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Teaching the Use and Enjoyment of Books

Sat Paul Goyal, B. A., Dip. Lib. Sc. (Delhi), Chandigarh.

Half of knowledge is to know where to find that knowledge."

Students are not permitted to experiment in any science laboratory without suitable preliminary instructions in the use of apparatus and materials. Yet most students have learned too little about the most universal of all laboratories, "the library". This is a source of hindrance in proper use of books and kindred material. All students should be given thorough and systematic instruction in the use of books. They should be taught not only how to find books and other kindred material in the library, but also how to make the best use of them. Teacher-librarians in co-operation with other teachers should impart instruction on the use of books in the "library period" in the time-table. More on this point has been discussed in *The Educational Review of August, 1960*.

Instruction should include parts of books. It should be imparted to all students and a proper record maintained. The students should be trained in understanding the value and functions of the various parts of a book. This involves the communication of the following information :-

1. **JACKET**:-The 'jacket' not only protects the book and adds to its appearance, but it also supplies valuable information about the book. The 'jacket' has five parts :-the spine, the front and back which are on the outside, and the two

flaps by which the jacket is held on the book and which are therefore on the inside.

11. **Spine**:-The spine of books, of normal thickness, gives the short title, the short name of the author below it, and the publisher's device or name near the bottom. In the near future, when we will be having classifications in 'source', the class number (preferably colon number as it is the only analytico-synthetic scheme in the world) will be tooled above the publisher's device or his name. The order of information to the author's name below title and the publisher's name at the bottom should be noted, because it helps pupils to locate books easily.

12. **Front**:-The front of the 'jacket' gives the above-mentioned particulars in detail. It often has a portion which reveals the main theme of the book.

13. **Back**:-Generally, the back of the 'jacket' is used for advertisement purposes. Thus, a book on vocational guidance may have a list of other books on vocational guidance. Sometimes it is used for giving the list of other books by the same author. It can be annotated or unannotated; it all depends on the editor's and publisher's policy. But our pupils will be a little bit annoyed when they find that the jacket has been used for irrelevant purposes like advertisement of a soap or a cosmetic.

14. *Front-flap* :-The front flap gives reviews and other people's opinions about the book. At the bottom, the price of the book in India and foreign countries is found.

15. *Back-flap* :-Either the matter in the front-flap is continued on the back-flap, or it gives the life-sketch of the author in order to make the book more authoritative.

2. *Half-title page* :-This page gives the title of the book, and on the back a list of books by the same author, books on the same subject, books of the same series or publisher etc.

3. *Frontispiece* :-This is the full-page illustration facing the title page and has some relation with the subject of the book.

4. *The title page & its overflow* :-Dr. S. R. Ranganathan has been frequently and regularly making appeals to authors and library authorities for the standardisation of the title page and has succeeded in establishing the Indian standard for the title page and its overflow.

According to Dr. Ranganathan the present formula for the make-up of the title page is as follows :-

1. Title of the book
2. Name(s) of author(s)
3. Name(s) of collaborator(s), if any with appropriate words indicating the role of collaborator(s).
4. The publisher(s) device if any; and
5. Name of publisher, place of publication and year of publication. (The edition of the book also is given on the title page, unless one prefers to give it on the back of title page). The title page may also indicate the author's qualifications and status in life. The back of the title page will in future

give the call number (preferably CC), the entry element of the author, the number of times a book has been printed or reprinted, so on and so forth.

5. *DEDICATION* :-This is an expression of homage on the part of the author to another, and is of little importance to the reader because it has no educational value for pupils.

6. *PREFACE OR CONSPECTUS* :-This was sometimes earlier known as 'To the Reader'. It is an important part of the book and should not be ignored. Generally, the preface contains also the acknowledgment of the author. But recently, in some books, acknowledgment is separated from the preface, and is given an independent status and an exclusive page. There are two questions which the preface must answer :- (i) Is the subject matter suitable and desirable for young people? (ii) Will the subject matter tend to develop desirable attitudes and appreciation?

Unfortunately, the title page and its overflow have not yet begun to give all the data needed for deciding the subject of a book. Sometimes this leads to ridiculous mistakes and spoils book selection. The preface will reveal whether the book is biased towards any other subject also, e. g., Psychology for Doctors, Statistics for Engineers etc. This will give an idea about the book. The preface is useful, as it gives useful information which the title cannot give.

7. *FORWORD* :-This gives the assessment of the book by some well known authority on the subject.

8. *CONTENTS* :-This gives a summary of the subject of the book. Students should be familiarised with the structure of the table of contents.

9. (1) The importance of visual aids cannot be over emphasised. It is modern

practice that many important ideas are presented in graphs, diagrams or maps. It is, therefore, an advantage to learn how to interpret quickly and accurately the wealth of information concentrated in carefully prepared illustrative materials.

9. (2) *The Introduction* :—This is an important part of nearly every book. Here the author generally introduces you more directly to the subject-matter of the volume. He gives you an idea of his viewpoint. When reading the introduction, try to answer questions such as these. What are the chief assumptions in the introduction? To what extent are they justified? Reading the introduction helps us to decide the best way to use the book and how much we may expect to get out of it.

9. (3) *References and questions* :—These are the side remarks which would interpret the thought, if printed with the text. We should read all references and foot-not in the text-book. Instead of skimming such references, question their importance and note down the authors and titles of the books to which we are referred.

“*Ibid*” :—This means the “same” and refers you to the references immediately preceding. Dr. S. R. Ranganathan came across a student who was consulting the catalogue under “*ibid*”, because he found that there were many such references in his book under this. “*Cf*” :— This abbreviation refers the reader to another page of the same book. It means: consult the page referred to for further discussion of this or related topic.

Some books have references and cross references at the end of each chapter, or at the end of the book. We must note down the number of references, so as to enable us to consult that portion also.

Other marks and abbreviations used in books are as follows :

† Draws our attention to foot notes.

\$ Usually indicates section.

‘ff’ : Means ‘following’.

Viz. : Means ‘namely’.

Other abbreviations can be found out from any good English dictionary.

Without a proper knowledge of these references, we will not be able to get the most out of a book.

9. (4) *Appendix or Appendices* :— These often contain longer notes than foot notes. Supplemental materials of a statistical, explanatory, or informative nature e. g., working paper, list of participants etc., are given at the end of the book in appendices. We must read these carefully, because they are of great help and widen our knowledge of the subject concerned.

