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## COST-CONTROLLED BASIS OF EDUCATION

By

M, NAGASUBRAMANIA IYER, Papanasam.

The Education Minister of the Madras State and Mr. C. D. Deshmukh, in speaking at Madras recently about the rise in strength in schools and of expenditure side by side, are aware of the deterioration in the standards of teaching profession and consequently in the standard of education mainly attributable to the unattractive pay and emoluments to the teachers. It is a fact that comprehensive planning is needed to have the maximum outturn for a wise and minimum expenditure with no room for waste. At the first meeting of the All India Council for Elementary Education held recently, Dr. Shrimali has said that it is a depressing thought that, while the children in the rest of the world would be enjoying the blessings of the second industrial revolution, our children should continue to remain in ignorance and poverty and be doomed to follow a sub-human existence. To have a brighter future, we want money. Dr. K. G. Saiyidain also says that, if a nation wanted good adequate education, it must be prepared to pay for it. I venture to suggest these for the improvement of Elementary Education.

### TEACHERS' TRAINING

To attend to the fundamental education of the citizens of the country, good types

of teachers are necessary. Now that Basic Education has come to stay, Basic Training Schools should work with zest and regularity, closely following the curriculum and the monthwise course of study with no room for slackness. To make the training course itself more effective and popular, proper selection of candidates for training is necessary. Among all subjects in the training course, spinning and weaving play a predominant part, though with inefficient outturn and poor utility. This is attributable to the fact that the candidates begin to learn the art only after joining the course. I would suggest that, in the selection of candidates for training, steps should be taken to draft only such hands as come out successful in (1) a test in *takli* and *charka* spinning at a specified speed; (2) a *viva voce* test and (3) a written test lasting one hour and a half in a paper on two languages, general knowledge and mathematics in a simple way. The minimum qualification for a teacher may be fixed as S. S. L. C. eligible, in both sexes. The period of training itself may be safely reduced to one year. There should be enough provision in training schools to see that each of the trainees produces articles worth two annas a day on an average in the handicrafts. Among others, 'Ambar Charkas'

too may find a place. Each of the trainees after the training may be made to undergo a special course for three to six months in one of the various crafts now started or yet to be started. This would greatly help in the improvement of Basic Education on the Gandhian principle. The monthly stipend of Rs. 18 should be raised to Rs. 36. As matters are, the trainees, mostly due to poverty, manage to save something out of the stipend, foregoing some necessities such as ghee, curd and so on. Would this conduce to the health of the teachers? Community works, arranged for practice in training schools, are really good, but the work of cooking and cleaning of vessels on a mass scale cannot serve any useful purpose. As a test, of course, a batch of twenty trainees may be entrusted with the two kinds of work for a fortnight among themselves, so that in the course of the year each one will have training in that art also. Mass preparation of meals foregoing the class-work is to be deprecated.

### STRENGTH OF CLASSES

Hitherto the teacher-pupil ratio in aided schools was 1 : 20. That is, for an over all attendance of 200 pupils, with some other considerations, 10 teachers may be allowed. As the revised tentative order stands, a school can have 10 teachers for an attendance of 350 pupils. The new rule cannot but affect a great many growing schools, though schools that worked with poor strength and attendance formerly—as in the case of District Board Schools rather than aided schools—may continue to have a larger number of teachers with poor attendance. It is not uncommon to find that for a roll of about 150 pupils in Board Schools more than half a dozen teachers are working. How is this? With due regard to cost-control, I would suggest that Standards I and II may forthwith be allowed to work for one session of three hours only. Even with the adoption of the new syllabus, such a step would be of great help in running single-teacher or double-teacher schools with efficiency

and discipline. The teacher-pupil ratio can at the most be 1 : 25, and this will do justice to all.

### EXAMINATIONS

To ensure efficiency and improvement in the day-to-day work in schools, a scheme of comparative examination for a small group of schools in the three R's and General Knowledge at the end of the 3rd year and the 5th year course, and a District-wise public examination at the end of the 7th year course is suggested. A panel of examiners may be fixed by the Inspecting Officer of the range. Promotions are to be made on the basis of the results.

