

The Educational Review

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THE XXXII ALL INDIA EDUCATIONAL CONFERENCE

The 32nd All India Educational Conference met at a spacious *pandal* before the N. K. T. Kalamantap in the National Girls' High School, Triplicane, Madras from the 28th to the 31st of December 1957. It was attended by 3000 delegates from all over India.

THE EDUCATIONAL EXHIBITION

On the evening of the 27th, the Educational Exhibition organised in connection with the Conference at Lady Willingdon High School for Girls, Triplicane, was declared open by Srimati Tara Cherian, Mayor of Madras.

Mr. T. P. Srinivasavaradan, on behalf of the Reception Committee, welcoming the chief guest and the delegates, said the exhibition had been planned to point out the special features of Madras education.

Mr. K. T. Koshy explained the lay-out of the exhibition. The subjects on view included drawings and paintings by children, a section on diversified courses, Basic Education and child education, a few articles made by blind children and a section on the march of science.

Mrs. Cherian praised the efforts of the exhibition organisers. Such exhibitions, apart from their interesting and instructive aspects, also were necessary to show the people the progress they had made in educational spheres. Teaching plans

and methods could be modified by such deliberations.

Mrs. Cherian said planning, action, trial and error, wholesale adoption of teaching techniques and sometimes, adaptation of such techniques from foreign countries, were all necessary for educational progress. She referred to the institution of the M.Ed. course in the Madras University, and said that graduates should come forward with original and constructive ideas, which could be implemented.

The Mayor also suggested that cheap brushes and paints could be manufactured, so that thousands of poor children could be helped in bringing out their artistic talents.

She advised teachers to make school life interesting to students and thus give facilities for free play of their creative activities.

Professor Dewan Chand Sharma proposed a vote of thanks.

Among the exhibits those relating to child education materials presented by Sri S. Jagannadhan and those relating to the learning mathematics without tears organised by the Muthialpet High School, Madras, were note worthy. The pictures painted by the pupils of the Mettupalayam High School were good.

WELCOME ADDRESS

Sri C. Subramaniam, Minister of Education and Finance, Madras, welcomed the delegates on behalf of the Reception Committee. At the outset, he pointed out that Madras had a special relationship to the conference, for the very idea of this conference originated in the mind of a Madras educationist, Professor Seshadri. He then paid a tribute to the work done by successive conferences. "After perusing these proceedings," he observed, "I began to wonder why it became necessary in recent years for Commissions and Committees to go out and collect evidence."

Quoting elaborately from the presidential address delivered by Sir P. S. Sivaswamy Iyer at the Educational Conference held at Madras in 1929, he remarked that many of the defects then pointed out continued to flourish. He then proceeded to ask:

"What are we to infer from the continued persistence over a generation of disorders in the educational system for which the diagnosis and prescription have been available all along? Does it mean that the Governments of the country have been neglecting the educational system? Or does it mean that the entire teaching profession of the country is unequal to its tasks? Is the educational system suffering from some deep seated ailment which has become chronic and irremediable?"

Answering these questions, Mr. Subramaniam said he had no doubt that their educational system was basically sound. But it was being subjected to unprecedented strain. If popular demand had remained static, the various suggestions for improvement by experts from time to time would have been successfully adopted. But the mass awakening of the people had been so widespread and the pressure of their demand for expansion of facilities had been so strong that "it has proved to be impossible both to expand and improve

at the same time." A good deal of the criticism directed at the educational system also turned out on analysis to be a "misdirected protest against the employment situation."

Describing the rapid growth of education in Madras, during the last two decades, the Minister declared that the time had now come to be more systematic in dealing with educational expansion. "Wastage of every description has to be sought out and eradicated. At every stage of education we have to halt expenditure at its present level and then to look around and carefully scrutinise every proposal. The mere fact that a proposal is academically sound and desirable is not sufficient. We have to weigh the advantages against the cost involved and accept the proposal only if and in so far as it will fit into a cost-controlled plan with clearly defined targets and scheme of relative priorities.

"So far the progress of education has been a process of unplanned growth. Unplanned growth is too costly. We cannot afford it. Henceforward it has got to be a process of Planned Development, organised strictly on a cost-controlled basis."

Sri Subramaniam detailed the Madras scheme of reorganisation of education on such a basis. The Government of Madras have decided that so far as general school education is concerned, it should be reorganised in the manner advised by the Legislature Committee as an integrated 7-year course of elementary education, followed by four years of secondary education, this being divided into academic and diversified courses on the lines recommended by the Secondary Education Commission. It was further decided that this reorganisation should be effected over a period commencing next year and ending with the end of the Third Plan period. Concurrently with this reorganisation, a phased programme of expansion

was also to be undertaken on the basis of compulsory enrolment for the first five years of school education.

After explaining in detail how they, in Madras, proposed to organise cost-control of planned development of elementary and secondary education, Mr. Subramaniam said how helpful it would be if their policy and plan were to be part of an all India policy. While, under the Constitution, every State was free to decide these matters as it liked, under a system of national planning, it was in practice unavoidable that the fundamental basis should be on an all-India level. He hoped the Conference would succeed in crystallising the frame-work of an all-India Education Plan.

Finally, Mr. Subramaniam pleaded for similar planning in regard to higher education, properly relating it to prospects of employment and the best possible use of available institutional resources.



Sri P. V. Rajamannar Acting Governor of Madras, said that, speaking as a layman and not as an educational expert, he felt that any system of education devised for a State must be ultimately based on certain fundamental ideals. If the ideal was to produce technical experts who could be utilised for industrial projects, the emphasis should be on Sciences, particularly Applied Sciences, with stress on practical training. If, on the other hand, the ideal was the development of human personality in its manifold aspects, the study of the Humanities became absolutely essential.

There had been a great deal of uncertainty as to the ideal to be adopted for this country. India was wavering between two ideals—the ideal which ran like a thread throughout the ages of her history, and the ideal which had held sway in the West in countries like Europe and America. It was quite true that nothing could be constant in this world and mere conservation

without change would lead to stagnation, but mere change without conservation might lead to a passage from nothing to nothing and its final integration might yield a mere transient non-entity. A culture which attempted at an imitative make-up was bound to be blown away by the winds of time.

This wavering between ideals was due to the peculiar situation in which India found herself to-day. Though politically free, she was still economically not self-sufficient, and so he could very well understand the marked emphasis on Scientific and Technological education. But on that score he did not think there should be a neglect of the Humanities. India would certainly make use of the machine, but God forbid that India should ever place the machine before man. He said this, because he saw signs of an attitude of worship and exaltation of the machine. He hoped that he would not be described as unpatriotic or atavistic, if he sounded a note of warning. A warning appeared necessary when he witnessed the sorry spectacle that to-day faced the Western world where the machine had almost replaced man and where device after device which tended to depersonalisation and resulted in the emptiness and meaninglessness of man was paving the way for a total disintegration and degradation of the human personality.

In the matter of University Education, what struck him was the duplication of the courses which India could not afford in her present state of poverty. He therefore suggested that there should be an attempt at planning and co-operative effort in higher University education, particularly in the sphere of research. There could be specialisation in particular institutions.