9. (5) *Glossary* :—Certain books give a list of all technical terms used in the book. When in doubt as regards the meaning of a term, we should consult the Glossary. If still in doubt, reference books on that subject should be consulted.

9. (6) *Bibliography* :—This suggests books and periodicals for further study and research on the same subject.

9. (7) *Index* :—The provision of an Index in a book saves the time of reader and facilitates its use and enjoyment. It makes it possible to find the needle in the haystack. As we read, we refer to the index to get more ideas about a point we are reading. One topic will suggest another. We should find out and criticize the author’s treatment of these topics. There are many types of indexes. The habit of consulting the index should be cultivated because it is disheartening to find that even post-graduate students find it difficult to consult an index, because the habit was not developed at the school stage.

The educational value of such training in the use and enjoyment of books is made clear by an educationist in the following words: "The pupil who is taught a few things that it is possible to teach him during his brief school age, but who is not taught how to discover and to find out the additional information he is bound to require as he goes through life, is sent out into the world only half-equipped".

— X —

A New Procedure in Adult Education

* U. A. ASRANI; M. A., Lucknow.

1. Adult Literacy

Literacy, though not absolutely necessary, is of course a very great help in educating adults. Hitherto considerable attention has been devoted to the choice of the method of introducing the adult to the alphabet and to the combination of letters to form words. Several schemes have been in vogue; the Laubach Scheme, the Awasthi Scheme, the Pathik Scheme, and the Mande Scheme. I personally do not attach very much importance to the choice of the scheme, if anything I would prefer the last-mentioned one, in spite of its being not very popular with the Governments these days.

I attach very much more importance to making the adult student feel deeply interested in the work placed before him. In this the personality of the teacher counts for a lot; and next to it the procedure that he employs for creating interest among his pupils. Mande's Scheme utilizes traditional songs of religious type; and these are likely to be very popular among illiterate persons, and will thus serve as a good start. That is my reason for preferring that scheme to others.

2. Needs of Illiterate Adults

The illiterate adult in our country is not seriously interested in literacy as

It is, therefore, desirable that provision of a library period is made in the school time table and planned instruction on the lines indicated above imparted to pupils on the use and enjoyment of books, or how to get the most out of a book, so that the pupil goes through life successfully and is sent into the world fully equipped.

such. We have therefore to search for those interests of his, in which illiteracy is likely to pinch him to some extent. To my mind these are:—(a) The desire to read religious books. (b) The desire to sign his name and to write letters. (c) The desire to write applications. (d) The desire to understand the methods of calculation used by the *bania*. (e) The desire to know the Law of Inheritance, Property, Land etc., and the law court technique. We must take advantage of these felt needs of his, and adapt our procedure and courses of study so as to cater for them as best as we can. Besides that, the course must be so graded as to give to the adult the satisfaction of quick acquisition, in the direction of the above-mentioned interests of his.

3. Not Classes; but Stages

Each stage must have targets in terms of the felt needs of the illiterate adult.

The First Stage must be of one week only. It should aim at a) Reading and writing one's own name and God's name—both shortened as far as possible to one or two syllables each: e.g., in Hindi, Ram, Khuda, Jesu, Guru etc. The student does not notice at this stage the vowels and consonants separately; he merely writes the words as wholes. (b) Counting up to 50. (c) Reading the clock.

* Sri Asrani is a retired Assistant Professor of the Banaras Hindu University, and an ex-Member of the U. P. Govt. Legislative Council. He has served on education committee of the U. P. For twenty-five years he carried on adult education and other social service work, as an extra-curricular activity with the help of University students.

(d) Singing some religious or national songs in chorus.

The Second Stage may be of four weeks, aiming at (a) Reading and writing of the alphabet, consonants and vowels. Any one of the above-mentioned Schemes may be followed, though for reasons given above, I would suggest the adoption of Mande's Scheme. First five lessons of the Primer. Writing the names of the Mohalla, Thana and the Post Office, within the circle of which the class is situated. (b) Writing figures upto 50. Writing weights and coins.

The Third Stage may be of ten weeks duration. (a) That should finish the First Primer, and enable the adult to write names of men, streets and places, and thus also the address on a postcard. (b) It should include in arithmetic, tables upto ten, and simple calculations of weights and prices, according to the formulae of the *banias*.

The Fourth Stage may be of four to six months. (a) It should have a Reader, specially prepared for adults, containing religious anecdotes, stories of national heroes, other interesting and humorous short stories, folk songs, pithy proverbs etc. (b) On the writing side, the adult should now be able to write a small simple letter. (c) On the arithmetical side, he should be able to calculate weights and prices, in more complex cases; he should remember tables upto twenty; he should be able to appreciate measurements in inches, feet, yards, acres and miles (or in the metric system, as soon as it becomes popular).

Further stages of six or more months' duration each, may similarly be chalked out, keeping in view the general principle outlined in (2) above. These higher stages should introduce him to extracts from the scriptures, to cheap homely medicines, recipes for industrial purposes, hints for agricultural improvements, lessons on hygiene, brief information about Revenue

rules, laws of inheritance etc. He should be able to do multiplication and division up to a few figures, and to calculate interest.

There is nothing sacred about the duration of various stages, except that the first one should be as short as possible. The duration of the successive stages should be adjusted, according to the nature of the students, and the time they are able to devote to their classes. I have myself carried two ladies, aged about seventy, through the first stage, in two days only. The durations given above are probably very liberal, and would cover even unfavourable conditions, with only one hour in the evening for both literacy as well as social education.

I have had a few more occasions for experimenting with these ideas of mine, as regards creating and maintaining interest in adult classes. Writing sacred names is an act of virtue particularly with old persons, though their own names do not so much interest them; hence the first stage is usually easy to cover. I tried the first two stages in classes of adult men and women separately in a refugee home for widows and destitutes. The success achieved there, encourages me to place my ideas before others for trial and experimentation.

The examinations at the end of the various stages should be only in terms of the felt needs of the adults. Literacy as well as social education should be, particularly for adults, practical in its nature, linked not merely with books but with life.

4. Social Education

Adult education is not mere literacy. In fact, Social Education, in all its varied aspects, should be the end, and literacy merely one of the means for it. Social education should be imparted not only along with literacy classes, but also through the medium of stories, kathas, songs etc. Prominent headlines from the

daily press may be read out and discussed. Variety functions, small one-act plays, excursions and *shram-dan* may be arranged on occasions. On fairs and festivals, educative as well as entertaining lectures, cinema films etc., may also be arranged for the general public.