### ADULT EDUCATION

The "Each one teach one" policy really sounds well, and it would work well also, if there is a stimulus financially to the actual worker. First, a correct list of illiterate persons from 8 to 25 or 30 years may be taken village-wise and notified in the *Gazette*. The minimum requirements to consider one literate and the guidance for doing it by the prescription of a curriculum may be fixed by Government. A panel of examiners of both sexes may be had for each range under the guidance and control of the Deputy Inspector. The list of centres with dates of examination may be had to suit the conditions then and there. Persons desirous of sending students for the examination may have their names registered beforehand to be renewed year after year by the Deputy Inspector. The minimum qualification may be a pass in the E. S. L. C. or the III Form. A sum of Rs. 5/- or so, as a grant to the teacher per candidate passed in the test, would act as an incentive to promote literacy. The names of successful candidates with previous reference to the original list may be published in the *Gazette* to avoid abuses. The examiner may be paid an honorarium for his work. By this arrangement, there would be every possibility of obliterating illiteracy at a minimum cost.

## SCHOOL MANAGEMENT

There has been a general tendency to nationalise Elementary Schools. At present, the private agencies are managing a majority of the schools. In spite of some drawbacks, they form the bulwark of Elementary Education, working with maximum efficiency at minimum expense to the State. Black sheep there are in any kind of management in some way or other. In the opinion of the late Rt. Hon'ble V. S. Srinivasa Sastry, free and compulsory Elementary Education must be accepted by the State. I must say that the teachers under aided agencies are already paid by the Government, and it is in a way State-owned. In spite of any possible vagaries here and there, Aided Schools are more efficient for the simple reason that there is control on the spot. In addition to liberalising the maintenance grant, an extra sum, say 5% of the scale grant, may be paid as honoraria to the management for running the school. A school under private management, whether managed by a person or a committee, may be asked to deposit 2 months' scale grant as caution money for good management. To leave the present District Board Schools to the Panchayats and Panchayat Unions, and to entrust the supervision of schools under other managements under them would spell disaster. In the words of an educationist, "Teachers should not be thrown to the wolves of village power-hunters, whose oppression it is more difficult to resist than that of the wielders of authority in wider spheres. Educational institutions should not be dragged into the mire of faction and intrigue, and they should be kept as sacred as possible." The jurisdiction of a District Educational Officer may be considered as the Educational District, and *ad hoc* educational bodies may be separately constituted with supervisory and advisory control only over all schools. As for the District Board Schools, the administrative side will naturally have to be entrusted to the concerned Panchayats and Panchayat Unions, if not as State-owned schools. As and when

aided agencies come forward to take up the schools, there should be easy facilities for transfer of managements. With a liberalised grant to Aided Schools, as suggested, sooner or later the Aided Schools would supplant the present Board Schools. Schools that could not be taken over by private bodies may be directly managed by the State. To think of having the entire schools "State-owned" side by side with cost-control would not be a practicable proposition with beneficial results.

## FUNCTIONING OF SCHOOLS

Most of the Elementary Schools are not in the know or possession of important departmental orders and G.O's. Such proceedings are said to be read at the monthly Teachers' Association meetings. There is variation in the manner of furnishing even monthly returns and periodical statements from range to range, to suit the whims of the Deputy Inspectors. The issue of a printed bulletin bilingually every month at the Divisional Inspector's level will be highly beneficial to all concerned. Any note-worthy feature, good or bad, regarding the working of schools to attract the attention of the managements, teachers and the public, besides statistical figures and educational points, may find a place in the bulletin. A nominal price may be fixed for the issue of the same. This reform would greatly minimise the scriptory work in offices and schools.

## REFRESHER COURSES FOR TEACHERS

It is necessary to arrange for refresher courses for batches of teachers in the various subjects periodically. This should be done according to a pre-arranged plan with a prepared printed gist of the points to be dealt with. There has been a long-standing procedure to have about six Teachers' Associations in every range under Departmental control. Monthly meetings are held. Besides the reading of

proceedings and circulars, model lessons, lectures on educational topics etc., by teachers are programmed. It very often happens that only select teachers, not even a tenth on the roll, participate in such activities. This should not be. For giving lectures and model lessons teachers may be chosen by the casting of lots in an easy way. The first three chosen may be made to talk, to be followed, of course, by supplementary speakers. This procedure would enable the teachers to be more alert

and better informed, and this would in a way improve their outlook.

### FINDING THE WHEREWITHAL

Apart from finding out funds by education cess, contributions and so on, the required finance for the improvement of elementary education may be got by the institution of raffles by the individual State governments as often as possible.