On the much debated question of religious instruction in a secular State, the Governor suggested a practical way out of it satisfactory to all and complying with the constitutional provisions. Th_e

pupils might meditate in silence for a quarter of an hour or so, before the commencement of the regular classes every day. Dr. Tagore adopted the system in Santiniketan. Mr. Rajamannar had no doubt that this would exert a subtle influence on the pupils in the long run. Common prayers and songs having universal acceptance were not also ruled out.

Another suggestion which the Governor put forward for developing the spiritual content of students was that all the boys should participate in festivals pertaining to all religions, so that non-Christians might observe the Christmas with the Christian children and *vice versa* in relation to the Muslim and Hindu festivals. If this were done, communal strife would have no occasion to raise its ugly head.

Mr. Rajamannar concluded that the aim of education should be the development of human personality in all its aspects so as to "build well-rounded, whole human beings and not over specialised human beings."

Prsidential Address

Dr. C. D. Deshmukh, delivering the Presidential Address, at the outset explained that he would be expressing his personal views which would not in any way commit the University Grants Commission, much less the Government of India.

Referring to the resolutions passed at last year's Conference, Mr. Deshmukh said that it had not been possible for him to find out what action had been taken by the various authorities concerned, or whether indeed the Conference was informed in due course of the action taken by such authorities. He had no doubt that the views expressed by the teachers on all these matters were carefully taken into consideration.

Then Dr. Deshmukh adverted to "a very fundamental document which is re-

produced in AIFEA News issue of July 22, 1957, namely, 'The Teachers' Charter for India.' He said he was sure that all the matters therein mentioned would receive their due measure of attention at this Conference. These matters related to the honouring by teachers of their own accepted responsibilities and guaranteeing to them such of the rights claimed as were conceded after due consideration by the various authorities concerned.

Dr. Deshmukh then explained the powers and limitations of the University Grants Commission and referred to some of their policy decisions. Speaking of the provision in the University Grants Commission Act for the application of the Act to institutions for higher studies other than Universities which might be deemed to be a University for the purposes of the Act by declaration of the Central Government on the advice of the Commission, he said so far no regulations had been made in regard to such recognition, although a few institutions had been assisted by the Commission as if they were Universities, and a recommendation had been forwarded to the Central Government to declare an important institution for higher education to be deemed to be a University.

Explaining the basis on which the Commission gave financial assistance to Universities, he said the block grants needed for the maintenance of Central Universities were recorded as non-Plan expenditure. In regard to other Universities the Commission had to ensure that no grant made by it would form part of the ordinary maintenance expenditure during the Plan period. This condition, however, was liberally interpreted part of the salaries of teachers of new departments or additional teachers, as well as part of supplementary payments to teachers being regarded by the Commission as development and not as maintenance expenditure. In regard to the teachers in affiliated colleges, the offer of the University Grants Commission was made only recently. There

were only isolated cases of private managements having agreed to share 50 per cent of the supplementary payments, no State having so far come forward to make any part of this matching contribution. "It has even been suggested to the Commission that it should at least pay to the University concerned, say 50 or 80 per cent as the case may be, so that the teachers might at any rate be partially benefited. The Commission has not been able to accept this suggestion, for the obvious reason, that once they were to agree to such an arrangement, then for all time to come Universities and State Governments and private managements will regard themselves as completely absolved from any responsibility for meeting the cost of any improvement in the emoluments of their teachers. In the case of affiliated colleges for women, the Commission has, however, agreed to relax the conditions to the extent of advancing their share from 50 to 75 per cent."

While it was true that private managements had borne the lion's share of raising funds for higher education in this country, he said, it should be realised that not a little of their contribution in the past was indirectly at the cost of lowpaid teachers. But in recent years there was increasing regulation as to the scales of salaries payable to the teachers of affiliated colleges. "If the private managements are to continue to discharge their basic function, then they must provide economic overhead machinery for running the institutions and must continue to be charged with the responsibility of tapping sources of private charity and philanthropy. On balancing all these factors, private managements should, to my mind, undertake to raise at least 25 per cent of the matching contribution, leaving the other 25 per cent to be raised by the State in which the institution is situated."

So far as the States were concerned, many schemes involving matching contributions were added to the First Plan. These

faced the States with a choice between two evils, namely, rejecting a scheme for some improvement or development, or adding to their already onerous responsibilities. For understandable reasons nearly all the States chose the lesser of the two evils, i.e., endeavouring to raise additional funds somehow or other, and in a large number of cases, this endeavour simply reduced itself to adding to the deficit and thus indirectly transferring the burden to the Central Exchequer. In the Second Plan in the first place, such additional schemes are the exception rather than the rule, and secondly, under the recommendations of the Finance Commission, adequate additions have been made to the resources of the State Governments to enable them to meet at least that part of the expenditure which has been included under the Revenue head of their budgets. No State need now be in a position to turn down any scheme of matching contribution such as is involved in the proposals in regard to teachers' salaries for want of funds. The development expenditure of one Plan period becomes part of the non-Plan expenditure in the ensuing Plan period, and a quinquennial Finance Commission is expected to ensure that all States are placed in funds adequate to enable them to meet their legitimate non-Plan expenditure." It was his expectation that no retreat would be necessitated from the betterment in the emoluments of teachers achieved during the Plan period with the help of the University Grants Commission.

The general protest against the scaling down of the expenditure on Education in the Second Plan, Dr. Deshmukh felt, was unrealistic. The determination of priorities was an essential feature of any plan, in view of limited resources available. As it was, the Second Plan would strain the country's resources to the utmost. Educationists in general and teachers in particular might continue properly to point out the dangers involved in not making adequate provision for consolidation and extension of education at all stages. But

the onus lay on educationists of suggesting how the approved allocations made available could be put to the maximum possible use so as to secure an optimum improvement in the educational system of the country, if they were dissatisfied.

Against this background he considered the scales for University teachers recommended in last year's resolution in the University Education section as some what unrealistic.

Dr. Deshmukh referred to a survey conducted in America for the National Education Association by Dr. Hazel Davis and said even there teachers were not satisfied with their salaries.

The exercise by teachers of the right to earn supplementary income should be carefully regulated, perhaps without controversy, in view of the relevant provision in the teachers' charter under the heading "the rights." "I should like to draw the attention of this conference to the fact that in the South, as also in the parts of the West, the scales of teachers' salaries in the field best known to me, that of higher education, are markedly lower than in the North and the East, and that against the background of the limited funds that I have mentioned a while ago the best use of available funds would, all should agree, be to pull up these abnormally low scales rather than to improve the already better scales to the ideal levels mentioned in the relevant resolution."

That there had been an almost continuous deterioration in the standards of the profession and consequentially in the standards of education, seemed to be implicitly or explicitly admitted by most students of our educational system. "This deterioration is bound to accelerate into a widening spiral unless effective ameliorative measures are taken, backed by the necessary efforts to raise the required financial resources. In spite of the best efforts, financial resources will be limited, and it is not easy to determine where preferably improvements should take place. In my view, improvements must begin with

college and university teachers in combination with simultaneous other measures to improve the standards of higher education: amongst the other measures, while agreeing with the conclusions of the last conference that there should be no contraction of existing facilities and no throwing out of employment of teachers, all the available funds should be used for the consolidation of the educational system rather than for its expansion."