Short duration camps may be organised, and instructions on the pattern of Bishop Grundtwig's Folk Schools of Denmark, may be attempted. Co-operation and team work should be inculcated in these Camps, and the importance of fair dealing, justice and honesty in a democracy should be emphasised. Experts on health, agriculture, animal husbandry, and handicrafts may be invited to give practical guidance and demonstrations to those campers who desire it. The aim should be to constitute gradually a small 'Loka Bharathi', or a 'Janatha Vidya Pith', as it has been recently called.

5. Psychology of Learning.

Very recently, Prof. Skinner of the Harvard University has, as a result of his researches on the psychology of learning, and his experiments on pigeons, rats and other animals, devised Teaching Machines for human beings also. His machines can teach all sorts of subjects; Algebra, Languages, Psychology, Spelling, Physics, Grammar, Reading etc. They are based on the principle of training (called 'Shaping' by Skinner) by short and easy steps, in the form of questions, for which the machines give prompt answers. The result is quick encouraging returns (called Reinforcements by Skinner) for the successful learner. "Children using the machines work hard, but they enjoy it." Students of Spelling finished nine weeks' work in three. "Fourth Grade students studying Arithmetic, that most hated of all elementary school subjects, like it so much, that some even want to work through recess". Experiments with delinquent children have also been encouraging. One delinquent boy, after working on the Algebra Machine, remarked:—"Just think, all

this time I am good at Algebra and I never knew it" (From the *Pioneer*—a recent Sunday Supplement)

It will be noticed that Prof. Skinner's principle, and his successful results are a very strong justification of the procedure outlined by me in (1), (2), and (3) above.

6. Literature.

It is necessary to provide constantly some interesting reading matter for neo-literate adults; so that they do not lapse into illiteracy again. Hence literature on all the aspects of social education mentioned in (4) above, besides that for ladies on Domestic Crafts, should be published in plain language by the Government, and it should be sold without profit. A manuscript Well-Paper, daily or bi-weekly should be published by every basic school. Besides important news and views, it should give the weather bulletin, agricultural information and the trend of market prices. A small public library and reading room should also be maintained by every basic school.

7. Economies Possible;

Any teacher of a basic school may run an adult literacy or social education class in the premises of the school, during evenings; and should be paid Rs. 1/- to Rs. 20/- per month for it, according to the quality of his work, as assessed by a special inspector of adult classes.

Adult education should be one of the recognised extra-curricular social service activities for students of all secondary schools, all colleges and all universities. Students of Swedish Universities have done this work as their extra-curricular contribution to national progress. They have established what they call a People's University. I have had myself about twentyfive years' experience of adult literacy and social education work, with the help of university students, under the auspices of the Sewak Mandal, Banaras

Hindu University; and I feel confident that our students can easily do the same here.

The Government should, of course, pay for black-boards, light, slates, pencils etc. in all adult classes. Primers and readers for adults should be sold at 50% of the cost, and should be given free

to poor and deserving adults. The State should also arrange for short-term training camps, during summer vacations, on methods of imparting education to adults; and only those who are found proficient, and also possess the requisite aptitude for handling adult pupils, as well as good character traits, should be given certificates.

Library Personnel in Ancient & Medieval India

BIMAL KUMAR DATTA, Librarian, Visva-Bharathy University, Santiniketan,

In ancient and medieval India the librarians enjoyed a very honourable position within the community, and they were paid equally with the teachers.

The Nagai inscription dated 1058 A. D. furnishes us with useful information regarding the status and pay of the librarians during the time of later Chalukyas. The Nagai educational institution was a residential college. It was equipped with a library run by six librarians. Besides the librarians there were six teachers for teaching the Vedas, Bhatta Darsana, Nyaya and Prabhakar. There were 252 residential students and the librarians probably in addition to their work were teaching. The inscription further states: "35 matter (of land).....to the expounder of Bhatta Darsana, 30 matter (of land) to the expounder of the Nyaya, 45 matter (of land) to the expounder of the Prabhakar, 30 matter (of land) to (each) librarian." From the above allocation of land towards the maintenance of the teachers and librarians of Nagai residential college, it is evidently clear that the librarians used to have equal status with the teaching staff and they were paid the same pay as were given to the teachers of Nyaya.

During the early Sultanate period, the kings used to maintain within their royal household a library or *kitabkhana* and the officer-in-charge was known as *Kitabdār*.

Sultan Jalauddin of the Khilji dynasty was a great patron of learning. He selected Amir Khusrav, a scholar and poet of reputation, as the librarian of the Imperial Library and keeper of the Quran. The post of the librarian was held in great respect, and Amir Khusrav was raised to the rank of peerage and was permitted to enjoy the privileges of a noble.

During the Mughal period, the Nazim was the highest officer of the library. Mulla Pir Muhammad and Shaikh Faizi in succession were the Nazims of Akbar's Imperial Library. Muktab Khan was the Nazim of Jahangir and all of them were very important persons within the court.

It is obvious that with the growth and development of this institution the need for different categories of staff was created. Regarding the different classes of staff and the nature of their work in the Mughal and post-Mughal day, the following information is given.

1. The Nazim was the chief officer of the library. Like the present day librarians of big public or university libraries, he was a man of scholarship and entrusted with administrative supervision.

2. The Darogha or Muhtamim was the next man in charge of internal administration and technical work. He was responsible for selection, classification and purchase.

3. The **Sahhaf** and **Warrag** were used to work under the direction of **Darogha** and their duty was to issue books, replace the books in their proper place after use and also to clear them.

4. **Musahhah**: They were in charge of correction and moderation of the MSS. When the MSS. were damaged by book-worms these moderators used to restore the pieces in proper way. It was necessary for this class to be scholars cum technicians. Otherwise it would have been difficult for them to replace the damaged portion of MSS. in a suitable way. In the library of Khan Khanan, Moulana Sufi was the **Musahhah**.

5. Besides these, there were the **Translators**.

6. **Katib** or the ordinary scribe who used to copy rare MSS.

7. **Khus Navis** or **Calligraphers**.

8. **Muqubila Navis** who used to verify the works of **Khatib** and **Khus Navis** after comparing them with the original texts.

9. **Binders**.

10. **Book-Illustrators**.

11. **Jidwal Saz** who used to draw the various types of margins on the papers.

12. **Clerks** for accession and

13. **Servants** for dusting and cleaning.

Indian Librarian.