## BOOKS

Lectures (in English) on The Bhagavadgita, Vol.-1 by Professor M. Rangacharya, M.A.	...	15	0	0
Book keeping and Accounts by Late S. Vaidyanatha Iyer	...	5	15	0
A Text Book of Typewriting by the same author. Revised by P. R. Pisharody, D. Com.	...	5	15	0
Commercial Correspondence by T. V. Subramania Ayyar	...	3	8	0
History of India Part I By C. S.S. & M. S.R	...	5	5	0
History of India Part II by C. S. S. & M. S. R.	...	5	5	0
Commercial Arithmetic by T. V. Subramania Iyer	...	2	8	0
Precis Writing and Drafting by P. R. Pisharody, D. Com.	...	2	8	0
Kadambari Kalyanam (Drama) Sanskrit Nagari	...	3	8	0
Rupavataara of Dharmakirti (Sanskrit Grammar) in Two Volumes—each Volume	...	5	0	0
A Critical Appreciation of Kalidasa's Meghaduta-A lecture in English by Late Prof. M. Rangacharya, M. A.	...	1	4	0
The Yugas by the same author	...	0	12	0
The Function of Religion in Social Evolution by the same author	...	0	8	0
Good Morning Hymn to India	...	0	4	0
University Reform in Contemporary India by Dr. S. R. Ranganathan	...	0	12	0

### TAMIL BOOKS

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

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(Continued from Page 45, February—1958)

## The xxxii All India Educational Conference

In regard to the teaching of English, the Conference adopted a resolution which said: "In view of the importance of the study of English as a language in our educational institutions, it recommends that effective steps be taken to improve the standard of teaching English".

Moved by Mr. T. P. Srinivasavaradan, a resolution adopted by the Conference expressed the opinion that the schools should have freedom in selecting text-books suitable for the children. It recorded its protest against the steps being taken by certain Governments for preparing, publishing and imposing a uniform set of books on all schools. It expressed the view that it had, however, no objection, if the State Governments, through properly constituted Text-Book Committees, reviewed the books published and prepared an approved list from which schools might be allowed to select their text-books.

In its last resolution, the Conference recorded its strong support to the recommendation of the Educational Panel's Sub-Committee on the Education of Girls and Women for provision of free accommodation for women teachers, appointment of school mothers in rural areas, award of stipends to women teachers for training at the undergraduate level and provision of creches.

The Conference further recommended that provision should be made to organise and run special courses to enable girls and women to acquire the minimum academic qualification so that they might be trained as teachers, gram sevaks, midwives, etc. It also recommended that the existing voluntary organisations which were in close touch with the Central Social Welfare Board be enabled not only to organise but also to expand the existing facilities for achieving the above objects.

### Sectional Conferences and Symposia

The main work of the Conference was done in various sectional conferences. Brief reports about some of them are given below.

#### Secondary Education Section

Dr. R. K. Bhan, Deputy Educational Adviser to the Government of India, Ministry of Education and Scientific Research, in his presidential address to the Secondary Education Section of the Conference, observed that the work of a teacher was unique in that he initiated and improved growth in the realms of minds and morals. Therefore, it was necessary that the teacher was provided with fair material and physical amenities. Teachers' organisations should be alive to these needs of the members of the profession and develop measures whereby the technical efficiency of the teachers could be improved and opportunities extended to them to give a better account of themselves in curricular and extra-curricular activities, as 'builders of the nation'.

While the expansion of elementary education in the country was of paramount importance, consolidation and improvement of secondary education, so as to form a proper base for the future career of boys and girls was very urgent.

Dr. Bhan referred to the recommendations of the Secondary Education Commission and said the scheme for the reconstruction of Secondary Education should be commensurate with the immediate needs of the country and the expectations of the people. "The new programme in Secondary education envisaged a 11-year course. In adopting the new type of Secondary curriculum, the school syllabus should be so reformed that the degree of achievement

at the end of the school career could be higher than what it was at present."

Another important reform in the field of Secondary Education, was in regard to the reform of examinations. The wastage of national human resources, caused by failures in examinations, was colossal. He stated that a plan was under the consideration of the All-India Council for evolving new evaluation procedures and techniques to suit the needs of the country. A pilot project in this regard was being immediately established.

In regard to educational and vocational guidance, the schools should have proper equipment. Referring to the 'awful', problem of unemployment and educated unemployment in the country, Dr. Bhan observed that a remedy should be thrashed out by devoting earnest attention to this problem. There should be a correlation between employment opportunities and instruction imparted in educational institutions.