Dr. Deshmukh then referred to the tremendous wastage at various levels of our educational system. At the elementary stage the strength and attendance of children rapidly fell off with every higher standard. It was doubtful if this involved merely questions of quality or emoluments of the elementary teacher. It involved wider social problems, such as paucity of women teachers, and called for powerful enough efforts to bring about reorientation of the attitude of the population, especially in the rural areas.

Last year's resolutions under the women's education section had found support in the recommendations of the Educational Panel of the Planning Commission, and as a result, Government were about to appoint a committee to survey girls' and women's education in the elementary, secondary and adult stages and to report on whether the present system of education was helping them to lead a happier and more useful life. Among the specific recommendations made by a sub-committee appointed by the Panel to consider the problems relating to the education of girls and women were the following: (1) free accommodation for women teachers; (2) appointment of school mothers in rural areas; (3) award of stipends to women teachers for teacher training. (4) organisation of condensed course of general education and teacher training for adult women; (5) refresher courses for trained women teachers (6) award of stipends for classes VIII and IX, provided the recipients undertake to

Approved by the Textbook Committee, Madras, for Class Use for Forms V and VI and by the Board of Higher Secondary Education, Delhi, for High School Examination, 1957.

WREN & MARTIN'S
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Pages, 448.

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PUBLISHERS' NOTE

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

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

The book is divided into four parts dealing with (1) The Parts of Speech, (2) The Sentence, (3) Correct Usage, and (4) Written Composition. The aim of the Grammar portion, however, has throughout been practical, namely, to help the pupils to speak and write correct sentences in English within the limits of their controlled vocabulary. In the Composition section, the chapter on Comprehension is an entirely new one. Suitable passages have been selected from the writings of standard authors, and have, in many cases, been simplified and adapted to serve as a series of graded exercises in comprehension. A chapter on Translation has taken the place of the usual one on Paraphrasing; and the Essays now have a new look, as pupils are expected to write only about 200 words of continuous composition containing a description of scenes or people or a narration of incidents.

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

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take up teaching for the period of five years at least; (7) facilities to enable women to have the basic minimum qualifications of the 8th Standard or the vernacular final to make them eligible for further training as teachers; and (8) financial assistance to private institutions to extend their facilities for the education of adult women.

Referring to "fundamental education," Dr. Deshmukh said: 'It seems clear that the importance of education for citizenship is but dimly perceived by us. Such lack of perception stems from the failure to recognise the principle that the study of a subject cannot be interesting in the absence of some knowledge about its realities. Since such knowledge cannot possibly be acquired by adolescents of normal school or college-going age, it follows that education must be a continuing process for all citizens, especially through literature and history.' Raising the school age was no solution in such a situation. The real solution seemed to consist in purposeful extension and intensification of adult education.

During his intensive tours in the last 15 months, covering 32 Universities and many important educational centres, he had received disturbing reports about the quality and attitudes of teachers in Universities and Colleges, but these did not even build up to a reliable qualitative, much less a quantitative appraisal. "I have formed the belief that a percentage of teachers, perhaps significantly large, fail to inspire enthusiasm and hold the attention of pupils or to guide them by personal contacts. Some of the inability could no doubt be corrected by the provision of the necessary facilities and incentives, but part of it must be due to rectifiable apathy or lack of professional conscience."

As regards the load of work, he felt that in certain subjects e.g., languages, larger classes than 80 could be permitted, thus setting free the teachers' time for

tutorial or seminar work. Where special care was taken, as in some of the colleges with long-established reputation, to detect student weaknesses at the earliest stage, to give special tuition and attention by continuous teacher-pupil contact, the results were very creditable. He also said that responsible opinion in academic circles seemed agreed that credits for class or course work and regular attendance should form a significant part of final assessment, and that the present system of examinations must be modified urgently for better teaching and juster results.

In conclusion, Dr. Deshmukh made the following six points.

"1. There is a great deal of holier-than-thou orthodoxy or downright cant or sophistry in regard to basic education, not so much in regard to its theory as in regard to its practice. I know of instances of reckless conversion of schools, almost overnight, for attracting preferred Central Government grants. The principal difficulty, paucity of properly trained teachers, is nearly insurmountable. The integration, after suitable modification, of the old or the new elementary education adopted in a realistic spirit as their policy by the U. P. Government and the Madras Government commends itself to me as worthy of consideration elsewhere.

2. There is an urgent necessity of increasing residential accommodation, particularly in women's colleges.

3. Affiliations are granted to colleges far too easily by many Universities. I would recommend for emulation the regulations and practice of the Madras University in this respect.

4. Available funds should be used for consolidation rather than expansion and resultant continuous dilution of already weak standards. For years to come all the needs of the country can be met out of a college and university population of 800,000, provided the percentage of passes

is raised, genuinely and not by grace-marks, to 85 to 90 per cent as in the United Kingdom.

5. The number of holidays and vacations must be cut down to the bare minimum. We cannot afford to remain a nation of lotos-eaters.

6. Standards of accommodation in sections, classes and laboratories must be carefully fixed in accordance with academic considerations and strictly enforced. Professional conscience should not be drowned in political considerations, which are the proper sphere of politicians and State Governments."

(To be continued)

BOOKS

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THE EDUCATIONAL REVIEW

16, Sunkuvar Street, Triplicane, MADAS-5.

MAN'S POSITION IN NATURE *

By J. V. S.

Nature is the infinite universe with its thousands of stars and planets, including our sun and the earth in which we live, of which we are parts and about which we have got experience. Nature in its lowest stage is inorganic matter, in which the *Brahman*, out of which it proceeded, lies dormant. The vegetable kingdom is the next emergence in Nature, and *Brahman* manifests itself in this stage as life, which uses up matter for its own purpose. The next stage of development in Nature is the evolution of mind in the animal kingdom, in addition to life, as a further manifestation of *Brahman*. The highest manifestation of *Brahman* in Nature is man, as in him we have the emergence of reason and freewill, which the plants and the animals do not possess. With the coming of man in Nature, the progress of evolution due to pressure from outside stopped.

The process of evolution after the human stage was reached, was a development within the mind of man itself in successive stages. The human mind, which in its original state was *tamasic* and brutal, gradually developed into the *rajasic* state of developed desires, emotions and intelligence. But in exceptional cases, some individuals cultivated in themselves and induced others to cultivate the *sattva-guna* in the mind, developing the spiritual value of Truth, Goodness and Beauty in stages. They manifested in life the qualities of God and became God-like, because God is the perfection as well as the source of divine qualities in men.

We thus find that among the manifested beings man's position in Nature or universe is undoubtedly a peculiar one. He is like a double-edged sword, because he has got the qualities of inorganic matter and the vegetable kingdom on one side, and the potentialities of divinity such as Truth-

knowledge, Goodness and Beauty on the other side. When he develops the brutal qualities, he becomes extremely selfish, then one edge of the sword will be used in the wrong way and cuts asunder the world into dirty, horrible pieces and makes a havoc of it. But if, on the other hand, he develops the divine potentialities of Truth-knowledge, Goodness and Beauty in him, the other edge of the sword will mend the world, making it more and more pleasant, happy and ennobling. So man is both God- and devil misjoined.

As God he possesses the capacity to build a highly beautiful work of art out of the crude material that he finds in the beginning. But when he is urged by animal selfishness, he becomes madly violent and destroys the beautiful works of art built in the past. He reduces them once again to the condition of crude materials.

