid, removal of this discontent may have to take precedence over the imparting of instruction. Let me hope the Jabalpur session of the conference will discuss the matter in all its aspects and strive to give a lead to the country.

" I wish the All-India Educational Conference success."

Prof. Sidhanta's Address

Prof. N. K. Sidhanta said that our educational plans must aim at educating the child for a democratic society and making him understand his functions in relation to his family, to society and to the world of nature.

To-day when the country had plans for large-scale industrialisation, for dependence on modern machines and cultivation of skills for their use, the preparation of the individual for playing his proper role in the changed pattern of society must also change. "We can no longer be content with the child being able to use his hand. He must not only co-ordinate the brain and the hand, but also understand the nature of simple mechanisms. The child has to be educa-

ted for democratic society, and he must understand his functions in relation to his family, to society and to the world of nature."

Our elementary education must now plan not only to take care of those who would work in a primitive economy, but it must also lay the foundations for the training of the technician and the engineer. It must supply the grounding in the art of citizenship. It must make all individuals conscious of the dignity of man with his rights and duties. In other words, the main aim of elementary education is to master the tools of learning—the ability to use the mother tongue, the ability to measure, to master quantities, and to understand the past life of his own country."

The continuance of the English medium imposed a handicap on the undergraduates who did not come out from secondary schools with proficiency in English language. However the immediate substitution of regional languages for English would deprive students of the sheet-anchor of English books which were still the main repositories of knowledge for higher education. Moreover the emotional integration of the nation and the academic unity of India were still possible only through the medium of English. Stressing the need for good and really well-paid teachers in elementary schools, Prof. Sidhanta said: "If those who have the responsibility for developing the tender mind are not paid the minimum to keep the body and soul together, they are certainly not respected as the descendants of the gurus of old".

Education must be planned well. The teachers must start with the assumption that the education of an individual follows an integrated plan, starting from childhood and reaching up to the func-

tion he has to fulfil in life. "If we change the conceptions of the pattern of society, the preparation of individuals for playing their proper part in that society must also change", said Mr. Sidhanta. "The efforts of all teachers have to be directed at the planning of proper activities, from simple ones like shop or post-office work to complicated ones like making a newspaper, or reproducing the life of the past along with its artistic achievements".

As primary education embraced the whole nation, planning of primary education should occupy prior attention. Further education had to be built up on the foundation of primary education.

Mr. Sidhanta stressed the need for including foundation for skilled workmanship like engineering and technology in primary education. Not all of our young men are going to become lawyers, doctors or members of what are called learned professions; in an industrialised society many would hope to become skilled labourers, he said.

Gandhiji's principles of basic education were directed to a certain conception of the economic structure of the Indian society he had in mind. We do not adhere to those ideas now, and so should our planning of education change. "If we change the conception of the pattern of society, the preparation of individuals for playing their proper part in that society must also change. We can no longer be content with the child being able to use his hands; he must not only co-ordinate the brain and the hand, but also understand the nature of simple mechanisms".

Secondary education must be planned on the basis of the knowledge provided by primary education. In this process there should be no intellectual snobbishness.

Mr. Sidhanta deplored the present pay scales of teachers. The highest-paid, as well as the lowest-paid, teachers compared less favourably with similar positions in other avenues. Elementary education required the finest and really well-paid

teachers and the lowest teacher-pupil ratio, so that the teacher would pay the maximum individual attention.

Resolutions

Among the Resolutions passed were the following:

The Conference recommended to the Central Government the appointment of a pay commission to recommend for teachers suitable pay scales and satisfactory conditions of service.

The resolution added that the All-India Federation of Educational Associations should be represented in the commission.

By another resolution, the conference, expressed appreciation of the steps taken by the Jammu and Kashmir Government to include primary teachers in the electoral rolls of teachers' constituencies and urged the Central Government to amend the Constitution in order to enable other State governments to take similar action.

The sectional meeting on education of the physically handicapped resolved that a reserved section should be opened in all educational exhibitions to demonstrate the techniques and methods used in educating the physically handicapped.

