

The Educational Review

MONTHLY RECORD FOR INDIA

VOL. LXVIII

JUNE, 1960

No. 6

The Approach to Basic Education

T. R. VENKATASUBRAMANYAN, B.A., M.Ed., Tiruparaiturai.

"Education is the reconstruction or reorganisation of experience, which adds to the meaning of experience, and which increases the ability to direct the course of subsequent experience."

—JOHN DEWEY.

We are yet to find perfection in any of the achievements of humanity. The meaning and significance of all progress is not only discoveries and inventions, but also reform or improvement of existing social inheritance. All progress must assure change without disturbing existing order radically. "Education" is an aspect of our social heritage and also the chief weapon of social progress. Naturally, all reform in education can never be too radical. If any great educational philosopher suggests extreme reform in the pattern of education currently holding the field, it is only with a view to improve conditions.

We should realize that the emotional approach to any reform will pay higher and quicker dividends in the beginning than the intellectual approach. Only those who appeal to the emotions in man can hope to command an appreciable following. Rousseau did it, and he was able to convince a much higher percentage of the masses than Voltaire did with his intellectual approach. All great religious leaders appealed first and foremost to the emotions, conscious of the universality of such an appeal. Only those who realised this fundamental truth have become great leaders of mankind. Mahatma Gandhi is no exception to that. If we analyse his

political, religious, educational and other principles, we are sure to find this common denominator of emotional appeal in all of them.

Here we are concerned mainly with the educational philosophy of Gandhiji. He gave us Basic Education. As he conceived it, it is more emotional than intellectual. When comparing Gandhiji to Rousseau, Pestalozzi and others, he may appear to be as emotional as any of them. We will be miserably at fault, if we assume that Gandhiji was impulsive. We forget that comparisons have their limitations. If we study carefully the lives of these eminent educational philosophers, we may assess those, other than Gandhiji, as highly emotional types of personality. But Gandhiji was very cautious in his approach and deliberate in his action. His autobiography and several biographies reveal the unique truth that he had never been impulsive. He chose to be emotional in directing human thought and energy for purging society of existing abuses. He had been extremely careful when he appealed to the emotions. His definition of *Satyagraha* and his elaboration of this definition prove his extreme carefulness. Captioning his autobiography as *My Experiments With Truth* speaks clearly about his firm

faith in Truth. If we recollect the oft-quoted lines of Keats,

“Beauty is truth, truth beauty”,
—that is all
Ye know on earth, and all ye need
to know ;

we, the majority of mankind, are only capable of understanding the two as essentially different and accepting the one or the other and not both. Even Rousseau and Pestalozzi are more with us than with Gandhiji in this one aspect. And with Gandhiji, “Truth alone is a joy for ever”. He viewed things in the proper perspective. Had he lived longer he would definitely have prepared us also to realise that Truth is Joy.

Now we cannot resist asking why Gandhiji chose to be emotional in propounding his educational philosophy, while he could have very well guided us intellectually. We must refer to Rousseau once again. In all his writings, he severely condemned the contemporary social order in France. He wanted his Emile to keep away from society, from towns and from all sophistication. He felt that his efforts might be usefully spent in building up a new social order, instead of wasting himself in rejuvenating the existing order. We should not take his words too literally. Rousseau could have only felt that a deep-seated disease needed the extreme remedy. The pendulum has swung to one extreme. It should and must go to the other extreme before coming to normalcy.

To motivate people and mainly to wake them out of their slumber, the appeal to emotion is the surest method. Once they are awakened, once they have overcome their inertia, this appeal ceases to function. When the ball has started rolling, we should devise means and methods to keep it on rolling. The intellectual appeal or support must take up the task of maintaining the momentum. Emotion

is the starter, but the intellect must come to maintain and to establish. Otherwise the initial emotion will evaporate sooner or later, and again we will fall into the rut. Gandhiji saw a multitude of defects in the traditional system of education. To establish the worth of the individual and the dignity of man and to provide equality of opportunity, irrespective of man-made barriers, he wanted to reconstruct the pattern of education. Most of the remedies he suggested were emotional and swung to the other extreme. We must understand that he was aware of this, and we must also understand that Gandhiji aimed only at a golden mean between existing things and his suggestions. Had he lived longer, he would have backed his emotional appeal by intellectual support. He would have only tried to maintain the spirit of his suggestions. He would have reconstructed or reorganized his initial plan of education after experimenting with the truth of it.

It is several years since Basic Education has been adopted as our national scheme. We must approach it now more intellectually than emotionally. During February 1948, when I was travelling with a prominent journalist of the South to pay my last homage to Gandhiji after his death, to attend the great ceremony of dissolving his ashes in the sacred river Cauvery at Srirangam, I was high-strung with emotion. Gandhiji's death was then very green and fresh in my thoughts, and I believed that India would soon come to an end. When I asked my honoured co-traveller as to what would happen to this great Bharat, he simply smiled and replied that the great compassionate Buddha died, that Jesus Christ was crucified and the world was still going on. If the people of those ancient days when life was not at all complex, when every follower of those great saints was able to have personal contact with them, were able to survive after such calamities, we may forget much more quicker all about our national leaders. His reply was very

convincing. I thought of the words of Robert Browning in his *Pippa Passes*:

“The year’s at the spring
All’s right with the world.”

I felt that the direct disciples and followers of Mahatma Gandhi might sustain the effect of his emotional appeal. They alone would treat Gandhiji’s educational philosophy as a legacy and a relic. Even today many of his intimate followers maintain Gandhiji’s stand in several spheres more by faith than by rationality. We do not say that Gandhiji was wrong. Gandhiji himself never said that his ideas and suggestions were final and incapable of improvement. He himself was an experimenter all his life, and his educational schemes were also in the nature of experiments. Otherwise, he would not have called his autobiography “*My Experiments with Truth*”. Now we have to reshape and remodel existing things, views etc., in the light of experience and changing conditions. Basic Education, as formulated by Gandhiji,

may be too dear to those who were very near him, and they will object to its reorganisation, due to emotional attachment to it. But time is always moving, and after some more years, the coming generations of this land will naturally be far remote from Gandhiji and his ideals. The faith of those generations in Basic Education cannot be sustained by emotion alone.

If we, who are closer and more intimate with Gandhiji and his educational doctrine, do not act now itself to lay the foundation of Basic Education in intellect as well as in emotion, we will be the worst sinners, traitors. All our tall talk about Gandhiji will be sham pretence. To save ourselves from such infamy, to express our gratitude to the Father of the Nation and to assure equality of opportunity and greater prosperity to the coming generations, we must, here and now, take a vow to devote ourselves to perpetuate Gandhiji’s educational philosophy and practice on a sounder basis than hitherto.

Training Nuclear Engineers

MICHAEL COLLINS

Nuclear engineering, whether it is in connection with the design and running of power stations, the production of isotopes for medical and industrial purposes, or nuclear plant for ships, requires new and special techniques. In this article a well-known London journalist describes the Calder Hall Nuclear Engineering School which is attracting students from all over the world.

The tremendous programme of nuclear power-station building embarked on by the United Kingdom Government, to provide ample supplies of electricity for industry in various parts of the country, coupled with the lead Britain holds in the field of atomic development for peaceful purposes, has emphasised an acute need for training facilities in nuclear engineering.