Every man can be educated to develop his potential divinity, to reduce by stages his brutal selfishness and increase the divine qualities of Truth, Goodness and Beauty, till he reaches perfection. When our ancient sages settled in the forests with their disciples to practise *yogic sadhanas* and attain unity with God, they found that they were in the midst of Nature, which was in a haphazard condition, mud and stones cast about in the wild forest full of horrible beings from lions and crocodiles down to disease-creating germs. They then planned to build up out of this pell-mell existence an ideal one and sincerely began to work it out patiently. We know through our old literature that they succeeded in their attempt and created an excellent atmosphere for men, animals and even for material things found around them. What a beautiful forest-life they led! It was peace, peace, peace everywhere! Even kings and their victorious

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commanders dared not enter their forest *asrams* with their armies. They left the armies and aloof went into the *asrams* as humble visitors. Even lions and lambs were said to have led a friendly life in the *asrams*.

What is the condition of human beings on the earth to-day? We are surely better than the cave-man. Our original ancestors were self-centred, ferocious and swayed by instinctive impulses. Even for their simple needs, they had to fight with the wild forces of Nature and cruel animals round about them. We have controlled Nature so as to satisfy our needs, driven the beasts to a safe distance and developed agriculture, industries and rearing of cattle. We have to our credit wonderful achievements in science which have resulted in our being the masters over air, sea and land. More than all, we have got partial experience of intellectual delight, emotional joy, moral contentment. We have achieved expansion of knowledge, education of the aesthetic faculty and reflection on the principles of ethics. Yet we are not now in a position to assert that we are highly civilised like the ancient *rishis* of Bharath. As embodied beings, we have conquered the external forces of Nature, but the *Atma* or soul,

we have not conquered. We have not controlled our internal forces of Nature, namely, the mind itself. We are swayed in our private life and public life, and in our dealings with society, by the wrong emotions of greed, anger, selfishness, false attachment, pomp, vanity, jealousy, fear and sorrow. Our education does not train our character, and so tact and diplomacy play a greater part in our life than truth and honesty. As the will of the individual is not trained to conquer his baser instincts, the governments fail to secure peace in their societies. Therefore class-conflicts, civil wars and international wars are frequent calamities. We fear only punishments of law, otherwise we are ready to promote our selfish interests by injuring the interests, peace and happiness of others. May we pray that men of all natures in the world will be educated to develop the divine qualities in them, exhibit the virtues of Truth, Goodness and Beauty in promoting their own happiness and the happiness of the members of their societies as well as that of all the human beings on earth, even that of animals! Then the ideal of the kingdom of heaven on earth will become a reality.

BHAKTHAN

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HIGHER EDUCATION IN SCOTLAND

: BY

Dr. L. Mukherjee, Lucknow.

Apparently it may seem that, having discussed the features of higher education in England and Wales, there is nothing more to study in Scotland. But there are certain fundamental differences between England and Scotland which should not be overlooked.

From the very beginning, the Scottish people acted as a community, while the English acted as individuals. Contrasted with the *laissez faire* policy of England, the Scottish people did not think education to be merely a concern of the parents, and felt that the doors of education should be open to those who had either the desire or the ability to derive its benefits to the maximum.

Perhaps, it is due to the fact that the movement of revival of learning and religious reformation was a mass movement in Scotland, while in England it was forced upon the population by the personal needs of the ruling monarch, Henry VIII.

Scotland had the good fortune of having a pioneer of the calibre of George Knox, who helped to create mass consciousness. The act passed by the Scottish Parliament in 1496 is perhaps the first compulsory education act recorded in history. Though it deals with elementary education, yet it proves the concern of the community as a body to provide education for the children.

SPECIAL FEATURES

This spirit was maintained when the move for higher education was started, and while the English pattern for higher education suited only the privileged few who were able to send their children to the public schools (of the English brand), Scottish universities were open to the rich and the poor alike.

So careful were the Scottish to guard this right to educate, that, fearing after amalgamation they would lose this, they made a special provision to safeguard their identity. Even today, Law, Education and Religion are the three departments, in which the English laws and procedure have no force in Scotland, and these are managed not by English ministers, but by a special minister called the Secretary of State for Scotland.

It is in this context that the writer who had the privilege of observing three out of four Scottish Universities (Edinburgh, St. Andrews and Glasgow) writes a separate chapter on the Scottish Universities.

Though not so old as Oxford and Cambridge, yet all the Scottish Universities are centuries older than any other English University. St. Andrews, the oldest Scottish University, was built in a university city under the 'Oxbridge' plan as early as in 1411. Glasgow was opened 35 years later. Aberdeen started functioning since 1485, and Edinburgh since 1583.

The very fact that poorly populated Scotland had as many as four universities, while England had only two till 1832, will speak for the Scottish concern for higher education. If a boy had abilities, no sacrifice was considered too great by the parents and no efforts considered too much by the community to provide opportunities for him to receive higher education.

HOLIDAYS

Except St. Andrews (which perhaps later atoned for the omission by opening a campus at Dundee), all other universities are in cities, where cheap lodging could be provided. The annual vacations are long enough for the student to secure

some employment or to help his parents, and consequently the terminal holidays are shorter.

The writer has a personal experience. Though English Universities give five or even six weeks holidays during Easter, the University of Edinburgh offers a much shorter vacation. This year (in 1957), as Easter fell in April, the University of Edinburgh was open on both Good Friday and Easter Monday.

The fees charged by the Universities are less, compared with those of English Universities. For the same post-graduate course in Education, London University charges 65 pounds, but Edinburgh and Glasgow charge only 31.10 pounds, less than half the amount.

It is not an accident therefore that except at U.S.A. and Switzerland, in no other country do we find a greater proportion of students receiving higher education than in Scotland. In 1955 the number of students receiving higher education in England was 63,068, but for Scotland having a tenth of the population of England the number of University students was 14,143.

ADMINISTRATION

Scottish universities follow a more or less unitary constitution. At the top, there is the supreme body known as the University Committee of the Privy Council, co-ordinating the functions and policies of all the four universities. In the case of each university, there is the University Court, which has full control of the administration. Teaching and discipline of each university are supervised by the *Senatus Academicus*, which consists of the Principal (the Scottish equivalent of English Vice-Chancellor or the American University President) and the professors.

Curriculum and other administrative arrangements are looked after by the General Council, which is presided over by the Chancellor (or in his absence by

the Principal), and includes members of the court, members of the teaching staff and representatives of the registered graduates.

The Chancellor is usually a high dignitary, who is not *ex officio*, but elected for life by the members of the General Council. The Principal performs the executive functions, but does not preside over the court. This function is delegated to the Lord Rector, who is elected for three years at a time by all matriculated students, a peculiar feature of the Scottish self-government plan.

All the Universities have Faculties of Arts, Science, Theology and Medicine. St. Andrews has also a Law Faculty. Edinburgh and Glasgow have Education Faculties or independent Education units. The other two have teachers' colleges attached to the Arts Faculties. The universities of Edinburgh and St. Andrews have faculties of Music, and Glasgow a special Faculty of Engineering.