By a second resolution it urged the Government to provide adequate funds and facilities in the third plan for the education of the handicapped.

Miss Usha Mohi of Nagpur who presided is the first blind person to complete successfully the occupational therapy diploma course. She is an occupational therapist in the Blind School, Nagpur.

The aborigines education section resolved that with a view to creating leadership in socially and economically backward classes and clothing them with new social esteem, a fair percentage of students belonging to the Scheduled Castes and Vimukta Jatis be selected for admission in public schools without any financial obligations on the part of beneficiaries all over the country.

Tenth World Conference of the New Education Fellowship

The X World Conference of the New Education Fellowship met at Delhi from December 28, 1959 to January 6, 1960, as already announced in these columns. This is the first time that the Conference has met outside Europe.

The theme of the Conference was: "The teacher and his work—East and West". It was divided into six topics—the Gandhian contribution to education; the philosophy and practice of education; administration, school inspection and in-service education; education in home and school for full responsible living; the place of the sciences in modern education; and the contribution of the arts in modern education.

WELCOME ADDRESS

Welcoming the delegates, Mr. Deshmukh, Chairman of the Reception Committee, said that the holding of this Conference in India at this juncture should help to clear up many a tangled problem concerning education and to give a fillip to rectificatory measures. He hoped that discussions at the Conference would lead to the greatest possible reinforcement of professional knowledge and thought. The aim should be one of improving the quality of education and continually adjusting it to fit the present and future generations living in a rapidly changing world.

INAUGURAL ADDRESS

Prime Minister Nehru, inaugurating the Conference, called for the right type of approach, both individual and environmental, to tackle the problem of the education of the community and make the people get rid of "narrowing walls" such as "a one-track mind".

He said that millions and millions of people could not be changed into better individuals in a mass way. There had to be, on the one hand, an individual or group approach, as the N. E. F. was doing, which required a great deal of understanding combined with affection to train human beings. On the other, changes in the social and economic structure were necessary to help in removing many of the strains from which the people suffered and to see that the hard conditions of the life did not make them hardened and develop wrong urges.

He hoped that the approach of the New Education Fellowship in an individual or group way to turn people into better individuals would produce right results. At the same time he warned them that forces with wrong ideas were working in opposite directions. "May not all the efforts to produce the right type of individual be submerged by other forces and other conditioning factors of the modern state and modern life?"

The Prime Minister, without naming any country, referred to "an organised national community developing, broadly speaking, a one-track mind," and said: "You are trying to prevent a one-track mind, but it does exist powerfully, sometimes more and sometimes less. That one-track mind makes one think that what one's own nation says or does is obviously right and those who disagree with it are obviously wrong. Sometimes, they indulge in knavish behaviour. I do not know when you can get over these tremendous narrowing walls. Ultimately, one has to approach these matters in two ways, and the best way is individual influence through the educational method.

The other way would be changes in the social structure to help in producing a better individual."

Referring to the teacher-pupil relationship as a "very delicate" question, Mr. Nehru said that, while it had always been recognised as one of the highest forms of relationship in India's cultural traditions, today that type of relationship was "singularly absent."

The relationship between the teacher and pupils had to be intimate. A good teacher must learn from his pupils and must react to them.

Mr. Nehru declared: "A school consists of teachers and pupils, not of a building. Why get entangled in buildings, especially in rural areas? Why not the teacher and pupils sit under a tree and develop an intimate relationship instead of putting up a school building which does not fit in with the village atmosphere at all?"

PRESIDENTIAL ADDRESS

Mr. Saiyidain in his presidential address described the NEF as "a courageous and persistent movement of educational renaissance and reconstruction for the last 40 years". A study of the movement over the decades, he said, showed a gradual shift of emphasis from the individual to the individual-in-society. The movement had been one of the most creative forces working to release children and their schools from the fetters of tradition, widening the teachers' mental horizon and deepening their understanding and sympathies.