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Foreign Students in Soviet Colleges

N. NARAZOV, Head of the Foreign Relations Dept., USSR Ministry of Higher & Specialised Secy. Edn.

Students from nearly fifty countries of the world are attending the higher educational establishments of the Soviet Union.

Most of the foreign students come to the U.S.S.R. to take a full course of training, while some for a shorter period, for one year, for instance. In accordance with the inter-government agreements, the Soviet Union exchanges students, for a period of one academic year, with the U.S., Britain, France, the F.R.G. and Sweden. Students from Iceland, the Congo, India and other countries come to the Soviet Union to take a full course of training.

Curricula and programmes are the same both for Soviet and foreign students. In addition to lectures and practical and laboratory work at the universities and colleges, foreign students undergo practical training in production (in the workshops, designing offices and at factories and plants) which lasts for a period of one-and-a-half or two years, depending on the student's speciality and inclination.

Besides theoretical education and practical training, the foreign students engage in research work in various students' scientific circles and societies, in laboratories and at enterprises. By drawing the foreign students into research work, the lecturers and instructors help them to develop their abilities and interest in such work. The educational system takes into account the individual possibilities of those having a bent for research. If a foreign student, who came to study in the Soviet Union, does not know Russian, he may, if he so wishes, during a certain period attend special courses, where teaching is conducted by experienced Russian teachers. Some of the foreign students come to the Soviet Union with a certain

knowledge of Russian, while most of them start learning Russian parallel with the other subjects.

The foreign students may perform freely their national and religious rites which are held in respect and protected by the law in the U.S.S.R.

Free Tuition

Tuition is free in the U.S.S.R. both for Soviet and foreign students, with all the expenses borne by the state. The departments of the universities and colleges place at their full and free disposal, well-equipped laboratories and experimental installations. They use free of charge text-books, archives and books from any library on a par with Soviet students. They receive also free medical treatment.

Foreign students are paid stipends which are quite sufficient for their expenses. They are thus enabled to devote themselves wholly to studies. Foreign students are entitled to stipends in accordance with the terms of special agreements between the Soviet government and the governments of the respective countries. The post-graduates receive, in addition to their stipends, a special allowance for buying scientific literature.

The exchange of students with the economically developed Western countries is carried out under a reciprocal arrangement. In other words the country which receives foreign students bears all the expenses involved in their education and training, while travel expenses are covered by the country which sent them. For the students from the Eastern and African countries the Soviet Government provides stipends at its own expense. Foreign students are entitled to these stipends only on the recommendation from the

governments of the respective countries. Some Soviet public non-governmental organisations (the AUCCTU, the Union of Soviet Societies of Friendship and Cultural Relations with Foreign Countries, the Committee of Soviet Youth Organisations and the Soviet Afro-Asian Solidarity Committee) provide stipends for foreign students out of their own budgets. Foreign students are entitled to these stipends on the recommendations of international or national non-governmental public organisations. And, finally, the Soviet Government provides stipends for the students of a number of countries through its contribution to the UNO or through the UNESCO. Stipends are also granted to the students of the countries covered by the UNESCO Economic Commission for the Far East. Despite these differences, all foreign students in the Soviet Union--be they from the U. S. or the Iraqi Republic, from India or Britain--enjoy equal stipends, free education and all other services and privileges on an equal basis.

Rest and Recreation Facilities

Those foreign students, who cannot afford to spend their summer vacations in their native countries, are provided with rest facilities in the U. S. S. R. Each student, in addition to his stipend, receives a special allowance which is sufficient to undertake a month's tour of the country, or to acquire an accommodation at a sanatorium or a rest home for the same period of time. The student societies of the universities organise tourist hikes to the picturesque spots and historical places for the foreign students, or arrange long cruises along the rivers. Every summer, the foreigners studying in Moscow and Leningrad make fascinating trips in comfortable motor boats along the Moskva River till the Upper Volga, and then down the river to the Caspian Sea, or via Stalingrad along the Volga-Don Canal to Rostov and back to Moscow. This summer foreign students travelled extensively through the Trans-

caucasian and Baltic Republics and the Ukraine.

Some of the foreign students asked for their summer vacations to be organised in such a way that they would be able to constantly associate with the Soviet people. Frankly speaking, we did not know how to organise this in a proper way, when the students themselves suggested a way out. They asked us to send them to work in some state farms or collective farms. We talked things over with the directors of two large wine-growing state farms--one in the Slavyansk District on the Kuban River and the other in Geienjik on the Black Sea coast. The directors willingly complied with this request and invited the students to come to them. The four-hour work every day in the vineyards and orchards proved exceptionally useful, and the rest in the picturesque corner of the Northern Caucasus during their leisure time--very pleasant.

How To Get A Stipend ?

How can a foreigner receive a stipend in a Soviet institution of higher learning?

If a foreigner, who wants to receive a Soviet stipend, lives in a country which has an inter-governmental agreement on the exchange of students with the U. S. S. R., he has to apply to the competent government organisation of his country. But it may happen that a country has no such agreement with the U. S. S. R., while there are many young people who want to study in the Soviet Union. This induces the respective governments to enter into negotiations with the U. S. S. R. on the exchange of students or the allocation of stipends at the expense of the Soviet Union. Such desires met with full sympathy and understanding on the part of the Soviet Union. To receive stipends from the Soviet non-governmental public organisations, it is necessary to apply to the appropriate national and international public organisations.

Meeting the desires of the young people from the trust and non-self-governing countries, the Soviet Government renders assistance in covering the travel expenses, to and back, of the students enrolled in the Soviet higher educational establish-

ments. The students from the independent but underdeveloped countries enjoy the right to travel back to their native countries after the completion of their studies in the U. S. S. R., at the expense of the Soviet Union.

Better Instruction in Schools

M. NAGASUBRAMANYA AYYAR, Papanasam.

The *Hindu* of the 14th November has many good suggestions both in its leader and in a special article by Mr. Sarpal Patra for the proper upbringing of the children. Neither the statement in the leader, "At present the emphasis in these institutions appears to be on teaching methods, it being taken for granted the students are otherwise competent," nor Mr. D. P. Kamarkar's statement in the special article, "A great deal is heard these days of investment and of capital. What better capital can we have and what better investment can we make than what we equip our children with?" is not a thing to be easily passed over. What I wish to bring home to the public and the authorities pointedly is set down below.