The first degree in Arts is the Master's degree awarded after three years of study. In Science and Education a Bachelor's degree is awarded after two years. Unlike Oxford and Cambridge, more attention is paid to the university lectures; this is partly because the poorer Scottish universities cannot afford to organise an elaborate tutorial system as in Oxford and Cambridge. For the B.Ed. students, however, some study circles corresponding to the tutorials are organised at Edinburgh at least.

FINANCES

A large part of the university expense of 5,237,000 pounds. (Rs. 6.9 crores) incurred in 1954-55 was met by the Government grants which amounted to 3,951,000 (Rs. 5.2 crores). The contrast with India is perhaps glaring. The total population of India is ninety times as much as in Scotland, and yet we have spent only Rs. 21 crores or four times the amount that Scotland spent on higher education.

Which means, not to speak of rich countries, even in comparison with a rather poorly endowed country like Scotland, our expenditure *per capita* of the population has been one twenty-secondth part that of Scotland.

Besides the Government grants, the Scottish university student finds his education subsidised by philanthropic funds, the most important being that provided by the American millionaire of Scottish origin, Andrew Carnegie. About one-third of the university students of Scotland receive full or partial aid from the Carnegie Trust Fund.

Of the four universities, only St. Andrews has two campuses, one at Dundee at the other side of the Firth of Tay and the other at the small university town of St. Andrews at the mouth of the Firth of Forth. The town of St. Andrews has a picturesque site, and had there been no rival attraction for golf (it is a reputed centre for golf), it would have been an ideal study-centre, 'far from the madding crowds'.

It reminds one of Princeton in U.S.A. or Shantiniketan in our own country. The Edinburgh university is situated in the heart of the city like the Red Brick Universities, especially the Manchester University, or the Allahabad or Calcutta, Universities in India. The Glasgow University is a little bit detached from the town, situated on a high mound overlooking the Firth of Clyde, reminding one of the Minnesota University in U.S.A. (at Minneapolis) or the Delhi University new campus.

In writing about the Scottish Universities, the writer feels that perhaps many of their features can be copied in our country. We may, for instance, reduce our unnecessary mid-term and other casual holidays and give a longer vacation, thus assisting and encouraging our students to earn and pay for their education. Higher education is costly, but there are various ways in which a poor country can seek to provide it.

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Shalamar—Miniature Shantniketan of Kashmir.

By

Private Nath Razdan (Mahanori), Srinagar.

The famous Shalamar Gardens of Kashmir have been nurturing a peculiar type of high school in the neighbourhood for the last so many years. There may be nothing new in the school in the technical sense of the term, yet the spirit of marching with the times and harnessing the forces of Nature towards educating the future citizens permeates the whole atmosphere.

Cool breezes, blowing over the Shalamar fountains and filtered through its beautiful lawns and exuberant flower-beds, do not fail to pass on their fragrance to the school, which has been erected on one side of the Pratap Model Farm in open fields.

On entering the school premises and seeing the school at work in the open fields—for the class-rooms themselves are as open as they could be—one gets the irresistible impression that one is witnessing Poet Tagore's Shantniketan in miniature at work in Kashmir.

The school which started working in tents six or seven years ago (from the year 2008) has erected a simple, one-storeyed, eight-roomed building with Government as well as public aid in the best aesthetic surroundings of the peculiarly terraced Kashmir paddy fields.

Besides, other one-storeyed, simple, rural structures have been built to accommodate drawing and agricultural classes, and a separate headmaster's room with active public help and at no charge to the Government. These rooms have a special charm of their own. For, they command a calm rural atmosphere, are simple and yet artistically decorated with the cheapest Kashmir grass-mat-ceilings which are by no means inferior in this

respect to the famous interwoven wooden ceilings representing Kashmir art.

The school has built a nice little poultry farm of its own and includes agriculture, rural economics and rural industries in its programme of teaching along with other academic subjects.

There is also a nursery of plants, crops and horticulture in the school, and the boys are made to maintain records of the growth of plant life at different stages. How I wish the school authorities to introduce bee-keeping and honey-making in the school! The school surroundings are best suited for the purpose, and the project is a welcome one for rural life.

The school has organised itself on democratic lines and trains up its students for the purpose through the different student bodies as desired nowadays. A parental conference also seems to have been held in the school premises. This is a healthy sign for developing the good tone of a school in modern times.

This is not all. The school shows good University results, in spite of the difficulties which a rural high school has to face in India. Besides, the school has produced four Bulletins so far. One of these is a joint enterprise of the boys and teachers, an activity undertaken by very few schools in Kashmir.

One hundred and fifty boys of the school took part in the five-day camp at Phalgam last year.

The school has rightly had the honour of visits by prominent Indian and other visitors like Sri K. M. Munshi, Sri K. G. Saiydain, Sri Maulana A. K. Azad, Her Highness the Maharani of Indore, members of the Secondary Education Commission and others.

Slowly and steadily, the Shalamar M. P. High School is thus establishing its place successfully in the Kashmir educational field under the able guidance of its enlightened headmaster, Sri J. N. Raina, whose work has been further facilitated by the indefatigable efforts and the whole-hearted cooperation of a band of zealous workers.

The Director of Education, Mr. G. M. Mukhtar, the Inspector of Schools and the whole Education Dept. must needs be

congratulated not only on the establishment and nurturing of such a progressive institution in the State, but also on enhancing the prestige and honour of the teaching profession by giving them due representation in the running of such important items like the Government Exhibition, Flood Relief, the Independence Day celebrations and so on. It is gratifying to note that the teachers concerned prove true to their salt and show themselves worthy of the task.

A Get-Together of Educational Editors

BY Sri K. G. Warty, Belgaum.

At the kind invitation of the editors of *Educational Review* of Madras, it was possible for the editors of educational journals who happened to be in Madras at the time of the All India Educational Conference to come together and discuss many of their problems in an informal way at a tea-table. About eleven representatives of journals from Lucknow to Madras were entertained at tea at the Woodlands Hotel, Mount Road. Prof. Diwan Chand Sharma, M.P. and the President of the A.I.F.E.A., was also invited.

Improvement of the standard and get-up of educational journals and the financial side of the venture were the two important problems among many others that were discussed at length. As it was not possible to pay the writers of articles and obtain better reading material, it was suggested that the Ministry of Education should procure good articles and distribute them to the journals on the lines done by Unesco. It was explained in the meeting how Shri S. Natarajan brought together editors of educational journals at the last Conference in Jaipur and tried to establish an association of editors, and how later on the Ministry of Education of the Government of India successfully organised the first conference of educational editors at New Delhi and started an association of editors, which had also

arranged to secure articles from Unesco for the use of Indian journals.

It was also pointed out that the Central as well as the State Governments could help these journals by releasing advertisements about their publications; National Savings Schemes, railway concessions to teachers and pupils, the Five-year Plans, Handloom Industry and such other several items. They could also purchase copies of these journals for distribution among the officers and educational institutions managed by the Government. It was decided that a memorandum should be drawn up on the lines of these discussions and circulated to all officers and departments concerned.

Prof. Sharma observed that these editors were all brave men doing excellent service in the field of education and that he would do his best to get as much help and as many facilities from the Government as was possible for him. A suggestion was also made to President of the A.I.F.E.A., that some two hours should be set apart for the editors of educational journals to come together every year at the time of the All India Educational Conference. A hearty vote of thanks to the editors of the *Educational Review* for bringing the editors together terminated this happy function.