Referring to "the basic educational challenge of the age", Mr. Saiyidain said that ideals like co-operation amongst nations, charity amongst groups and love among individuals had to be woven into the fabric of educational thought and to inspire techniques of teaching and of training teachers. Only then would men learn not merely to live together, but to love and respect one another.

It would be a great betrayal, if teachers and educational administrators could not sow the seeds of understanding, compassion and sanity in educational institutions and make the youth realise that they were living in a new kind of world where fanaticism or exclusiveness of race, creed and colour were suicidal.

Prof. J. A. Lawerys, Chairman of the conference, also addressed the delegates.

DR. SHRIMALI'S ADDRESS

Dr. K. L. Shrimali, Union Minister of Education, addressed the Conference on January 5. He said that if the new education was to make an effective contribution to the solution of the complex problems of the present age, it must abandon the policy of neutralism and develop a more positive philosophy.

By the time children left schools, they must have a clear vision of the emerging social situation and should have developed deep loyalties so that they might dedicate themselves to the realisation of social ideals. In times like the present, when people were faced with conflicting ideologies having to make difficult choices, education could not shirk its responsibility to provide wise guidance.

The New Education Movement had, no doubt, made a significant contribution to the reconstruction of educational theory during the last 40 years. Its gains were of no mean importance. They marked a distinct stage in the evolution of educational theory which had its roots in Rabelais and Montaigne and which was further amplified by Rousseau and Dewey.

As a product of liberalism, it served a useful purpose in the past in fighting religious authoritarianism, political absolutism and intellectual dogmatism. But it had so far taken a somewhat negative attitude and had failed to assert those positive virtues which were characteristic of a democratic society. It was on account of this lack of positive belief and

non-commitment to social ideals that the new education had failed to arouse enthusiasm. It showed lack of courage and conviction and failed to see that teaching was not a neutral process but something directed towards the realisation of definite social purposes.

A democratic society which upheld the principles of freedom, social justice, equality and benevolence undoubtedly stood for certain positive and constructive ends. It was the task of education to inculcate in the young loyalty to these.

If this was considered indoctrination, education which made a conscious attempt to form beliefs and develop habits in accordance with accepted standards of knowledge and ideals of conduct, could not escape it. Education had a moral purpose and implied guidance and control. The individual had to be initiated gradually into the cultural pattern of values and ideals of a particular society. A system of education which lacked a definite social philosophy could not lead humanity out of the crisis.

There need not be any conflict between the strong loyalties of an individual to his own community or nation the ideal of world society and international order. A world society would come into existence not by indulging in vague generalities or international abstractions, but by cementing bonds of understanding and friendship among different societies and cultural groups.

This was the most challenging task before new education. Education could not itself build a new social order, but it could collaborate with progressive forces working for its realisation. If it took the position, either of evasive neutralism or of reaction, it would only add to the "confusion and disillusionment of our times".

Speaking about the role of the teacher in the present order, Dr. Shrimali said he had a responsibility not only to impart

the most accurate and comprehensive knowledge, but also to cultivate in the students good taste and loyalty for ideals, and improve their moral standards.

The teacher was a representative of the moral aims of the community. He should, therefore, realise that his position was not merely that of a thinker, but was similar to that of a religious leader or statesman, who strove continuously for the realisation of those moral ideals and social purposes which enrich the life of the individual while advancing the cause of good society.

PRESIDENT PRASAD ADDRESS

On January 6, Dr. Rajendra Prasad, President of India, delivered a valedictory address to the Conference. He said that the problem of educating the people was basically the same the world over apart from variations in local conditions. Human personality and the immutability of laws governing the development of the human mind provided the common ground enabling educationists to make a comparative study of problems and try to evolve the ideal system to meet the changing requirements of human society.

The advances made in the field of science and technology had changed the scope, the utility and also, to a large extent, the immediate purpose of education, which was in the past mainly a matter of personal attainments, and now one of their foremost social needs. All-round development in printing, communications and other audio-visual aids had vested education with unforeseen potentiality for human good or ill.