Selection of teachers : Considering the present trend in the educational standard generally, any care in the selection of teachers cannot be too much. S.S.L.C. eligibility for any aspirant to become a teacher should be the minimum qualification. At least, for some years to come, there should be a proper selection of teachers for training by means of a viva voce and a written test. The student must possess prescribed knowledge in spinning, weaving or any other craft as a prerequisite, for admission to training. Enough, if the knowledge in the mother tongue and in English, General Knowledge and Mathematics is of the V Form standard. The present syllabus of a seven years' course of elementary education is

exacting. With the introduction of English in Std. IV, justice cannot be done to the pupils, unless a teacher knows something of everything and everything of something.

Basic Schools : There is no harm in converting all non-Basic training schools to Basic ones even next year. It is absolutely necessary that there should be some overhauling in the mode of attention to community activities at school. By some clear cut arrangement, the students should be relieved of the present task of attending to mass production of meals, serving, cleaning and the like, foregoing instruction classes. Batches of students, say, 20 or so, may be made to attend to every thing relating to cooking etc. for four weeks during the course, the rest of the students having to be fed in the attached hostel. There is much of waste and loss of discipline, as things are and as everyone should know. Of the seven periods in the timetable, two will do for craft training. The school may very well aim at productivity and self-sufficiency, so far as the handicraft works are concerned, with the set of students to be selected. An adequate number of specimen Plans of Work grade-wise, even if they are not to continue giving place to Orientation Programmes now being adopted in non-Basic schools, may be prepared by knowing hands, printed and published for sale. As matters are, the students are left to themselves. The trainees should be given sufficient training in games and sports inclu-

ding 'asanas' and breathing exercises (Pranayamas). These should be tested among the pupils and marks assigned in the certificates. The system of giving multiple-choice questions at the Basic training schools and the correction of papers in the respective schools must be changed.

Teaching of English : As can be judged from the recent publication of the English Text for St. V, the subject has to be attended to more efficiently than ever before. The teaching of English by all and sundry is found to be impossible in practice. A departmental selection of teachers from among the secondary grade men aspiring to handle the subject must be made through a written test. The selected hands will do well to undergo the refresher course and to benefit by suitable documentary films to be prepared for the purpose.

School Working Days : More than anything, it is necessary that all schools—secondary and elementary—should work for 240 days in the year to have real scope for extra-curricular and extra-mural activities, correction of exercises at sight, and so on. The school will have to work on Saturdays too. Even then, they can have 42, 15 and 10 terminal holidays, besides about 60 days, for festivals and Sundays.

Public Examinations : There should be a common public test at the end of Std. IV for a convenient number of schools and a district-wise test at the end of Std. VII revised. These tests would be very useful to aim at progress, in every way, creating emulation and zeal among teachers.

Date of Birth : Within an year of the birth of a child, it should be made obligatory for the parent to get its date of birth certificate with relevant particulars at a nominal cost of 25 nP. This should be produced on admission to a school. The compulsory issue of the certificate would be highly useful in very many ways.

Teacher-Pupil Ratio : At present, the rule is that for every 36 pupils in attendance in a class, it shall be divided into two sections. Most of the schools have about 40 pupils in attendance, and bifurcation takes place. In big schools of three and four sections in a standard, unless an aided school, one having to depend on monthly attendance for grants, has a sure attendance of 106, it cannot have a fourth section. For an attendance of 100, it can have only 3 teachers. In such cases real work is found to be difficult with a number misfits owing to loose promotions. The ratio for bifurcation may be at 1 : 30, and for other stages it may fixed at 1 : 25.

...X...

Industrial Training in Britain

ERNEST ATKINSON, well-known parliamentary correspondent.

More than half-a-million young people will be coming out of the schools in Britain in the next three years. It is the time of the "bulge"—the years when the high birth-rate of the immediate post-war years produces its great mass of recruits for employment.

Government, employers, and trade

unions have a proper concern not only that there should be employment for these young people, but also that they should be properly trained for it, and that such skills in industry and commerce as they may be able to develop are not lost to the nation.

The House of Lords has lately devoted

a very profitable day to discussion of it and, incidentally, has demonstrated yet again how varied are the funds of knowledge on which it is able to draw.

Industrialists of marked public spirit, former trade-union leaders, bishops from industrial areas, and the Prime Minister's own personal adviser on industrial affairs all took part, and urged that the arrival of these newcomers on the industrial scene not only meant a responsibility but also offered an opportunity to the nation.

Most of them had taken part the previous day in a conference of the Industrial Training Council—a two-year-old body consisting of equal numbers of representatives of employers' organizations and of the Trades Union Council, assisted by representatives from the nationalized industries and the world of education—on the training of youth, whether by apprenticeship or by less formal arrangements.

“DAY RELEASES”

There was a time when ambitious young workers in industry and commerce picked up their training in the course of the day's work and at evening and lunch-hour classes. These classes, which were run by the public education authorities, cost the students very little in money, though much of their leisure.

Since those days it has been realized that it would be more efficient to allow young workers away from their factories and offices for a whole day in the week to study. By 1930 some 40,000 boys and girls had “day releases” for this kind of training.

But there is, clearly, a need for something more. The Industrial Training Council has committed itself to the view that all boys, whether apprenticed or not, should have one day a week away from their jobs at an educational establishment—and not necessarily, moreover, for vocational training—up to the age of 18.

The council believes that training for citizenship is as important as technical instruction, for it sees the danger that dead-end jobs may well increase with new techniques in industry.


It was the chairman of the Industrial Training Council, Lord McCorquodale of Newton, who initiated the debate in the House of Lords. He was followed by a wide range of authoritative speakers.

INDIVIDUAL FIRMS' RESPONSIBILITY

Lord Citrine, for example—he is a former general secretary of the Trade Union Congress—said that leaders of industry should accept responsibility for providing more and better training facilities quickly. He held up as an example the performances of the nationalized gas, water, and electricity industries, which are at present releasing for the weekly day of special education some 82 per cent of the young employees. The electricity industry, indeed, releases much nearer 100 per cent of its young people up to the age of 21.

Throughout the debate one could detect the feeling, not only among Opposition peers like Lord Citrine but also among Government supporters, that individual firms should accept the training of the young as a duty and undertake it voluntarily. Smaller firms, it was pointed out, could combine their efforts. Their main organization, the British Employers' Confederation, has, in fact, given a good lead in the matter.