BASIC INSTITUTE AT DONGARGAON.

BY

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

“Basic Education” is the cry from every quarter of the country. It has been proved that Basic Education can be more effective in villages than in towns. As it imparts knowledge of utilitarian value, it is certainly more useful, specially for the villages. As such, the Government of Madhya Pradesh has converted the Normal Schools into Basic Training Schools as an experimental measure. The Dongargaon school is one of them.

It is a complete basic school conducted by the Government of Madhya Pradesh. The medium of instruction here is the

The institution trains teachers for basic schools. It leaves no stone unturned to train the teachers to take a leading part in community life. They receive useful knowledge of the crafts, which, in future, will be very helpful in solving the problem of their livelihood. More stress is laid on the quality of work and not on the quantity. They are given perfect freedom to learn by doing.

During past years, the institution has done some good service to the neighbouring villages through *shramdan* and *bhoodan*. The distribution of work



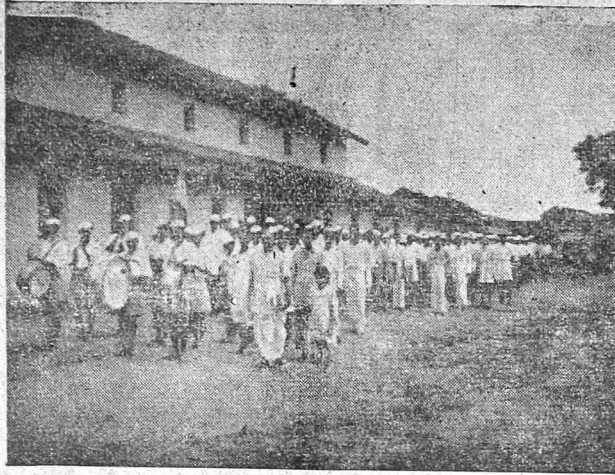
Suptd.—VISITING THE PATIENTS.

national language. The present enrolment of the Basic Institute is 150. The main basic craft of the Institute is agriculture, besides spinning, weaving and vegetable gardening. Its annual income from the sale of various products is said to be about Rs. 2000. For the present, it has not reached the stage of self-sufficiency, but the present superintendent, Shri N. P. Sharma, is confident of his efforts to achieve the same at the earliest. Students systematically participate in the community work. The photos given below depict some of the important activities of the institution.



Suptd.—CLEANING THE LATRINE.

among 150 students of different castes, types, ages, intellects and temperaments, is not an ordinary task. As regards the credit, it goes to the head of the institution and the comity of teachers and the system of education prevailing therein. The work is evenly distributed among students by a rotation system. There are different ministers in charge of different portfolios who point out



Students in a procession with their own band.

merits and demerits in every branch of work.

In short; the system under experiment there is proving a success. It gives practical

lessons in democracy, group activity and community work. If I say it is a Sevagram in miniature, it would not be an exaggeration. Except the 'Kuti' of 'Bapu' there is every thing present there.

OUR EDUCATIONAL DIARY

By

'PEPYS'

1-12-57. Sri C.D.Deshmukh disclosed in the course of his Poona University convocation address that the University Grants Commission proposed to establish an aid fund to help poor University students to prosecute their studies. A condition for the establishment of such a fund is that every student of the University should contribute atleast Re. 1 per annum to the fund. The commission will contribute a sum equal to the total sum contributed by the students subject to a maximum of Rs. 10,000. The University will administer the fund, and the students will be associated in such administration in a suitable manner. He said the commission had also approved of a scheme for the establishment of hobby workshops as an experimental scheme. This will be purely extra-curricular. Such activities

will include carpentry, painting dramatic music photography etc.

The general body meeting of the Trichi Dt. Teacher's Guild made the following suggestions regarding the draft syllabi: (i) The syllabus in Tamil was rather heavy and ought to be lightened (ii) Hindi and Sanskrit should be taught from earlier standards. (iii) The syllabus in Sanskrit was too elementary. (iv) The periods allotted for English were insufficient; the essay type of composition and learning of form grammar should be re-introduced; the syllabus for Standard V was too high (V) More periods ought to be allotted to Mathematics by accommodation Physical Education and citizenship-training in out-of-school hours (vi) Craft instructors must be appointed in elementary classes.

(vii) The pupil - teacher ratio should be 1:25 to ensure efficiency and individual attention.

x x x

Speaking in Baroda the President wished, in order to provide proper employment for the masses and make the country prosperous, to give a re-orientation to our educational system. We must have more polytechnical institutions in which not only efficient technicians but good citizens would be turned out. Students must be trained to be practical in life so as to enable them to produce results socially necessary. He also pleaded for providing proper educational facilities for girls so that they could be good housewives as also enlightened citizens of India.

x x x

The Kerala Government have taken over all the Elementary and High Schools run by the Malabar Dt. Board.

x x x

Dewan Anand Kumar has been appointed in the place of Dr. Zakir Hussain who has resigned from the University Grants Commission.

x x x

Speaking at Kozhikode the Kerala Law Minister suggested that some of our existing arts colleges could be converted into higher technical colleges. At any rate, instead of starting new Arts Colleges they could start only technical colleges.

[The suggestion is indeed a brilliant one.

Conversion of a few among existing arts colleges could be immediately undertaken, so that we could train technicians at a rapid pace.]

14-12-57. Speaking in Tiruchi, Dr. C. D. Deshmukh appreciated the good progress made in the sphere of higher education in the Madras State, where a number of institutions had sprung up and consequently there was no overcrowding, and maintenance of better standards was possible than in many other places in India. Referring to women's education he said that a central committee would be appointed to go into the whole question.

18-12-57. Presiding over the Inter-University Board meeting in Ceylon, Dr.

V. S. Krishna of the Andhra University stressed the need for retention of the English language which was so essential for the acquisition of advanced scientific knowledge. He also warned against too much specialisation and called for broad-based education which would expand the mental horizon of the specialist. He said the autonomy of the Universities was threatened, not so much by the state, as by the so-called public opinion which was ill-informed and the professional bodies such as in medicine, which practically dictated the courses of studies and the standards and left very little for the Universities to do.

x x x

Dr. Deshmukh, replying to the welcome address by the National College at Tiruchi, paid a handsome tribute to the neat contribution that private bodies had been making in the cause of higher education. He also said that he was firmly convinced that excellent results obtained by individual colleges were entirely due to the close personal attention paid by teachers. He was equally emphatic that University education was by no means a luxury, and it was sheer want of finance that stood in the way of further expansion of higher education. Referring to the improvement of standards, he stressed the need for significant improvements in the Higher Secondary stage. Standards could be raised if only teachers paid close attention to their students. In an appeal to the students he commended the three-year degree course as being better than the 4-year collegiate course and asked them to develop individual excellence, intellectually and morally.

22-12-57. The University Grants Commission has accepted the main recommendations of the English Committee headed by Pundit H. N. Kunzru. The following are its main recommendations: (1) The change-over from English to Indian languages should not be hastened, i.e., without making ample preparation for the teaching of the subjects in these languages. (2) Even after such a change,

English should continue to be studied by all University students. A proper foundation in English should be laid at the Secondary School stage. (iii) The methods of teaching English or a foreign language should be carefully examined. (iv) Emphasis should be laid on the attainment of proficiency in English in the case of people who desire to take to higher education. (v) The teaching of English may be given special attention in the three-year degree course. (vi) Where English is not the medium of instruction in the Universities, it should be studied as a second language. (vii) In teaching English, special techniques and aids like tape-recorders and linguaphones may be pressed into service.