The progress in education and the general advance made in the science of pedagogy, had given rise to the question of how best educational potentialities could be harnessed to ensure the maximum benefit for all members of the human society. It was up to educators to spread

the concept of contentment and happiness in place of the present emphasis on acquiring material objects of comfort. Education must make the propagation of this concept one of its fundamental points.

“The question is necessarily forced upon us in the context of tensions and proneness to aggression displayed now and then by some members of the human family”.

“If really a society in which all will be happy and contented has to be created, the emphasis has to be shifted from competition to co-operation, from acquisition of material prosperity to acquisition of a sense of contentment and happiness”.

Such a big and revolutionary change in human outlook could be brought about by education, “education not only of the young but of the grown-ups and even of the intellectual so that the younger ones may grow up in a new atmosphere of friendship and co-operation and the older ones may realise the ultimate futility for human happiness of all material gains”.

Now that time and distance had practically ceased to play an important role in the life of men, and especially of nations, on account of the tremendous advances in science and technology, they could not help reverting again and again to the desirability of re-catching old values and re-enthroning them in the hearts of men even in an age when the conquest of other planets was within the reach of man's intellect.

In bringing about a fundamental change in the outlook of individuals and nations,

the educator had a special task: that of effectively utilising his mental, moral and spiritual resources and keeping in view the fundamental difference between a system of competition based on violence and of co-operation based on love. The Principle of love should be appreciated and applied in all the spheres of human activity.

The President, therefore, appealed to educationists to keep in view not only the limited purpose of educating the individual, but “to prepare the ground for the new world in which competition and acquisitiveness will have given place to co-operation, contentment and dedication to the service of all.”

The NEF could be looked upon as a forerunner of other international efforts, notably the UNESCO programme, in the sphere of education, art and culture.

Turning to the problem of education in India, Dr. Prasad said that despite the anxiety and enthusiasm to bring the fruit of education within the reach of every child, “we have often had to give second thoughts to our plans on account of our limited resources”.

The President then referred to the idea of basic education evolved by Mahatma Gandhi to get over the hurdle of inadequate resources, and said that though the system of basic education was still in the “trial-and-error” state and could not be claimed to be an unqualified success “it has started striking roots and may sooner or later, come to be recognized as the only answer to our problem of education and literacy”.

(To be continued)

EDITORIAL

Pay Commission

The demand of a Pay Commission for teachers, made at the All India Educational Conference at Jubbulpore, is long overdue. Not that the Commission will have to delve for data. We all know what a living wage means to-day. All that it is necessary to do is to accept that this humble public servant deserves this minimum wage. The appointment of a Pay Commission will help to concentrate public attention on this urgent but neglected problem. Conferences at State level and all-India level have been laying down pay scales, but they have been simply ignored as unrealistic and unpracticable. Their endorsement by the authority of a Pay Commission will certainly strengthen the demand for a living wage. But, for the appointment of the Pay Commission, and for implementing its recommendations, there must be a willingness on the part of the authorities to do the right thing by the teachers. We are afraid that this willingness is lacking—lacking, that is, in the sense that it is accorded a

very low priority in the list of national necessities.

Nationalisation of text-books

At the Unesco seminar on book production and distribution held at Madras, a Central and a State Minister of Education clashed on the question of nationalisation of text books. Dr. K. L. Shrimali, the Union Minister, was not in favour of a State monopoly in text books, a field where, he thought, free enterprise should be allowed to flourish. Sri Pattabhirama Rao, who presides over the destinies of education in Andhra Pradesh, thought otherwise. He was proud of the success of the nationalisation programme in his State. We have repeatedly made it clear that we are against the State producing text books. Freedom of thought is too precious a right to be put in peril of being overwhelmed by indoctrination through State text books. Not to speak of progress being stifled by text book writing being confined to nominees and proteges of the State. We have every hope that this point of view will make itself felt sooner or later.