In conclusion, Dr. Bhan referred to the role of the teacher in implementing the various reforms in Secondary Education successfully and appealed to the teaching profession to accept the challenge and make the whole process of reconstruction of Secondary Education not only easy and quick, but fruitful from all points of view.

### **The purpose of examinations**

What are the purposes of examinations? Several educationists spoke on this subject at a symposium held under the Examination Section.

Mr. S. Natarajan, who presided, said examinations were designed to assess the ability of the pupils by various methods and systems. But there should not be undue emphasis on selection.

Mr. D. N. Krishnayya suggested that questions should be so framed that no answer would exceed 20 lines.

Mr. P. Doraikannoo Mudaliar said examinations should be of diagnostic value.

Dr. Mukherjee of Baroda said examinations tested not only the pupils, but also the teachers. They could not do away with essay-type answers, for these developed logical thinking.

Prof. R. Ramanujachari thought examinations were a "necessary evil."

Dr. P. K. Roy said the objective and subjective tests should be properly blended in the examination system.

Mrs. Vajreswari and Messrs Kalidas Kapoor, Purushothama Ayyangar, Gurmurthi and Narayanaswami also participated.

### **Education for Peace**

Mr. C. Rajagopalachari, presiding over a sectional meeting of the All-India Educational Conference devoted to a discussion of the subject of "Education for Internationalism and Peace", said that apartheid or isolationist attitude in any form was a sinful thing, contrary to the brotherhood of man taught by all religions. Mr. C. D. Deshmukh, President of the Conference, was also present at the meeting.

Father Xavier Kamampurath, Principal, St. Albert's College, Ernakulam, initiating the discussion said that the new education must provide every facility for the youth of the world to have a close understanding of one another. The teaching of History and Geography must extend its scope so as to impart to students an idea of the ways of life, customs and manners, the occupational peculiarities and culture and achievements of the people in other parts of the world, that would give them a picture of the basic oneness of human life. Emphasis in History must be shifted from heroes of war to heroes of peace.

Mr. K. S. Ramaswami Sastri said education for internationalism and peace was vital now than ever before, but it could not be secured in an atmosphere in which nations sought to indulge in wars with nuclear weapons, but only when they determined themselves to support the cause of

the Divine impulse as against the demonic.

Mr. M. V. Ramachandran, Principal, Rajpur College, said that students must be made aware of the dangers and horrors of war such as had been witnessed during the first two World Wars, and teachers should also be imbued with proper ideals to inculcate in the minds of the young.

Mr. K. Panchapagesan said education should aim not only at the economic well-being of the people but enable the recipients to become men of knowledge and culture and good citizens.

Mr. V. K. Narasimhan said that the real problem of education was to create a type of people who would be able later in life to stand up to influences which caused conflicts. The cause of peace would best be promoted, he said, by instilling in the minds of children in their impressionable years ideas of brotherhood by participation in prayers of a type which had universal appeal to people of all religions.

Mr. M. S. Kotiswaran explained the work carried on in schools in the country selected for the purpose, under the auspices of the UNESCO, to popularise international understanding and world peace by a proper presentation to them of world news.

Mr. D. P. Khaitan, who was also invited to participate in the discussion, said that what troubled some of them like him was that India with her simple traditions of peace and non-violence was allowing the bringing into her schools a system of military training.

Other speakers included Dr. P. Nagaraja Rao, Mr. S. V. Purushotham and Mr. Avadhaniar.

Winding up the proceedings, Rajaji said it was not easy to forget all about the martial glory or the great heroes of war. The world had passed through many stages and they could not forget those who had played a great part in any of those stages. It would be ungrateful

to bring up students in utter ignorance, for instance, of the history of a person like Sivaji. They could not avoid actual facts of history. It was better to have the whole picture and come to right conclusions than to reach conclusions by eliminating facts of history. Rajaji said that they could not teach young people how to think by set rules. Teachers had to do this by setting themselves as an example.

Professor Sarma proposed the vote of thanks.

### Citizenship Training

A demonstration of citizenship training activities, like physical exercises and dance was held at the Wesley High school grounds, Royapettah, in which over 1,000 boys and girls belonging to 30 schools in the City, participated. Mr. C. Subramaniam, Minister for Education and Finance, presided.

The demonstration was organised by the Reception Committee of the All-India Educational Conference, and the Madras Teachers' Guild. Mr. N. D. Sundaravadivelu, Director of Public Instruction, and teachers from various parts of the country were present. Mr. Subramaniam took the salute at the march-past of the N. C. C. and students participating in the function.