25—12—57. The revised syllabi for standards I to VII has been published in the Fort St. George Gazette. The syllabi for standards I to III will be introduced in 1958-59 and others progressively year after year. The number of working days has been increased both for Elementary and Secondary schools. It is stated that the syllabi for I to III standards will be common to all schools, whether they are Higher Elementary or Middle Schools, and will replace the three separate courses, hitherto in vogue, for Lower Elementary, Higher Elementary and Middle Schools. The present seven-year course will comprise the entire course which had been taught in the eight-year course in Higher Elementary or Middle Schools. The mother-tongue or the regional language will be the medium of instruction and will be compulsory. English will be taught from the V standard compulsorily.

26—12—57. Sri V. Ramiah, Minister, declared open in Ramachandrapuram in Srivilliputtur Taluk the newly constructed block of houses for teachers in Board High Schools.

[This is the brightest piece of news that I have come across. If only other local bodies will pool their resources in constructing cheap houses for their teachers in villages and towns where they have their Schools, it

would help to create a good deal of peace of mind in the teachers, many of whom are living in uninhabitable places.]

NOTICE

Contributions: The Editor solicits contributions on all subjects of educational interest. Articles generally need not be made longer than 2000 to 2500 words. They should be legibly written, preferably typewritten, so as to permit the incorporation of editorial revisions and instructions to the press. Acceptance and publication of an article do not necessarily imply that the Editor endorses the views expressed therein. Stamps should accompany the manuscript, if the writer wishes it returned in case of non-acceptance. The Editor cannot in any case accept any responsibility for the return of any manuscript submitted.

Subscriptions: All remittances and communications on the subject should be addressed to the Publisher, No. 16, (Old 14.A), Sunkuwar Street, Triplicane, Madras-5. It is requested for facility of reference that the subscription number, printed on the wrapper, should be mentioned in all such communications. Subscribers will generally be informed of the expiry of their subscriptions well in advance of the date of such expiry, but it is requested that instructions for removal or discontinuance may be sent even in the absence of such notice. Subscriptions are strictly payable in advance.

Date of Publication: The *Review* is published on the 29th of every month. Subscribers who do not receive the *Review* in time are requested to notify the management immediately. It may not be always possible to supply the missing copies, if complaints are made months after the event; nor could any enquiry be conducted in the matter then.

Review of Books: The Editor will be glad to notice in the columns of the *Review* books of educational and general interest.

EDITORIAL

The 32nd Conference

An American writer points out that disarmament conferences tend to become tea-parties and treaties pleasant fictions. Similar judgments are often invited by the political, social and other meetings which go through an annual ritual of gathering together towards the end of the calendar year. The criticism is often made, and not unjustly, that there is more tumult and shouting, more entertainment and sightseeing than tangible work done at these conferences.

This applies as much to the educational conference as to others. Perhaps, the annual meetings of our educationists do not result in higher emoluments for themselves, nor in practical reforms in the educational system. This is not due, it must be admitted in fairness, to any ineptness in the resolutions passed. It is to be traced primarily to the Olympian aloofness of the policy-making authorities. Sri C. Subramaniam, in his Welcome Address at the 32nd All India Educational Conference, wondered why the Government should have found it necessary to appoint commissions and committees to collect evidence, when all necessary data were available in the proceedings of the Educational Conferences. The answer obviously is that the Government did not repose confidence in the findings of the Conferences.

It is, to say the least, doubtful whether the situation has altered after the attainment of Independence. Education somehow continues to be low down on the list of priorities, and the emoluments of teachers lower still thereon. We have therefore to estimate the work of the Conference against this background. Moreover, the Conference has not developed an adequately effective machinery to get its resolutions implemented. When Sri C. D. Deshmukh referred in his Presidential Address to the resolutions of the preceding Conference and tried to find

out what had happened to them, it was pointed out that he was making a new departure: he was the first President to have taken the resolutions of the previous year seriously and become interested in their fate.

However, this is not to deny that the annual conference has been of substantial use to teachers and to the cause of education. It brings together men and women belonging to several parts of the country and several grades of the profession. There is exchange of views. Survey of developments and discussions of problems take place. Views get crystallised, difficulties become clear and definite.

In this sense, the 32nd All India Educational Conference which met during the last week of December, 1957, has certainly been of the utmost service. In his Welcome Address, extracts from which are published elsewhere in the *Review*, Sri C. Subrahmanyam urged two points, which, coming as they do from a Minister of Education, betoken a healthy development in educational administration. One was the need for a cost-controlled plan in education, the other the desirability of an all-India pattern in educational advance. Naturally, he pointed to the Madras scheme of reforms as a worthy model to be adopted by the whole of India. But whether this proves universally acceptable or not, it certainly is high time to cry a halt to haphazard and whimsical reforms differing from State to State. Sri P. V. Rajamannar, the Acting Governor, in his brief, but thought-provoking, inaugural speech, laid his finger unerringly on the malaise in Indian education to-day—the dichotomy between our inherited ideals and the craze to become a pale, fifth-rate imitation of the West, and the deliberate movement away from religion and all that it stands for. Pleading for compulsory religious education of a kind, he showed that it need not prove impractical even in multi-religious India.

Sri C. D. Deshmukh, in his Presidential^o Address, naturally devoted some time to explaining the functions of the University Grants Commission and clearing away doubts thereon. It is good to be told that the States are no longer faced with the unpleasant choice, as in the First Plan period, of refusing grants or undertaking the responsibility of this additional expenditure after the Plan period. It is also good to learn that the Commission is interpreting in a liberal sense development expenditure, for which alone it can make grants. But his most valuable remarks came towards the end, almost by way of asides. He denounced the sanctimonious humbug about Basic Education, urged consolidation and improvement rather than expansion, and suggested that our Universities must get into a position where 85 to 90 per cent of the pupils might pass honestly and without the aid of extra-academic considerations.

Most of the work was done in the Sectional Conferences. There was some

complaint that some of these were not as well attended as they might be, but this did not affect the formal output of work. There was nothing outstanding about the resolutions, except perhaps for the one which roundly attacked nationalisation of text-books. It is unfortunate that a similar spirit was not forthcoming about the languages question, where prudence rather than wisdom appeared to have advised steering clear of stormy seas. Nor does it appear that any attempt was seriously made to clear the cant about Basic Education, as suggested by the President.

It is to be hoped however that, under the inspiring lead of Sri Deshmukh, concerted efforts will be put forth during the year to implement all the resolutions; and that it will not be long before the Conference gets representation on the Planning Commission.

Teachers' Constituency-Madras Legislative Council

(Two Seats)

The Rev. D. THAMBUSAMI, M.A., L.T., B.D.,
Principal & Correspondent.

The Kellett High School, Triplicane,
Madras, 26th Decr. 1957.