In particular, there has been a great demand for operational experience of reactors of the type already in use at Calder Hall. And this demand has arisen not only in the United Kingdom, but also in other countries interested in the Calder Hall type of electric power plant.

As early as January, 1957, the Calder operation school was established to meet

this demand. It then took about 12 students for each course, but the success of the school led to it being rebuilt to accommodate more students and to permit courses to be held more frequently. As it is not possible for individual students to start up and control reactors themselves, a training nuclear simulator has been installed. This is similar to a Calder reactor control desk, and the machine reproduces the same response as an actual reactor.

These Calder nuclear engineering courses begin with an introductory group of lectures by experts who explain the reasons for the Calder type of nuclear power plant and demonstrate the starting up of a reactor. Health and safety precautions observed in nuclear power-stations are also explained and demonstrated, and next the various stages of construction of a nuclear plant are shown with the aid of films,

Because Calder Hall was the first commercial-scale nuclear power-station to go into operation, interest on the part of students from oversea countries is naturally considerable. And because Calder is being followed by other more

advanced nuclear power-stations now in the course of construction, as much information as may be available at the time is given to students.

Each of the Calder courses lasts for five weeks, and three of these courses are held for oversea students each year. Applicants from overseas need to be sponsored by the atomic energy authority in their own country, or where there is no such body, by the appropriate Government department. All students must be of graduate status in engineering or physics, and are expected to have attended at least the first six weeks of the U. K. Atomic Energy Authority's Harwell Reactor School course, or its equivalent. The courses in Cumberland follow the ones held at Harwell so that oversea students may attend Harwell and Calder consecutively.

Since the school opened in 1957, a total of 371 students has passed through. The countries that have sent students to Calder include the United States of America, Germany, Japan, Sweden, Switzerland, Belgium, France, India, Pakistan, Korea, Italy and the Netherlands.

Educational Library

M. K. JAIN, M.A., Ministry of Education, New Delhi,

Definition

With the progress of education in India the idea of an educational library is making its way into our system of education at large. An educational library has been defined "a laboratory", "a tiny research centre", "a live workshop". The more befitting definition of the educational library is "the cultural centre of the educational community".

Function

The definition would readily convey to us that the modern educational library is not merely a collection of books. An educational library is a living organism, and the books form a valuable apparatus with the help of which the modern educationist can think, work, create and be more aware of life and learn to live it fully.

The educational library has the following functions to perform:—

1. The library should be the centre of the intellectual life of the educationists, available at all times under all circumstances for reference for study and private reading.
2. The library should supply the literature, the various tools of reference, for example, bibliographies, lists of additions, indexes and abstracts and so on to the educationists for their study.
3. Its educational efficiency is the first consideration. Administration, routine and finance are regarded as subordinate to USE. The planning, equipment, book selection and classification are done, keeping in view the use to which the library is put.
4. The library should anticipate the demand of the educationists from time to time. Accordingly, the library should equip itself with the relevant material beforehand to satisfy their demands.

Librarian's Job

The librarian of the educational library is a torch-bearer who takes the educationist to the depths of the educational literature, where the educationist at once chooses his own material. The librarian is a guide and does research for his readers. Here it is worth mentioning that, in specialised libraries like the educational, the librarian is not expected to tell his clientele to read this and not that. It is sometimes a misunderstanding which takes place in the minds of the people. The librarian is supposed to reveal all the roads and places to which they lead, but he is incompetent to suggest the road to be chosen. If he does so, he interferes with the duties of the experts and advisers in that field. Whereas he should open

the treasure of knowledge, available on a particular topic, before the scholars and readers.

Central Library

There should be one Central Educational Library in the country which should co-ordinate all other educational libraries. All the educational libraries should be independent units, yet these should form a link with the Central Library. The Central Educational Library should function as an independent unit and also guides other educational libraries in regard to administration and technical work. Copies of all important bibliographies prepared by the Central Library should be sent to all the educational libraries in the country. Similarly, copies of the bulletins containing educational abstracts, indexes and other documentation work published at the Central Library should be sent to these libraries. This will not only avoid duplication, but render an organised library service to the educationists and research scholars in the country. This sort of co-ordination, which keeps the identity of individual libraries and also connects them with each other and ultimately with a Central Educational Library, the author would call a *Monadology of Libraries*.

Union Catalogue

It is very difficult for a librarian in general and an Indian librarian in particular to lay his hand upon all the material he has collected from different sources for the purpose of identification, location and description of the items. Here comes the necessity of a Union Catalogue, which can only be compiled by the co-operative effort of all the libraries in the country. If a link mentioned elsewhere by the author is maintained, the task of compiling a Union Catalogue will become easy. In that case the materials of different libraries will be processed in the same way, and there will be no difficulty for

the different libraries to indicate their holdings simply by giving a location, symbols or call numbers on the standardised entries prepared for the purpose.

Kind of Catalogue

In special libraries like the educational, the clientele do make enquiries about books and titles of which they have only a vague idea. If a Dictionary Catalogue

is not maintained, it becomes rather difficult to answer such queries. The educational library has also to bring out bibliographies and short reading lists of books on specific topics, and a Dictionary Catalogue in these cases is the better solution. The author, therefore, suggests that a Dictionary Catalogue should be built up in educational libraries.

Commonwealth Educational Co-operation

Further proposals laid before the British Parliament on May 12 increase to £6,000,000 the amount to be made available over the next five years by the United Kingdom Government on developing educational co-operation in the Commonwealth.

The proposals are set out in a White Paper on the subject issued by the Commonwealth Relations Office (CRO) and the Colonial Office and embodied in the Commonwealth Teachers Bill which has been formally introduced in the Commonwealth Teachers Bill which has been formally introduced in the House of Commons by the Minister of State for Commonwealth Relations, Mr. C. J. M. Alport.

The purpose of the Bill is to help other Commonwealth countries which urgently need increased numbers of teachers. Last year's Commonwealth Education Conference at Oxford recommended ways in which co-operation between Commonwealth countries in the field of education might be improved, particularly in regard to the training and supply of teachers.

To carry out undertakings given at the conference, the United Kingdom Govern-

ment now proposes to spend a further sum of £3,750,000 on various schemes up to 1965.

This will be in addition to the Commonwealth scholarship and fellowship plan already introduced which will cost about £2,250,000. In fulfilment of its undertakings, the United Kingdom Government will thus spend £6,000,000 over the next five years.

New Legislation

New legislation will enable the United Kingdom Government to fulfil its share in the remaining recommendations contained in the conference report. The Commonwealth Teachers Bill provides for two main forms of assistance. It provides for the training of more Commonwealth teachers from overseas at teacher-training institutions in the United Kingdom and also for encouragement of larger numbers of British teachers to serve for periods in Commonwealth countries overseas.

The White Paper, entitled **Commonwealth Educational Co-operation**, explains the schemes of assistance envisaged. The long-term objective is that each commonwealth country should be able to develop its own educational resources to the point where it can largely dispense with outside

help. In the short term, assistance is required with both the training and the supply of teachers, which are complementary.