As Lord Newton said, speaking for the Government: “The crux of the whole operation lies in the bridging of the gap between the acceptance nationally of industry's responsibility and, on the other hand, the voluntary action of individual firms through which alone that responsibility can be successfully discharged.”



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Edited by

T. S. Avinashilingam & K. Swaminathan

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Our Educational Diary

“ PEPYS ”

7-11-60. Under the caption “Free Primary Education”, *The Hindu* has discussed in a leader the problem of universal primary education. It attributes the slow progress in this direction to the parents’ unwillingness to send their girls to schools. It is suggested that the reasons may be three-fold: (i) a long road to school; (ii) the students and teachers are males; and (iii) the object is book-learning, which is not considered necessary for girls. It is, therefore, necessary to make the curriculum more practical, so that it might have a direct bearing on rural life and work. Women teachers are now only 17% of all teachers. This could be improved only, if accommodation is provided in rural areas. Again, the teachers have to be well-paid. Otherwise the profession may become the asylum of all unemployed persons of very average intellectual ability. On the question of multipurpose schools, the suggestion is made that it is better to start junior and senior technical schools than to convert ordinary schools into multipurpose ones. In the rural areas, these technical schools would teach the technique of agriculture, and in towns other forms of technical training. For girls, needle work, child-care, nursing and other similar courses could be given. The combining of academic studies and purely practical work in the same institution has not been proved to be a success.

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According to a cultural news item in the *German News Weekly* (5th November), the subjects for study in the 12th & 13th school years will be reduced to nine from ten, of which eight will be obligatory and one optional. The basic subjects will be German and Mathematics. In the academic schools, Greek and Latin will have to be studied, while in Ordinary schools, two modern languages, or one

modern language and physics. Another compulsory subject is something similar to social studies, including history and political education.

8-11-60. Sri Kamaraj has appealed to the teachers to improve the quality of education and to take an abiding interest in the pupils entrusted to their care. He said that free and compulsory education did not mean that the quality of education should be poor. Sri C. R. Pattabhiraman, M.P., said that elementary education must have a rural bias and that there should be stress on the dignity of labour.

12-11-60. Speaking in Coimbatore, the Education Minister said that the Government would introduce the Tamil medium in five more colleges from next year. He also said that English would be introduced from the fourth standard from the next year.

[*The Mail* recommends that English could be introduced from the first standard itself. This may not be feasible, because the child has to learn the regional language first. But there is no harm in introducing oral lessons in English from the first standard, while written work may be begun from the third standard. In olden days, English was taught from the 2nd standard].

1-11-60. The T. T. Devasthanams have decided to start a college in Delhi at a cost of twenty lakhs.

13-11-60. The Vice-Chancellors of all the South Indian Universities have expressed the view that it would be dangerous to change the medium of instruction in the universities at this stage without adequate safeguards. And

this change-over should be entirely voluntary. With a view to increase the age of admission into universities, it was recommended that the age of admission for the primary stage and the higher secondary stage should be five plus and twelve plus respectively.

14-11-60. Dr. Deshmukh has deplored the tendency of the State Governments to establish new universities without consulting the U. G. Commission, or after a formal intimation to that effect.

o o o

He also deplored the tendency of Universities to turn out *third division* M.A.'s, who are not wanted by anybody. He recommended that they might be permitted to sit again, so that they could improve their class.

[Better still, why not abolish third division in M.A. examination? For my part, I would recommend the abolition of third division in the P.U.C., B.A. & B.Sc. examinations as well. This will discourage the incompetent and unfit from rushing to colleges.]

18-11-60. The Madras Senate has approved of the triple benefit scheme of pension cum provident fund cum life insurance for university teachers.

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Dr. Deshmukh has pleaded for a sixteen year span for a student to get a degree and cites Japan as an example.

[Why this timidity in expanding the span of education? It would be ideal to extend the entire educational period to 17 years, five years for the primary course, 8 years for the secondary course and 4 years for higher education.]

19-11-60. Governor Giri has supported the idea of starting a university at Madurai.

22-11-60. The Governor of Gujarat has promulgated an ordinance making for the continuation of English as the medium of instruction and examination.

23-11-60. The U.G.C. has approved of the proposals of Jadavpur, and Vallabai universities for the establishment of university presses.

24-11-60. Governor Giri expressed himself against restricting admission to Universities to only a select few. He felt that the present system of examination was not a proper index of the students' intelligence. He recommended the American system of grading.

[I don't see much difference between these two methods. My suggestion is: raise the standards and don't restrict admissions.]

24-11-60. Dr. Keskar said in the Lok Sabha that the Government were evolving a scheme to give University education by post because of shortage of accommodation.

25-11-60. Sir Alexander Todd of the Cambridge University said that mass enrolment to universities was dangerous. He said that Universities should be restricted to the deserving few. Otherwise the high standard of University education would be destroyed, and it would prove disastrous to the nation. Universities were intended to produce 'real and top class people' who would in turn undertake the responsibilities of the nation. The matriculation examination was not necessarily correlated to University education. He recommended that passed matriculates should go to Junior Colleges (such as were found in America and Japan), and then decide their course of action. He stressed the need for more technical education. Bifurcation of students for specialised courses should take place after they attained the age of 18, by which time the students would attain some common background of both scientific subjects and

humanities, which was essential for everyone in his future career.

[But parents and students are in a mighty hurry to get to the end of

their education, and cash on it. It is this factor that militates against real and fruitful higher education for our boys].

Guidance and Counselling in the Schools

M. S. V. CHARI, Tindivanam.

For the last one decade and more, we have been hearing much about Guidance in schools. What is this Guidance business? Shorn of all the educational jargon in which it is often described, it is simply this. It means that in addition to the general education imparted in schools, teachers or an expert staff should engage themselves in advising the boys and their parents about the particular aptitudes found in them (the boys) and about the desirability of encouraging such aptitudes, so that the boys could benefit themselves and the nation without any feeling of frustration, which they cannot avoid, if they are to be imparted an education for which they are not fit, or for which they have no aptitude.

For many years to come, this very useful work in schools can only be talked about theoretically. We will not be able to achieve anything tangible in this direction. The reasons are many. First and foremost, this question of finance will be formidable. When we are not able to find funds even to make universal primary education free, it is too much to think of guidance work in schools.