Dear /SirMadam;

I have been a teacher for well over thirty years, and I have been the Manager and Principal of a premier High School in the City of Madras for nearly twenty-five years. All along I have been associating myself actively with everything that has been in the best interests of the teaching profession through the Senate, the South India Teachers, Union, the Headmasters' Conference and the District Teachers' Guild. The S. I. T. U. Protection Fund gave me the privilege of being its President after the demise of Prof. M. S. Sabhesan. I have also been closely connected with the Board of Higher Education and the Christian Education Council. I was a member of the Alagappa Commission on Elementary Education, and

I have served on many responsible Committees in the cause of education.

As President of the Madras Teachers' Guild in 1942, I did my best to see that schools did not suffer loss in Government Grant on account of evacuation and fall in strength. I have been re-elected thrice to the Presidentship of the Madras Teachers' Guild; and in that Office, I have been striving for the cause of teachers and for the betterment of their salary, scales and service conditions. You can count on my continued interest in, and support for the teachers' cause in the higher spheres also. I shall feel very grateful if you will be pleased to support me by giving your first vote and persuade your colleagues also to do likewise.

Thanking you for your support,

Date of Polling :
3rd February 1958

I am, Yours sincerely,
(Sd.) D. THAMBUSAMI,
President, Madras Teachers' Guild.

BOOK REVIEWS

EDUCATION IN INDIA (1954—55)

Published by the Ministry of Education & Scientific Research, Government of India. Vol I Report. Pages 304 Price Rs. 575.

This is a report containing all the necessary information about education in India. It is very well prepared, containing a number of charts and tables it is a very useful book for any educationist.

Karmaveer Bhau Rao Patil by Anjilvel V. Mathew pp. 361. Price Rs. 8 Published by Rayat Shikshan Samstha, Satara.

This is a biography of a great man with an amazing ability for organization and leadership in Rural Education, but he was born in an ordinary family. Sri Patil is the founder of Rayat Shikshan Samstha of Satara. With state and public support it educates 30,000 pupils, maintains 162 Primary Schools in Maharashtra, 24 full Grade High Schools, 44 Middle Schools, 11 Cosmopolitan Boarding Houses, 6 Primary Training Colleges, 2 Arts Colleges and one Teachers' College (B.T.) at Satara. The budget for 1956-57 was 24 lakhs of Rupees.

Sri Patil is a person of such indomitable energy, initiative and courage that his name is one which is worthy of being conjured up. His life is a beaconlight of hope and encouragement to other Indians, who must be grateful to Dr Anjilvel V. Mathew for having brought out this useful biography.

Dr. Mathew has a long experience as a teacher and even as a Principal of a Teacher's College. He could have made the book shorter and more attractive by avoiding all controversial matters. Teachers are not expected to be either politicians or propagandists. Shri Bhau Rao is a social reformer, and Hindu society still exists on account of a number of reforms introduced in it since the Vedic period. A social reformer cannot be communal and to give a Brahmin-Non-Brahmin tinge to his great work is rather unfortunate. Take this sentence, for

instance "...Many of them (non-Brahmins) did not find the atmosphere in these Brahmin schools congenial" (page 26)

Bhaurao was one day bitten by a snake. He took neem-juice, walked round the temple of Bhairav and got cured. "In spite of their differences in religion, the Jains in emergencies pray to Hindu Gods. Similar is the case with Hindus also, who not rarely make pilgrimages to the shrines of even Christian and Muslim men and women of repute" (page 42). The author is not impartial in his statement, when we have the monumental example of Ranganatha's shrine in Tippu's fort at Seringapatam.

Certain Hindu customs are criticised like shaving before meals. The Hindus observe the healthy practice of bathing after a shave, and a bath after a meal is unhygienic. This rule is observed for the sake of personal cleanliness, and I am sorry that the author has not cared to learn this simple thing, in spite his being an Indian.

By dilating upon such controversial points, the book has been made bigger than it ought to be. The material is good, and an able author would have constructed a more attractive edifice of which all the different communities in India could have been more proud.

Incidentally, the noble example of a Brahmin teacher, Mr. Bhargava Rao, who refused to comply with the request of his employer, the Maharajah of Kolhapur, to give more marks to a student is also mentioned.

His father's remark that Bhaurao knows only to eat at a dinner party seems to have awakened his sense of self-respect and made him a new man. That was the turning point in his life.

The statement, "...Chiplunkar was irritated as Jyotirao Phule was a friend of Christian missionaries..." (page 108), has no place in a book of the kind, unless the author wanted to introduce a Christian

bias in his book. There are other statements of which are not quite patriotic like the one "Phule was not sorry that the Indian Mutiny of 1857 was unsuccessful." (page 109). This is strange when we remember that the leaders in the War of Independence were patriotic Marathas.

In spite of what the author elaborates on the Brahmin-Non-Brahmin controversy, the main actors on the scene evidently had a different outlook, as is indicated by the appointment of Mr.

Dixit, a Brahmin, as the first head of the Silver Jubilee Training College founded by Bhaurao.

Social reform has no caste and communal barriers. It is really a pity that all accounts of reforms and reformers do not rise to the sublime heights of universal love, as the Hindus, Christians Moslems and even the aborigines are all God's children and God can never be partial.

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LETTER TO EDITOR

MID DAY MEALS TO SCHOOL CHILDREN

Sir,

The Government are taking earnest steps in inducing the public and the elementary schools to provide meals to poor children by helping them with grant of 4 to 6 n.p. per pupil fed per day. It is understood that in about 3000 places the supply is taking place already. It is no exaggeration to say that more two thirds of the pupils belong to the poor income-group in any institution. Taking the Papanasam Panchayat Board area having about 1500 children in elementary schools, a beginning has been made to feed thirty children—a very insignificant number, considering the general poverty of over 1000 children in the area. What is said here must equally be so in other places also in the entire State. Even institutions with funds do not come forward to attend to feeding an adequate number of children. Besides pooling of help from the general public which is not appreciable in these days of a 40-60 proportion in the sharing of the agricultural income, besides other reasons, such of the parents as may be willing to contribute 5 n.p. per pupil per day voluntarily may be had as donors. This sum, with the Government grant and help from the public and the school jointly or otherwise, would easily enable the school to feed an appreciable number of children. A close reading of the G.O. on the subject does not seem to preclude the parent or a relation of a boy from

subscribing something towards feeding, as everything is brought to account. A meal in the house would cost 16 n.p. The pupil having to pay 5 n.p. would still be benefited. This policy of self-help involved in the procedure would in a way act as a deterrent against any possible abuse in the doling of food. In these days of chances of wasteful expenditure in toilets, eatables and shows even by the really poor and the needy, a voluntary contribution of 5 n.p. per meal will not be a matter to be questioned. I wish this may be thought over and clarified.

Most of the single-teacher schools having about 60 pupils on rolls in 4 or 5 standards are unable to have an additional teacher as the average attendance does not exceed 40. To do justice to 30 pupils even in 4 standards, by a single teacher, is impossible, and it would be a waste. Clear and calm thinking without any bias would lead one to the only possible conclusion, that a three-hour schooling would quite do in the first three standards or two to benefit both the Government and the governed. The question of the supply of mid-day meals to such pupils would not arise. The teacher-pupil ratio which was till now as 1:20 in over-all attendance in aided schools, may be had as 1:25 at the utmost in all categories of elementary schools.

M. Nagasubramanya Ayyar,
Papanasam.