The United Kingdom Government has decided to make available to Commonwealth teachers some 400 additional teacher-training places in British teacher-training institutions. They will provide grants covering fees and full maintenance to the teachers nominated for these places by their Governments. Financial help will be needed mainly for advanced or supplementary courses for persons already trained or serving as teachers, but grants will also be given for courses of initial training.

The sending country will normally be expected to bear the cost of travel to and from the United Kingdom. The British Council will act as the agent of the CRO and the Colonial Office for payment of students' fees and allowances, and will also be responsible for their general welfare while in Britain. Expenditure on this scheme is expected to average about £285,000 a year.

Sending Teachers Overseas

The White Paper explains that steps are also being taken by the Government, in co-operation with local authorities and other bodies, to improve arrangements for the secondment and re-employment of British teachers who are selected for temporary service in posts overseas. It is hoped "to promote wider recognition

both by teachers and their employers of the value of service overseas in the Commonwealth".

The Government scheme includes payment to British teachers of special allowances where the oversea employer is unable to offer a salary and conditions of service which meet the reasonable needs of the expatriate teacher.

The need is expected to be largely for teachers to serve in secondary schools' teacher-training colleges, technical colleges, and universities. The programme for recruitment of teachers under this scheme is expected to increase from about 75 this year, by 20 a year, to a total of about 135 in 1963 and succeeding years.

Reasonable Balance

If the average length of the contract is three years, there should be about 400 United Kingdom teachers serving in schools and universities overseas by 1965. It is estimated that the cost of this programme will increase to about £700,000 a year by the end of the five-year period. In allocating posts, a reasonable balance will be maintained between developing member countries of the Commonwealth and dependent territories. Similar arrangements will be made to encourage teachers to take up key posts in universities and university colleges in the oversea Commonwealth.

The United Kingdom Government also proposes to take other measures of educational co-operation, including the provision of more places for Commonwealth students in British industry.

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Home As An Agency of Education

SHAMSUDDIN, M.A., B.T., M.Ed., Raipur, M.P.

“Home is the eternal school of life”. It is here that the child has been getting education from times immemorial and will continue to get it till the last man exists on earth. History tells us that great educators in the past have emphasised this great agency of education. The Greeks, it is true, did not hold a very high opinion about women. Hence they did not give importance to the home so much; but Locke, Rousseau, Pestalozzi and all attached the greatest value to home as an agency of education.

Home has always been a source of pleasure, peace and happiness. A writer pointing out the difference between 'House and Home' remarks:-“House is a place on which the sun shines, while home is a place in which the sun (son?) shines.” As soon as a child comes into being, he has to take shelter in home, and then gradually with advance in age starts learning to talk, walk, act, etc. He lives in a family which provides the best ground for training in social life. Here only children get all opportunities to develop themselves physically, mentally and culturally. The home fulfils all their needs—economic, social, religious, educational, etc. Here only the child is trained to obey the orders of the elders and help the youngsters. The child inherits certain rights from his parents, and in return is bound to do certain duties towards them in future. Similarly, it is the home only where for the first time the child learns to live in discipline along with other members of his family and share the responsibilities of the family when he grows old. Thus the first lesson of citizenship is being learnt at home only.

Like all other members of the family the child has to participate in the social, religious and other activities of the family. The good qualities of co-operation,

good-will, self-sacrifice etc. are naturally developed and his social as well as moral character is formed. Things learnt at home become a part and parcel of the child's life and remain effective and permanent throughout his life. No lessons learnt in school can be so deep and impressionable as those learnt at home.

Thus we see that home has been playing a great role as an agency of education since the time of its establishment. It is only very recently that this responsibility is being shifted to separate institutions, with the advancement in industry and science, when people have become more and more busy and engaged in numerous occupations, with the result the parents get less time to devote to children and so educational institutions have to be set up where children may be sent for education.

The activities of the child are limited to his family only in the early years of childhood, and hence the environment of the home has deep impression on his fresh and impressionable mind. A sense of freedom, care and affection come to him at home only. By copying others, he learns to speak and do other activities. The early good habits in the child, formed here at home only, turn into good qualities like love, affection, truth, justice, self-sacrifice, etc., in future.

Education means systematic and well-planned influences for the development of the child. These are made available in school largely through the medium of the teacher. But in fact the child has already certain 'home' influences on him before his entry in a school, and the teacher and school simply work on them and strengthen them. Thus home is still a powerful agency to mould the child in a particular form.

Though the responsibility of home to-day is shifted to schools, still it plays a great part as a centre of social environment for him. The healthy influences of the home go a long way in moulding and educating the child to reach a particular ideal.

There are innumerable duties and responsibilities of the home. For example the home should take full care of the child's physical development. For this it should provide facilities for wholesome food, clothing, comfort, play, etc. He should be taught to lead a life of cleanliness and form habits of regular exercises or going out for a walk in fresh air.

In the beginning, children have a tendency to know and learn new things. For this, they often put queries to their elders. Sensible parents give proper replies and satisfy their curiosity and contribute to the development of their powers of expression, understanding, conversation and discussion.

Many a time the child is neglected as insignificant at home. But it is very bad. In fact, due importance should be attached to his activities. Also, according to his age, he should be allowed to take part in the household activities, so that he may be trained in different occupations with a sense of shouldering responsibility. It is here only that the habits of industry, constant efforts, discipline and sacrifice for others are formed, building his ultimate character.

In early childhood, one has a tendency to play, act and do and undo things. Parents should realise this psychological tendency of children and should give them sufficient scope for the expression of this play-instinct. The duty of the home is not to thrust or force instructions on from outside, but to realise their natural instincts and enlarge, develop, guide them in their own interests. Thus, the physical, moral and cultural base is formed here at

home only, on which the edifice of character is built in future.

In the school, the child remains in a group, and his individual needs, his abilities, faculties, etc. are hard to be recognised and paid attention to. For this, the home is the best place. Here parents can pay individual attention to them and develop their personal selves besides.

The child, though limited to his family environment, is curious to know about the broader world outside. It is the duty of ideal parents to recognise this and afford all possible opportunities for his intellectual development. The child, according to his taste, should be given books, newspapers, magazines or other materials to act and play with. At times, he may be allowed to move, observe and act, in garden, farm or workshop. It is here that his real attitudes and aptitudes will be recognised.

Sometimes it is observed that, due to some unfavourable circumstances in a family or due to some handicaps in parents, the child is unable to get a proper, healthy atmosphere at home. Under such circumstances, it is essential that parents should entrust the child to infant schools such as the kindergarten ones or to any good boarding house, where may he get scope for self-expression and formation of good habits.

To conclude, both the home and the school are the essential agencies of the child's education. There cannot be water-tight partitions between the two. In fact, both are complementary to each other. If the home forms the base, the school is responsible for future construction over it. In other words, if the education of the child is to be made complete, there should be healthy co-operation between the two agencies; though, of course, it is an admitted fact that the home and the parents are chiefly responsible for everything. For if there is no

sound base, how can the future permanent and strong building of personality and character be built on it? The united and harmonious efforts of both the parents and teachers can and do educate the child in the real sense of the term.