News Digest

Elected to the Madras Legislative Council :

In the by-election from the Madras Teachers' Constituency caused by the death of Mr. John Asirvadam, Headmaster, Christ Church High School, Mount Road, Madras, held on the 19th December, 1959, Mr. S. Natarajan, former President, South India Teachers' Union, was declared elected on the 22nd December, 1959.

Awarded M B E

M. F. L. Billows, Educational Officer British Council, Madras, has been awarded M. B. E. in the New Year Honours by Queen Elizabeth II of Great Britain:

State award for printing

The first prize in the State awards for printing and designing of books was won by M/S Associated Printers Ltd., Madras, for their Tamil Alphabetical Book.

National awards for teachers

Among the 71 teachers from Secondary and primary schools in the country who received national awards for outstanding service at a special function held at Vigyan Bhavan, New Delhi, on January 25, 1960, 15 are from South India. They are :

ANDHRA PRADESH : M/s C. A. Chari, Vivekavardhani High School, Hyderabad ; A. Mallikarjuniah, Board Senior Basic School, Chinnacherukur ; K. Y. Subramanyam, Municipal Higher Elementary School, Tirupathi ; D. A. Jagannadha Rao, Board Elementary School, Jalumuru ; and M. Rudraiah, Board Elementary School, Nandikotkur.

KERALA : Dr. C. T. Kottaram, St. Thomas Higher Secondary School, Palai ; M/s C. J. Cherian, M. T. S. High School, Kottayam ; and M. Krishnan Nayar,

Government Basic and Upper Primary School, Kongad.

MADRAS : M/s N. Chinnasami Naidu, Mani High School, Coimbatore ; N. Venkatachalam, P. S. M. Senior Basic School, Kulasekharapatnam ; V. Manickavasagam, Corporation Higher Elementary School, Madras ; and A. Ambalavanan, Board Basic School, Varkalpattu.

MYSORE : M/s B. T. Shettar, Durad High School, Haunshavi ; N. S. Shimpi, Kannada Boys School, Chadachan ; and Puttashamaiah, Government Middle School, Mylanahally.

BOOK REVIEWS

HUMOUR EVERYWHERE : Edited by R. N. Lakhota, M. Com., Ll. B., Asha Publishing House, Ahmedabad-14 Pp 165. Price ; ordinary bound, Rs. 4.50, 7sh., or 1 dollar 50 cents ; pukka bound, Rs. 5.50, 9 sh. or 1.75 dollars.

This is a compendium of jokes, witticisms, wisecracks, gags, puns, and humorous anecdotes and stories of all kinds. Mr. Lakhota, the editor, draws from a wide range from Socrates to Churchill. Perhaps his experience as a college lecturer at Agra helped him to gather the jokes and write a neat introduction, half popular, half scholarly on the nature, scope and function of humour. The reader will meet here with many jokes and stories he is already familiar with, as well as others quite new to him. Perhaps some may be in slightly different forms. For instance, the present reviewer remembers that Mark Twain's comment on the report of his death to be that it was slightly exaggerated. The illustrations are good. We cordially recommend the book to school and college libraries. Teachers may find the book useful to gather stories to season their teachings with. Here is a wide variety to choose from : here's God's plenty to dip in and banish the blues.

They may even be helped to reconcile themselves to their sorry lot by reading about the teachers' dinner, where the guest speaker's fervent 'Long live the teachers' provoked the pertinent question, "On what ?"

The next edition should be more carefully proof-read. More Indian stories, traditional and modern, should be gathered to give the book a distinctly Indian air. The Indian dress ought to be given to some jokes does not quite fit in.

M. R. S.

On Projects in Dynamic Methods of Teaching in Gujarashi

by K. S. Yagnik. Department of Extension Series, Faculty of Education and Psychology. M. S. University of Baroda.

In the preface it is stated :—"Unfortunately before the Projects could be understood well and be given a proper place in teaching they were thrown out of the syllabus....." This underlines the fact that the project method has but limited scope. Can we teach Factorisation for example by the Project Method ? But Mr. Yajnik has shown how far the method is useful. Let us take the best of everything and make education universal in India.

V. Thiruvengkatachary