Apart from finance, guidance work is not easy, and only a select few can be engaged in this kind of work. Such men should have a profound knowledge of psychology, theoretical and experimental. Again, they must have infinite patience and must not be in a hurry to come to quick conclusions. Guidance work involves a lot of patient and direct observation. This is not often possible, and

when conclusions have to be drawn on the observations of others, viz., teachers, parents etc., there is a greater need to be more cautious. Sometimes the behaviour of boys and girls may mislead us into wrong conclusions, as it is likely to change with age for good or bad. How long are we to observe the boy before we can draw conclusions? Again, the counsellors have to take into confidence the parents, who may not agree with the recommendations of the counsellors, either out of perversity or a desire to see their boys fixed in a profession or course of studies, which they, the parents, like, whether the boy is fit for it or not.

Guidance work involves also the assiduous encouragement of particular aptitudes. This often necessitates the setting up of work-laboratories of various kinds. This means tons of money, which in India is unthinkable.

By Guidance work, especially, Vocational Guidance is to work satisfactorily, the parents must have faith in such guidance and must act up with guidance. Otherwise, the whole guidance work would be a waste of time, energy and finance.

But Guidance will certainly help to maintain standards in schools. About this, there cannot be any doubt. Much of the lowered standards is due to the fact that there is not a sufficient variety of schools, where students of varying intellect could be admitted and their particular aptitudes encouraged.

Again, Guidance work requires a large army of psychological experts who can collect data from the teachers, observe the boys themselves, talk with them, consult their parents for additional information, their (parents') likes and dislikes and finally give them their considered advice. For this purpose, the B.Ed., and M.Ed. courses may include Guidance in their curriculum as a specialised subject covering Advanced Psychology, both theoretical and experimental. Students who have passed

with distinction in Psychology may also be very useful as counsellors in schools.

But all this will not only take time, but also will mean money. Meanwhile, we can make a beginning by appointing a counsellor—an M.A. in Psychology—in every school. By the bye, this measure will give an impetus to the study of this branch of knowledge, which is now thoroughly at a discount, though so useful in the assessment of intellectual worth.

Technical Terms in Indian Languages

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

The account of the first meeting of the Advisory Board for Scientific and Technical Terminology is rather sad reading. The Board recommends that:

(1) "In selecting or evolving equivalents for technical words in the Indian languages, efforts should be made to choose words which are common to as many of the regional languages as possible": and

(2) "The Indian form of international numerals be used."

The first is unrealistic and impossible. With regard to the second, what is meant by 'the Indian form of international numerals' is not clear. If it does not mean the Indo-Arabic numerals that are now in use in India, it must mean the Hindi numerals. If it is so, this recommendation is not only inconsistent with the first, but an extraordinarily unwise one. In the first, you advocate choosing technical words that are common to as many of the regional languages as possible, and at the same time you want to give up the numerals that are common to all the regions. This inconsistency, added to the fact that the change is wholly unnecessary, gives room for thinking that the North wants to dominate the South.

This is not conducive to that so much talked about unity that is necessary for the independence and welfare of India. This will act against the emotional integration of North and South that President Prasad so much desires.

With regard to Scientific and Technical terms, in the reference to the Advisory Board, it was stated that the terms should be acceptable to all the linguistic groups. I suppose it is to satisfy this direction, that it is recommended that the terms should be common to as many of the regional languages as possible. But this is an impossible proposition. Modern Science and Technology developed in India only as part of English education. Therefore, there are no scientific and technical terms in any of the Indian languages, much less any term common to all that could be made use of in modern education. Therefore, the most reasonable and practical thing and that which should be acceptable to all the linguistic groups is to use in *all cases* the English terms that we have learnt, and are using at present.

No real educationist would have any objection to this. If this is not stressed in Educational Conferences, it is more

because of political pressure and indifference than due to any contrary conviction. It was a great satisfaction to me to find that the Coimbatore District Headmasters' Association was bold enough to advocate the use of English terms in Science in the presence of the Education Minister who is spending money lavishly in coining Tamil equivalents to scientific terms.

Even among politicians there are not wanting men who can look at this matter in a disinterested manner. Sri K. Santhanam, in one of his speeches in 1958, is reported to have said that "it was now universally agreed that the medium of instruction should be in regional language throughout the educational course. The change-over of the medium in the University courses was going to be difficult; and it was wise to make the transition as easy and painless as possible. In this connection, it was supremely important that all the regional languages of India should have a common system of technical terms, symbols and formulae, and there should be no hesitation in taking them over as far as possible from English, as they were more or less international in character." I know that there are many other topranking politicians that hold the same view. I suppose it is party loyalty that prevents them from making it an object of public agitation. Even in law, a Minister is reported to have advocated the use of English terms.

When such is the case, why should the Government spend lakhs and lakhs of public money over coining Technical Words in regional languages? A false sense of prestige and purism in languages and ignorance of how languages are developed may be some of the reasons. Anyway, if the Government wants to make the regional language the medium of education in universities as they should, and if it is to be successful, i. e., if the

standard is not to be lowered thereby but improved, all committees and boards appointed to coin scientific terms in regional languages should be abolished forthwith. Teachers should be allowed to use the English terms, wherever possible from the lowest class. English terms are not more difficult to be learnt than the coined words in Tamil. In writing, transliteration followed by the English word under brackets should be used. Teachers would consult English text books and teach in the Indian language. Text books in Indian languages may at first be mere translations of English books. Original text books will come in due time.

This wholesale adoption of English terms, besides making the change-over of the medium of instruction easier, is advantageous in a number of other ways.

As the present-day teachers had learnt everything in English, the teaching both in schools and colleges will be less difficult and more efficient.

(2) Students need not learn one set of terms at the school and another at the college as they do at present.

(3) As we have agreed to the three languages formula, there will not be much difficulty in the interchange of teachers and students among Indian Universities.

(4) Study in foreign Universities and taking part in international scientific conferences will also become much easier.

(5) Above all, it will considerably lessen the tension between the different States in India.

Is it too much to expect all genuine educationists and statesmen to shake off their indifference and take up this question in a serious manner?

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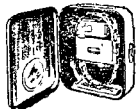
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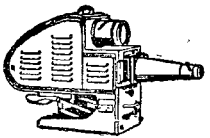
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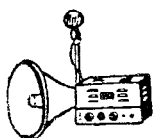
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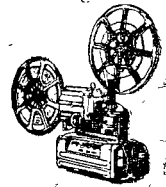
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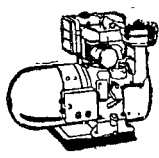
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I had heard about the great and versatile erudition of Prof. Rangacharya, but with this book before me I can see what a great man he was. As a scholar he has made the various sciences as well as humanistic subjects his own, and besides he was a philosopher and a religious leader. His commentary written in such effective English makes very impressive reading...I find it very refreshing as well as invigorating to the mind and the spirit.