In conclusion, a word or two about 'Parent-Teacher Associations'. It is a good thing that nowadays such Associations are being formed in certain places. Unless there is cooperation and understanding between parents and teachers,

education will not be effective and fruitful. In foreign countries, such Associations help schools in so many ways. In America, they have a magazine (P. T. A. Magazine) which is doing very good work in this direction and dealing with many educational problems. The time has come when merely recognising the importance of home and the influence of parents will not serve the purpose. It is necessary actively and effectively to harmonise the influences of home and school, so that the child grows into the right type of a citizen.

Our Educational Diary

"PEPYS"

11-5-60. The Education Minister, Madras, speaking at Coimbatore, declared that he was prepared to give up his Education portfolio, if the Madras University felt that he was encroaching upon its autonomy in introducing Tamil as the medium of instruction, or if better people stepped in for the promotion of Tamil. He contended that there was difference of opinion only as regards that method and not to the principle of education through the mother-tongue.

15-6-60. The Government has directed that no new teachers should be recruited to the Municipal or District Board service, overlooking the claims of higher elementary teachers ousted from private schools.

x x x

The D.P.I., Madras, said that he was aware that even the villages wanted that English should remain, and he stressed the importance of the study of English by every one in the country. He would advocate the teaching of English for eight years for eight or nine hours per week.

19-5-60 Speaking at the Mathura Educational Conference, the Education Minister suggested the recruitment of brilliant young men for the teaching profession and suggested the constitution of a special education service on the lines of I.A.S. to provide personnel for the higher posts in secondary and elementary schools.

x x x

[The suggestion for the construction of a special teachers' panel, while in principle is unexceptional, may be found unworkable in practice. In selecting men for the special panel, brilliant talents alone may not be enough. The selected candidate has to prove his capacity for teaching and must have a personality which is a combination of many elusive factors. Teachers cannot be recruited as in I.A.S. We had an I.E.S. which could be revived on an all India basis and take teachers of outstanding ability into this service. But this would mean an inevitable interference,

however well-intentioned, in the private management of aided schools.]

20-5-60. The President of the Mathurai Educational Conference, Dr. A. C. Chettiar appealed to the Government not to enforce the proposal to withdraw the grants to private colleges retaining English medium, atleast for a time.

[I am unable to understand why the President should be so apologetic about his note of dissent].

24-5-60. The Joint Educational Adviser to the Union Government said that it had been decided to establish four Regional Training Colleges with model multipurpose schools attached to them during the third plan period.

26-5-60. The All India Council of Secondary Education recommended the conversion of all high schools into higher secondary schools. It also recommended that emergency measures should be undertaken to enable graduate teachers to acquire sufficient professional competency to teach in these upgraded schools. It was also decided to celebrate the National Science Week, beginning from December 1, annually, to create interest in the people for science and to introduce scientific education in more schools. It was also recommended that the age of retirement of teachers might be raised to 60. Another suggestion was to appoint Science Development Officers with headquarters in the States, and four such regional officers. In order to enable students to prosecute their studies in colleges, it was suggested that provision should be made in the schools to impart instruction in English or in the same language as the medium of instruction in the Universities of the State.

29-5-60. Sri A. R. Mudaliar stressed the importance of technical education and of the English medium in this connection. He said that English should be the medium for technical education.

2-6-60. The University Grants Commission is contemplating the introduction of an entrance test for admission to Universities to ensure that only students who have the ability and capacity to benefit from it are admitted into colleges. The State Governments are examining these proposals.

x x x

[But why another test? This would mean unnecessary expense to the students and would add to the cost of higher education which is already excessive. There would be no difficulty in selecting the students by a perusal of the marks obtained in the public examination.]

4-6-60. The Madras Government has abolished the G.C.I.M. (i.e., Integrated Medicine) course from this year.

5-6-60. The Union Minister of Education is taking steps for the development of a programme for the publication at cheap prices of foreign books required in Colleges and Universities.

7-6-60. A Committee of the University Grants Commission has reported that in a majority of cases, indiscipline in Universities is due to outside persons who stir up the students into unruly behaviour. There may also be other causes, viz., the fall of higher values in the estimation of society, quasi-literate politicians, a desire for notoriety on the part of students, the medium of instruction, the loss of authority of teachers and their prestige, etc. The remedies suggested are revision of the salary of college teachers, more guidance by teachers to students in their day to day difficulties, vocational guidance, the choice of leaders of education and not men of politics as vice-chancellors etc.

8-6-60. Presiding over the tenth anniversary of the Children's Writer's Association in Madras, the Vice-chancellor of

Sri Venkateswara University said that the object of children's books should be entertainment. Imparting of instruction should be of secondary importance. Occupation in entertainment by students is a great solvent of student indiscipline, he said.

9-6-60. Sri V. V. Giri, speaking at Nainital, deplored group politics in Universities.

11-6-60. In a thought-provoking article in the *Madras Mail*, dated 11th June, Sri K. Santanam examines at length the proposal of National Service for students. He says that the cost would be prohibitive, it would be a wasteful adventure, and that it is an ill-conceived remedy for solving the age of entry into Universities, which seems to be the main motive for this proposal. The National Service Commission feel that the age of entry to the Universities should be raised to 18 and hence they recommend this proposal. Why not introduce a higher secondary education in a two-year course and make the degree course a four-year one? This would have fully achieved the objective of raising the age of entry to the Universities and would also help increase the quality of higher education to a very appreciable extent. When the government is not able to finance even the normal educational expenditure, this

national service venture would be extremely foolish and it would involve Government into vast financial commitments.

12-6-60. The U. G. C. Committee has criticised the present examination system which consists only of one final test and does not take into account the achievements of the students in the colleges. It was recommended that the results of the final examination should be combined with internal assessment based on a cumulative record maintained by the teachers. As it is, the students only prepare for the examination and are not anxious to really educate themselves in the subject which they have taken up for study. The Committee certainly do not suggest the abolition of the final examination. Of course, provision would have to be made against abuse in the internal assessment. The present age-old syllabi with their exclusive emphasis on information, as distinguished from education, should be changed. The present day lectures should give place to tutorials, discussion and seminars.

14-6-60. The Education Minister said that more high schools could be opened, but there was a shortage of teachers. He said High School education was the foundation for higher studies and its importance could not be over-emphasised.

Towards Better Elementary Education

M. NAGASUBRAMANIAM, Papanasam.

Mr. C. Subramanyam, the Finance Minister, has said at Tirupur on the 11th, at the opening of a memorial hall, that more schools could be opened but for the paucity of trained teachers. Perhaps secondary schools are referred to. In secondary schools, it is not uncommon to find in many places a section of a form

with 45 to 50 pupils. Attractive pay to teachers, effective selection for training of all types, reduction in strength of a section to 30, increase in the number of working days and class promotion with adequate care would surely improve the general standard of efficiency and morale. The definition of a school day

must be strictly followed in secondary schools. Five periods of work at a stretch should not pass as one working day.

In the matter of elementary education, however, there appears to be superfluity in regard to higher grade teachers for obvious reasons, in spite of the concession recently given to have 4 teachers in a five-standard school for an attendance of 60. With some intensive propaganda and a bit of compulsion, it is possible to obliterate illiteracy up to the age of 11 in a short time. I venture to make these suggestions.

1. Standards 1 and 2 should be had under the shift system working for 3 hours with some break. To cope with the revised syllabus Standards 3 to 7 should work for 5 hours. It is necessary that teachers and pupils in elementary as well as secondary schools should be together for a greater number of days in the year. Enough if a third of the year, i. e., 125 days, are had as holidays, a fourth of the working days being spent in extra-mural and extra-curricular activities. Pupils will be much benefited by periodical excursions with full or $\frac{3}{4}$ concession, for travel.

2. There needs to be a test among a convenient number of schools at the end of Standard 2 by a panel of examiners. A similar common test is needed at the end of Standard 4. By the holding of such tests the real position of literacy qualitatively and quantitatively can be found out. Too much stress cannot be laid on this. At the end of Standard 7 revised, a districtwise test is necessary to serve as a real guide to the parents.

3. Payment of something as in the old "result-grant system" at so much for a pupil of Standard 2 or Standard 4 that passed through, the grant being appropriated by the teachers concerned rateably to their services, would act as a stimulus to

real progress. The stagnation in the lowest Standard talked about at the recent seminar at Bangalore would diminish considerably.

4. The revised syllabus of elementary education requires greater care and attention by the teachers, and as such no part of their school work should be used to attend to the supply of mid-day meals to children or any such thing. The meals supplied should be of standard and tested quality. The syllabus is such that no two Standards, however thin, could be clubbed without injury to discipline and progress.

5. There are ever so many schools situated close to one another and having a strength of less than 10 in Standards 4 & 5. English is a compulsory subject for Standard 5. As such, the clubbing of the Standards under one teacher would be useless and only act as a drain. There is no harm in pitching upon a central school. Standard 5 pupils or pupils of Standards 4 and 5 of the adjoining schools with poor strength may be allowed to read in the central school. When each school is able to have a sure strength of 20, pupils in each of Standards 4 and 5, it may be had as a 5-Standard school. This will surely act as a stimulus to the villagers to canvass pupils for their schools.

6. The teacher-pupil ratio needs to be reduced from 1:35 to 1:25.

7. There is need for the collection only of nominal fees. Universal free education to 10 Standard to is possible only in countries economically sound. Except for the indigent poor needing entirely free education, irrespective of caste, all others may be classed as two categories, viz, the rich with an annual income of Rs 6000 and more, and the other the middle class with an income of Rs 2500 and more. The rich may be made to pay fees at Rs 2 per month for a pupil of either sex and the other class at Rs 2 in Standards 8 to 10. For Standards 6 and 7 a rate of Re. 1 and

50 n.p. for the two sets of parents may be fixed. It should not be considered an impossible or uncharitable way to collect a fee of 6 n.p. per pupil, irrespective of his wealth, in Standards 1 to 5, orphans and destitutes only being exempted. Far from being an infliction, such a collection would act as a corrective to know the real

quantitative progress in elementary education. The total sum realised this way from Standards 1 to 10 may be supplemented by the Government adequately, and the salary of teachers may be raised substantially to attract the right type of teachers, so necessary for the development of education.

The Age of Admission

N. KUPPUSWAMI AIYENGAR, M.A., L.T., Srirangam,

I have been feeling for sometime that there is a good deal of confusion of thought in almost everything connected with our educational system—the aim, general framework, the curriculum, the interpretation of the curriculum, the text books, the examinations and administration. The medium of instruction in colleges is the topic of the day. But the latest bombshell regarding the minimum age for admission to the university beats them all.

Seventeen is the age the Government considers "mature enough" for the students to receive higher education, says Dr. Shrimali. How did the Government come to this conclusion? Is there any scientific basis for this? Sri Nehru talks a good deal about scientific outlook and is spending a lot of public money on scientific research. Thorndike, one of the greatest, perhaps, the greatest experimental psychologist of America, says: "The range of ability in school children of the same age is such that in a majority of capacities the most gifted child will, in comparison with the least gifted child of the same age, do over six times as much in the same time or do the same amount with less than a sixth as many errors".

Though everybody was aware of bright and dull boys, few realised the enormous difference that might exist between one pupil and another of the same

age. Modern science has proved that age is not a reliable criterion for intellectual maturity. Terms like Mental Age, Chronological Age and Intelligence Quotient are common terms in modern Educational Psychology. The same is the case with physical and moral maturity. What else is the reason for this proposal?

When about twentyfive years ago the then Director of Public Instruction moved a resolution in the Senate fixing the minimum age at fourteen, there was a hue and cry about it. Political motive was attributed. It was thought that the foreign government wanted to suppress Indian talent. It was pointed out that if this rule re. 14 years had been enforced against Sir C. V. Raman, India would have lost an eminent scientist and a Nobel-prize man. Frustration would have dulled and warped his intellect. I clearly remember one of the Senators addressing the president, saying: "You, Mr. Vice-chancellor, entered the university when you were about 13. We do not find you adversely affected thereby physically or mentally". A number of other such instances were given. Lord Kelvin was one of them.

I hope that the staff of the Training Colleges whose business it is to study Educational Psychology will put the Government of India in the know and prevent this blow to intellectual progress in India.

50th State Educational Conference

(Continued from page 113)

Sectional Conferences

UNIVERSITY EDUCATION

Prof. G. Varadachariar, Principal of the Thiagarajar College, Madurai, presided over the sectional conference, which dealt with "Medium of instruction at the University stage".

Initiating the discussion on the subject, Prof. Varadachariar said that while supporting the introduction of Tamil as the medium of instruction in colleges they need not fight shy of asking for a good place for English in the curriculum. English had become the *lingua franca* of the world to-day, and it would be nothing but political, cultural and spiritual suicide if we should cut at the root of the study of English. It was wrong to create in the minds of the youth of the country the impression that English was now on its last legs. In introducing Tamil as the medium of instruction they should be careful and see that the standard already attained was not allowed to deteriorate.

Prof. Hirudhayaswami of St. Joseph's College, Tiruchirappalli, said that though he had been teaching in English for the last three decades, he was firmly of the view that the students could have the full benefit of education only if they were taught in their mother-tongue. But at the same time the standard of English here should be maintained in view of its importance as an international language. Both these objectives could be achieved, if simultaneously both Tamil and English were adopted as media of instruction in colleges. In Switzerland education was imparted both in French and German, and the students there therefore acquired a good knowledge of both languages. It was so in Belgium and Japan too. This method of imparting education in two languages could be usefully adopted in this State also. On the question of mode of intro-

duction of Tamil as the medium of instruction, he said that from 1963 or if necessary, even from 1961 students could be asked to answer one paper in a non-language subject in Tamil; and the process if followed, in the course of the next ten years, could effectively replace English by the Tamil medium, while at the same time maintaining a high standard of English as hitherto.

Prof. K. Narayanan of the Alagappa Training College, Karaikudi, while generally supporting the views of Professor Hirudhayaswami in regard to the adoption of Tamil and English as the media of instruction, suggested that the colleges concerned could be given the freedom to run separate classes in the English medium if they had the required number of students. This system of separate classes in different languages was now being adopted in multi-lingual areas.

Mr. M. K. Ramamurthy of Nattarasankottai said that the time was not ripe for the introduction of Tamil as the medium of instruction in Colleges, especially in view of the paucity of standard and original text-books on subjects like economics, politics, philosophy and science. Government order could not bring into the field standard text-books all of a sudden and the pace of introduction of Tamil as the medium of instruction should be gradual. He supported Professor Hirudhayaswami in regard to adoption of two languages as the media of instruction.