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THE AMERICAN BOOK SHOP

The United States Information Service, in cooperation with the Publishers' Association of South India, the Madras Booksellers' Association and the Book Industry Council of South India, presented an exhibition of American books at the University Examination hall in the Marina, Madras, from December 7th to 14th. Displaying about 5,000 books, it was intended to indicate the "quality, range and variety of books currently published in the United States." To lovers of books in India, the high standard of American book production must have come as something of a revelation. Paper, printing, illustration, binding and get-up are of a quality beyond the capacity of most Indian printers and publishers. But the prices of the books are also beyond the capacity of Indian pockets to pay. Even paper-backs of 150 to 200 pages often cost well over Rs. 5 each.

The quality of the books on science and technology exhibited was high. Even American text-books on science show a fresh approach and seek to be interesting

and clear. Those on fine arts reproduced plates of exquisite beauty. From the point of view of Indian visitors, however, it was a disappointment to see American criticism of English literature very poorly represented. There were also few books showing the impact of Indian culture on American intellectuals. I saw a new edition of Ryder's translation of the *Panchatantra*, and another of his translations from Kalidasa. But of the magnificent Harvard Oriental Series none at all. I missed also books on Vivekananda and the Ramakrishna Mission, Lala Lajpat Rai, when in America, wrote some notable books, particularly 'England's Debt to India.' Perhaps it is out of print, but Indians may like to see even old editions of such books. Again, are there no books on Tagore published in America? In recent times we have heard of Christopher Isherwood, Aldous Huxley, John Van Druten, Tennessee Williams and Sugrue as among those studying Vedanta in America. What about any books of theirs, written as a result of these studies?

M. R. S.

LETTER TO THE EDITOR

Sir,

An impression has been created among many teachers that the universities will be deprived of their autonomy for the sake of better co-ordination and united effort. It may confidently be assumed that such deprivation of autonomy is not possible. A single body cannot govern all levels of education from the kindergarten to the end of the university. Even in the Soviet Union, the land of comprehensive planning, higher education and general education are under different ministries, while higher technological education is under the various ministries of production. Under the constitution of India, the co-ordination and determination of standards in institutions for higher education is a matter in the Union

list of States. The State jurisdiction over education including universities is limited by the above powers of the Union. A piece of legislation, at State level alone, cannot affect the universities. It is inconceivable that a piece of legislation covering all the universities and all lower educational institutions will be initiated in all the legislatures and the Parliament, to provide for such complete State control. Autonomy in the real sense of the term is enjoyed by the universities in Great Britain and other countries, and this has not been brought into question by the public or any body else there. No educational reform has as yet been effected, or introduced which calls for a review of the autonomous character of the University.

Paṣumalai,

R. Srinivasa Iyengar

EDITORIAL

Experts and Ministers.

In a recent speech at Trichy, Sri Sundaravadivelu, the D.P.I of Madras, raised an interesting question. While inaugurating a centre of English language teaching on December 7th, he attributed the neglect of English in Madras in the last decade to wrong advice given by educational experts in 1948 to Sri Avinashilingam, who, as Minister of Education, presided over the first re-organisation of our educational system after Independence. May we suggest that Sri Avinashilingam was not likely to have been moved by the opinions of experts, if they had not squared in with his own? We believe the responsibility in such matters to be the Minister's, both *de facto* and *de jure*. Sri Avinashilingam must have postponed the study of English to the first form more to advance the cause of Tamil than to follow the advice of so called experts, that English should not at all be taught in the elementary school. In his praiseworthy zeal for Tamil, he brought about a situation where the standard of English fell down alarmingly. This might not have been anticipated, but, even if it had been, political considerations might have induced the Government to take the risk. Recently at Delhi, Sri Avinashilingam deplored delay in changing over to the regional language as the medium of instruction in colleges. He declared that this would contribute to a fall in standards. It is not surprising that one holding such views should carry out a scheme of re-organisation relegating English to a back place.

Moreover, the so called experts do not work in a vacuum. They have to take note of the views of those in authority. The temptation is strong to support such views. But the reorganised scheme, blessed as it might have been by selected experts, certainly met with reasonable and authoritative criticism. If this was ignored, the failure of the scheme cannot be attri-

buted to those working in the field of education.

However, Sri Sundaravadivelu has done well to draw pointed attention to the responsibilities of all who are interested in education. It is their duty to offer sincere criticism and tender helpful advice, however unpalatable it might be to those in authority. They must not allow it to be said that they misguided or failed to warn in time those presiding over the destinies of education.

University and Autonomy.

In an evident thrust at the demands of the southern Vice-Chancellors who met recently at Madras, Sri Subramaniam wondered how it could be reasonable for one sector of education to claim an autonomy not enjoyed by others. The answer to this takes us to the very grass-roots of democracy. To put it briefly, Universities are the centres of studies at the highest level, which cannot flourish in an atmosphere of constraint. Control of Universities amounts to control of new ideas in sciences as well as humanities. And when this control is established, we may bid farewell to any dreams of India marching ahead on the road of democratic progress. And if it seems unfair that the Universities should enjoy academic freedom as a special favour, we would plead for relaxation of State control in other sectors also.

Crisis in Ceylon.

Nationalisation of schools is being carried out in Ceylon, in spite of the protests of minorities, particularly Roman Catholics. There is now a lull on account of the holidays declared at the time of the take-over, but the storm may burst early in January. Violence is not anticipated. Even if it should burst out, the State has ample resources to deal with it. But a very important democratic right

is at stake, the right of parents to educate children in schools of their own choice. One of the distinctions between a democratic and totalitarian State is that the former allows, while the latter prohibits private effort in education. A State having all the apparatus of democracy, but banning or discouraging private effort in education, may well be taking the first fatal step towards totalitarianism. For democracy means the absence not merely of the tyranny of a king or of an oligarchy, but also of the tyranny of the majority. Undoubtedly, the State has responsibilities in the matter of educa-

tion. But they can be best served by persuasion rather than by force, by direction and regulation of private effort instead of by its total abolition.

Greetings :

The REVIEW is completing its sixty-fifth year with this issue. We have great pleasure in wishing our friends and readers a happy new year, and we express the hope that they will continue to extend to us in the new year the same support and encouragement we have had from them so far.

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