Prof. Sankaranarayanan of Madurai described the move of the Government to withdraw the grants given to private colleges continuing to teach in English after 1963 as a "coercive step". He wanted that Tamil should be made the medium of

instruction in the Pre-University stage also. He suggested the adoption of English terminology while translating books into Tamil instead of coining new words which were confusing.

Prof. R. Ramanujachari, Dean of the Faculty of Education, Annamalai University, said that in the teaching of non-language subjects a kind of 'mixed language' combining both Tamil and English could be used as and when necessary, as was done in olden days by pandits who were proficient in Tamil and Sanskrit. The use of the two oriental languages freely had led to the development of both, and a similar process could be adopted for maintaining a high standard in English and Tamil. Once the Tamil medium was introduced, writers would automatically take pains to produce books in Tamil.

Mr. M. Doraiswamy, Co-ordinator of the Department of Extension Services, Annamalai University, opposed the very idea of replacing English by Tamil. They could not share the faith and conviction of the Minister in introducing Tamil as the medium of instruction when it came to a question of maintenance of standards. As a consequence of the introduction of Tamil they had to entertain serious doubts whether the existing standards would not become poorer still. If Tamil should become the medium of instruction, a time would come when even English would have to be taught in Tamil.

Messrs. Avadhanar and Sundaram also spoke.

Mr. N. Subba Reddi, Convener, proposed a vote of thanks.

SECONDARY EDUCATION

In the Sectional Conference on Secondary Education Mr. S. Natarajan presided. At the outset he detailed the proposals in regard to the reorganisation of secondary education.

Mr. K. Rajah Aiyar of Rajah's High School, Ramnad, said that there should be some basis for the upgrading of high schools into higher secondary schools. The proposal to upgrade only a certain percentage of schools might result in some deserving schools being left out. He suggested that there need be no public examination at the end of the tenth standard, but it could be held at the end of the eleventh standard.

Mr. B. Srinivasa Iyengar of Tiruchirappalli said teachers with ten years' experience and above might be allowed to teach for the eleventh standard. He opposed the suggestion for selecting headmasters through direct recruitment. Candidates recruited directly, without experience in the teaching field, could not discharge their duties efficiently. The introduction of the reorganised scheme of secondary education would result in some teachers being thrown out of employment.

Mr. Renganatha Iyengar also opposed the suggestion of direct recruitment of headmasters. Mr. Devanayagam of Virudhunagar said that a South Indian language should be taught compulsorily in North Indian educational institutions. Messrs. C. L. Govindarajan of Pollachi, Srinivasan of Srirangam and G. Sundaresan spoke criticising the suggestion for direct recruitment of headmasters.

Rev. Thambusamy stressed the importance of moral instruction in schools. Messrs. T. P. Srinivasavaradan, M.L.C., Krishnamurthy, Arumaiselvan, Vanasivam, Subramania Mudaliar, Sethuram, Muthuswamy, Ilamaram, A. Rajagopalan, S. Varadarajan, A. A. Ramachandran and Avadhanar also participated in the discussions.

Mr. N. Rajagopalan proposed a vote of thanks.

Resolutions

The open session of the conference adopted resolutions requesting the Government to adopt the scales of pay recommended at the Salem conference and reiterating its view that nationalisation of publication of text-books was against the interest of education and development of the nation.

The conference resolved to request the Government that fee concessions granted to N.G.O's. and teachers be extended to teachers employed in colleges on similar conditions. The conference reiterated its request to Government to fix the age of retirement at 60 for all teachers under all managements. The Government were requested to introduce uniform leave rules to be followed by the different managements.

It was resolved to request the Government to extend educational concessions to children of the teaching and non-teaching staff up to the college level, introduce a building scheme for teachers to build their own houses at the places where they served and also help managements to build residential quarters for teachers and clerical staff, and to grant free medical aid to teachers under all agencies on lines similar to those of Central Government employees.

The conference urged the Government to adopt the pupil-teacher ratio of 25:1 in all elementary schools. It requested the Government to extend the pension-cum-insurance scheme to the non-teaching staff in all educational institutions including colleges.

The conference suggested to Government that for ensuring the progress of education, a State Board of Education consisting of representatives of the Legislature and the organised teaching profession be set up and that with view to improving the quality of elementary

education, an autonomous Council of Elementary Education should be set up.

The conference welcomed the steps taken by the Madras Government to introduce Tamil as the medium of instruction in courses relating to humanities in the B.A. Degree course as a pilot project in the Government Arts College, Coimbatore, but urged the Government to ensure that the autonomy of universities was not impaired thereby. It urged that the results of the pilot project should be carefully reviewed before it was extended to other colleges and to other subjects and that the adoption of Tamil as medium of instruction in colleges other than in the Government Arts College, Coimbatore, should be made optional. The conference urged that in no case should financial aid be denied to colleges continuing to give instruction through the English medium.

The conference was of the opinion that the present Teachers' Constituency of the State Council covering the whole State was unwieldy and hence it requested Government to divide the State into three regions, each region electing two representatives. It was resolved to request the Government to lay down as their policy that before April 1961 every aided elementary school should have a committee of management registered under the Societies Registration Act.

Since English was to be taught in Standard Five from 1960-61 and as there were a number of higher grade trained teachers with more than 15 years of service, the conference opined that refresher courses should be conducted for such teachers. Such teachers, after undergoing a course successfully, should be placed on a par with secondary grade teachers.

The conference stressed the importance of Government constituting a statutory salary negotiating committee like—the Burnham Committee in England, consisting

of representatives of primary school and secondary school teachers, headmasters, representatives of managements of aided schools and of local bodies' schools to recommend uniform scales of pay, superannuation benefits and conditions of service from time to time.

The conference urged that completed S.S.L.Cs. with higher grade training might be permitted to appear privately for the T.S.L.C. examination.

The conference reiterated that the pension rate should be one-third of the average salary drawn during the last three years before the age of superannuation or the last three years of service, whichever was higher, subject to a minimum of Rs. 50 per month.

The conference requested increments during the extension period.

The conference requested the Government to grant a duty allowance of Rs. 10/- per month to the Headmasters of Elementary Schools and Rs. 15/ per month to Headmasters of Higher Elementary Schools, to permit experienced trained graduate teachers and others permitted to teach in the High School classes of not less than 10 years standing to handle the XI Standard in Higher Secondary Schools; to permit all teacher-pensioners to draw their pension during the period of re-employment in Government service or in recognised schools subject to the total emoluments not exceeding last pay drawn; to grant an advance payment of two months' salary to be made to teachers as festival advance to be recovered in ten monthly instalments; to grant House Rent Allowance to all teachers without further delay; to amend the Provident Fund Rules so that a teacher's contribution should not be less than 10 nP. in the rupee and the management and the Government should each be made to contribute 5 nP. in the rupee and the Government's contribution should be made at the end of each year;

and to permit the teachers to contribute up to 15 nP. in the Rupee, and to request the Government to include all elementary school teachers in the Teachers' Constituency.

The conference requested the Government to allow Secondary grade scale of pay to such of the higher grade teachers as passed the Secondary grade training, to pay Travelling Allowance and Daily Allowance to the participants of the Seminars, Refresher Courses, etc., conducted by them; and to provide rules for the security of service for the members of the non-teaching staff in aided institutions.

The conference was of opinion that the syllabus in the subjects of Mathematics, Science and Social Studies for Secondary Schools was ambiguous and needed revision. It requested the Madras and Annamalai University authorities to introduce Agriculture group and Commerce group in the Pre-University Course.

The conference was of opinion that the selection of text books in the case of municipal elementary schools, should be entrusted to a committee of teachers of elementary schools constituted for each Municipality.

The conference learnt with regret that in the case of teachers for whom salaries were paid direct, their provident fund contribution had not yet been remitted in their accounts in the Post Office Savings Bank and requested the Government to pay such teachers the salaries according to entries in the Service Registers.

The conference urged steps to expedite Provident Fund closure and granting of pension within a period not exceeding 6 months.

The conference viewed with grave concern that as a consequence of the new

educational policy of the State requiring a Secondary grade trained teacher to be appointed in every Elementary School to teach English in Standard V, many managements of aided Elementary Schools and local bodies had issued notices of termination of the services of several hundreds of Higher Elementary grade trained teachers. The conference noted the Government communique in this connection and felt that it did not adequate-

ly meet the situation. It therefore urged upon the Government that their order be modified so as to require all the managements and local bodies to retain all those teachers in service.

The conference requested the Government to grant first grade scale to pandits of languages in high schools without insisting upon 17⁰⁰ hours of language work per week in high schools.

Spiritual and Moral Instruction Programme

Spiritual Message of]]]

By M. A. Narayana Iyengar, M.A., B.L., Retired Deputy Director of Public Instruction, Bangalore.

(Continued from page 95)

1.2.4

Will we have everlasting bliss if we unite with God? Yes. So long as you are attached to things of this world, which are impermanent, you will experience only petty pleasures followed by pain. But God is different from things of this world, which are destructible, and also from the individual soul. He cannot be said to be "non-existent" like the things of this world, or 'existent' like the soul. He is everlasting existence, infinite in auspicious qualities and unalloyed bliss. If you become devoted to Him, pray to Him and meditate upon Him constantly, you will be united with Him in your mind. So you will enjoy His nature, that is, His everlasting bliss. The only condition is that you must give up completely your attachment to things of this world.

1.2.5

If attachment to things of this world is given up, the soul realises itself. You will then attain the bliss of self-realisation. But this is not the highest possible experience. You must not rest content with self-realisation only. You must give

up attachment not merely to the pleasures of the world but also to the rapture of self-realisation. For this, seek refuge in God. He will give you the bliss of God-realisation, of constant communion with and everlasting service to Him.

1.2.6

In your relations with the world, follow the example of God Himself. Though it is God Himself who has projected this universe, or rather who stands as the universe, still He is not attached to it, nor dependent on it for His own enjoyment. He has made this infinite and wonderful universe for the sustenance and maintenance of the countless individual souls in it. He promotes their welfare impartially, according to His own law of *karma*. Therefore if you also become unattached to the universe; if you develop in your daily life the same noble qualities which God exhibits; if you do His service in His work of protecting all souls and promoting their welfare, — then surely you will become free from the bondage of *karma* and attain the eternal bliss of union with Him.

1.2.7

Develop your knowledge to such an extent as to realise fully the grandeur, beauty and uniformity of this vast universe in both its visible and invisible aspects. Study Philosophy and learn that God is the lord of the universe, and that the universe is sustained, protected and used by Him according to His will and eternal law. But do not be over-awed by the glory of God. Remember that you are also part of this universe. God is your own Lord. You are also sustained, protected and used by Him. His glory is your Master's glory. Submit your will, therefore, to His will and seek refuge in Him. Never rebel against Him, exhibiting your selfishness and sense of possession.

1.2.8

Why do we have mind, speech and physical energy? It is not merely for the sake of thinking about attractive sense objects, talking about worldly matters, and doing bodily work for earning money and enjoying material pleasures. Reflect well, and you will understand that God has given these to you in order that you may think about Him, talk about and pray to Him, and do service to Him and His creatures. Hence control your mind, speech and action from proceeding towards worldly objects, and direct them devotedly towards God and His service.

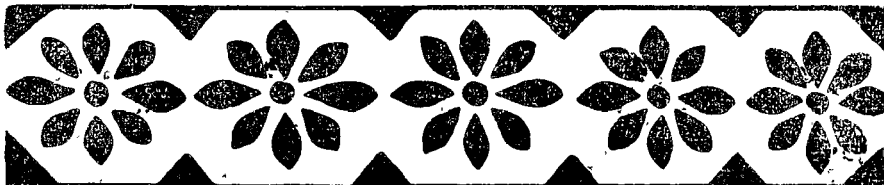
1.2.9

Will not our weaknesses stand in the way? No. If you devote your mind,

speech and action to God, and His service His grace will be bestowed on you. Your limited knowledge will expand miraculously. Your insight will become infinite in its range and scope. You will thus be enabled to regain your true life, the knowledge and bliss which are your own but which have become obscured and shrunk in this world. You have then to wait only for the end of this body to attain emancipation in Heaven. But, once you are touched by the grace of God, and your weaknesses fall away from you, it matters little whether you continue to live for many years in this body, or whether this body disappears on account of so-called death. You will be the companion of God, whether you are considered to be living or dead by other persons.

1.2.10

Reflect well and realise that the essential nature of the individual soul is bliss and that God is the repository of all individual souls as well as of infinite auspicious qualities. Countless souls are still suffering in *samsara* because of their ignorance of their real nature, of the nature of God and of the true relation between them and God. They have not realised that they are in God and that God is in them, and that He is ever ready to help them to attain their true nature. So remember His noble qualities and seek refuge in His lotus feet, which will never let you down.



EDITORIAL

National Service

The proposal for an year's compulsory national service by all students before entering the University, adumbrated by the Union Ministry of Education and since endorsed by the Vice-chancellors, seems to us unprecedented in the history of education. We have had interruptions on a large scale in university studies in Western countries during the two World Wars. But conditions in India today are not the same as warranted this extraordinary break in education. Conscription in Europe may appear analogous, but the age at which it takes place is higher.

It is against all sound educational theory and practice to allow any long break in studies. During such a break, the momentum of effort to learn is lost, and good habits of study are undermined. Whatever may be the value of the proposed scheme of national service in training character or instilling patriotism or a civic sense, it certainly militates against academic progress.

So far, no valid educational reasons appear to have been advanced in favour of the the proposal. And it is surprising that it should have been brought to the verge of implementation without serious discussion by teachers, psychologists and academic circles. If it is intended to raise the age of admission to the universities, there are sounder ways of doing it. The secondary education might be extended a year further. If the age at which the the student leaves the University needs to be raised, the University course might be lengthened out. Measures like these would raise up academic and educational standards, whereas we are afraid that the proposed scheme of national service will have

only a demoralising effect, so far as intellectual pursuits are concerned

The Union and State Governments seem to be obsessed for some time past with the idea that in India education starts too early. There is a concerted move to raise the age of admission to school to 6+ or 7+ and of admission to the University to 17. This goes against the long-standing tradition of India to start schooling at the age of 5.

The authorities may be influenced, apart from financial considerations, by the conditions in the West. But imitating the example of Europe in this matter may not be wise. It is an admitted fact that physical and intellectual development in children in India proceeds at a faster rate in the earlier years, though ultimately things even up. It would be national disservice on a large scale to frustrate and discourage intellectual curiosity or the thirst for knowledge in young Indian boys and girls.

It should also be remembered that Mrs. Durgabai Deshmukh made a caveat against including girls in the proposed national service programme. She felt—and rightly—that it would have the effect of arresting the spread of higher education for women. Parents in India are conservative in bringing up their girls, and are sure to resent the idea of sending them away to remote villages, far away from their sheltering care.

There are also other strong arguments against the proposal. Villages might not like this billeting of students amidst them. Any physical labour by the students may take away the bread from

the mouth of the unskilled labourer in the village. Urban students might develop an intense dislike for rural life as a result of this forced sojourn.

We would therefore urge that it is not yet too late to give up the national service programme. To us its advantages seem mythical, while its disadvantages are obvious.

Teachers and Pay Commission

On the 20th of June, the Government of Madras released the report of the Madras Pay Commission and announced their acceptance of all the main recommendations. The Commission has devoted considerable attention to teachers and has recognised that they have a vital role to fulfil in the new order. Though the teaching profession has yet to get what it has been asking for as fair minimum wages, still it must be admitted that the Commission has made a fair and serious attempt to deal with the grievances of teachers. It is pointed out that the two most serious grievances of the teachers have been the low scales of pay and the disparity in emoluments among employees of educational institutions under different managements, such as those under the Government, local bodies and private management committees. The Commission has done something to raise the scales of pay; and has completely done away with the disparities in pay scales. This is undoubtedly a big step forward and will be universally welcomed by teachers.

As regards the actual increase in the emoluments of teachers, the total cost to the Government of Rs. 240 lakhs this year may appear formidable and striking. But it is distributed among 113,000 teachers. Looked at from the point of view of the individual teacher, the increase may appear quite inadequate.

We shall cite a few examples. The elementary school teacher till now was on the magnificent scale of Rs. 23-1-35. He also drew a D.A. of Rs. 86 per month. So, he started on Rs. 59, and reached his maximum of Rs. 71 in twelve years. Under the new set-up, his scale is Rs. 55-1-70 with a D.A. of Rs. 10 per month. Thus, he will start on Rs. 65 and go up to Rs. 80 in fifteen years. The increase to a new entrant is only Rs. 6 per month. And as *The Hindu* remarked, the elementary school teacher stands on a par with the attender in a Government office.

We may mention briefly the new pay scales of other teachers. The higher elementary grade teacher is put on the scale, Rs. 65-1-70-2-90. The secondary grade teacher gets Rs. 90-4-110-3-140. School Assistants will receive Rs. 140-5-180-10-250. Tutors and demonstrators in the colleges will be on the same scale. Assistant Professors and Assistant Lecturers will get Rs. 225-10-275-15-425. It is a pity that having come so far, the Pay Commission should have hesitated to raise the starting salary of Assistant Lecturers to Rs. 250 as recommended by the University Grants Commission.

There are some other minor demands of teachers such as those about house rent allowance, medical treatment, free education of children etc., which the Government can accept without any serious burden on the exchequer. They may also consider seriously the question of appointing a salary negotiating committee on the lines at present working satisfactorily in England.

On the whole, teachers will welcome the Pay Commission Report. And they will be glad that the Government is at last making a resolute effort to deal with their long neglected worries.

LONDON SUMMER SCHOOL IN HEALTH EDUCATION

Mrs. W. E. Duncan, M.I.P.R.—writes :

'Making Health Matter' is the title of the 1960 Summer School in Health Education, which will take place from 9th to 19th August at the Froebel Educational Institute, Grove House, Boehampton Lane, London, S. N. 15. The majority of the programme is arranged on a new plan, which omits the formal group discussion periods of previous years. In their stead several "forums" have been devised at which experts in the subjects under consideration will present short papers as a basis for the discussion of such topics as juvenile delinquency, the community care of the mentally ill, recent

progress in medicine, and the problems of public health workers. One experimental group discussion session is planned, at which an attempt will be made to measure the effectiveness of group discussion in attitude changing. More time has been allowed for practical work, and the lecture-demonstrations on the techniques of health education have been retained.

Application to attend should be made to the Medical Director, The Central Council for Health Education, Tavistock House, Tavistock Square, London W. C. 1.

Letter to Editor

AVOIDING WASTAGE IN EDUCATION

Sir,

There is a general and persistent complaint all over India, that there is great wastage in education both at the school and college level as evidenced by the large scale failures in public examinations. There is a remedy for this. The remedy does not lie in watering down the standards of public examinations.

I would humbly suggest that failed students who have however obtained 50% and above in any subject should not be

compelled to sit again for the same subject. This would lower very considerably the percentage of failures over by 50% if not more and will enthruse students to concentrate on their studies in subjects in which they are weak. What happens now is, that failed students get disheartened and prepare for the subsequent examination in a spirit of despair and more often than not, fail even in subjects in which they had previously passed creditably.

M. S. V. Chari,

Tindivanam.

EDUCATIONAL EXHIBITION at TRAINING COLLEGE, RAIPUR.

The Honorary Director and Principal writes :

Chalks, clay and paints are wonderful play things, but they can be educational tools as well. Even the nursery-school child is old enough to begin to understand and appreciate art by creating it himself,

Educators are divided on the amount of guidance children should receive in art, but they unanimously condemn the old-fashioned practices of endless copying and drill. Some teachers believe the child should be given a completely free hand to develop artistically as he wishes. Others feel that undirected work, while it sometimes produces strikingly fine results, is less valuable for the child in the long run than planned efforts.

The latter school of thought would give instruction in the technique of drawing and painting but encourage the child to use his own experience and the world as he sees it for subject matter and emotional content.

The Govt. Training College, Raipur, M. P., will present in the first week of July 1960, a selection of student art work drawn from American educational institutions. The young artists, aged six to twenty, express their diverse experiences utilizing a wide variety of subject matter.

This broad range of art media was assembled by Shri R. K. Jeswani, Art

Instructor, Central Institute of Education, who recently returned from the United States where he was a Fulbright grantee. Motivated by a desire to encourage Indian art students to explore ever-widening horizons of art expression, artist Jeswani was primarily concerned with diversity of artistic effort rather than excellence of composition.

"In general", says Shri Jeswani, "the approach in the United States represents the teaching of art as a problem of space composition rather than one of object drawing with perspective, lights and shades....."

Besides, at the same time, the Department will also organise an Educational Exhibition with special reference to Indian as well as foreign journals. The Indian journals to be exhibited will represent all the parts of the country and almost all the Indian languages. The foreign journals will represent the countries..... U.S.A., U.S.S.R., U.K, Czechoslovakia, China, Japan, Italy, Germany and France etc. The important feature of the Exhibition will be the display of almost all the publications of Government of India, Ministry of Education, New Delhi. Those will be of immense use for the student, the teacher, the parent and the administrator.