The Rev. T. R. Foulger, Principal, Meston Training College, welcomed the gathering, and Mr. K. M. Koshy, said the citizenship training, started in 1949, had made a rapid progress and had become an important part of the activities of the educational institutions.

Mr. Subramaniam said the function of the educational institutions was not merely to make the students pass examinations, but also to give them proper training to make them good citizens. Equal attention should also be devoted to physical, emotional, moral and spiritual developments.

The Rev. D. Thampuswami proposed a vote of thanks.

### Teacher Education

The need to introduce a certain measure of uniformity in teacher education courses in India was emphasised at the Sectional conference on "Teacher Education".

The Conference recommended that barring such variations as local conditions required, there should ordinarily be three types of courses, under-graduate course in teachers' training, degree course in teachers' training and post-graduate or Masters' course in teachers training. To implement the recommendation, it suggested the establishment of a Central Board of Teacher Education under the Central Ministry of Education.

Dr. Pires, who presided pleaded for a one to ten teacher—student ratio.

Prof. K. K. Mukhejee, of Calcutta University, initiating a discussion on measures for improving teacher education, suggested that a mobile unit of instructors might be appointed and maintained in each district by State departments of Education.

Prof. P. Doraikannu Mudaliar, Karakudi, Miss. S. Boyce, Bombay, Prof. S. Sahaya, Patna University, Dr. L. Mukerjee, Lucknow University, Mr. M. Sampatkumaran, Mysore, Prof. Habibur Rahman, Aligarh University, Prof. Singh, Jammu, Mr. R. R. Mohan, Srirangam, Mr. A. M. Hariharan, Kerala, and Mr. Vivekananda Das, Orissa, participated.

Another discussion was held on "In service education of teachers" and Prof. S. N. Mukerjee, Prof. K. Appalachariar, Tucicorin and Prof. Parasnis, Bombay, participated.

### Religious Education

The Sectional Conference on "Moral and Religious Education." Mr. T. M. Narayanaswami Pillai, Vice-Chancellor of Annamalai University, presiding, requested the Union and State Governments to help educational institutions to provide moral and religious education to students.

Messrs K. S. Ramaswami Sastri, K. Sabharathnam, Nagpur, the Rev. Fr. Britto, Bombay, M. Rajah Ayyar. N. Srinivasa-chariar, Dr. Indira Sen, R. Ramanujachariar, S. V. Purushothama Ayyangar and others participated. Mr. S. S. Ayyar proposed a vote of thanks.

The importance of Basic Education was emphasised by Mrs. Ashadevi Aryana-yagam, of Sevagram, who presided over the sectional conference on "Primary and rural education". Mr. S. K. Sarkar also spoke. Mr. James Barnabas proposed a vote of thanks.

### Sanskrit Studies

The need for giving Sanskrit its due place in the curriculum of studies was stressed by speakers at a symposium held under the auspices of the Sanskrit Section

Mr. K. Balasubramania Aiyar, who presided, said that classical education had to be considered under three heads, (1) classical education as the sole objective, (2) classical education as part of the general modern education in schools and colleges and (3) study of classics as part of the national culture of every citizen. It was impossible to come to the conclusion that the study of Sanskrit could be left to the voluntary efforts of the people to educate their sons and daughters quietly in their homes or left to private agencies established by the co-operative effort of the people. Hence, all lovers of Indian culture had to seriously think about the place that had to be given to Sanskrit in their schools and colleges. It was only after the reorganisation of education, consequent on the attainment of Independence, that they met with the difficulty of finding a proper place for the study of Sanskrit in their schools and colleges. The script for Sanskrit and Hindi being the same, the study of Sanskrit, in the initial stages, would very largely help the students in learning Hindi. The study of three or four languages, he said, was not peculiar to this country only. When the question of classical education in relation to the



study of Latin and Greek was discussed in Germany and England, a large number of scientists were of the opinion that a study of Latin and Greek was necessary even for scientific education. He appealed to the Conference to strive for the establishment of an all-India Sanskrit University.

Mr. N. Raghunatha Aiyar, who initiated the discussion on the symposium on "the uplift of Indian culture through the study of Sanskrit", said that they must persuade the young, more especially the parents, who must instruct them regarding the basic necessity of studying Sanskrit. Because, he said, more than the students, the parents acted as a stumbling block. Describing culture as a settled state of mind, he said that study of Sanskrit provided the universal culture which was beyond national culture, and which was acceptable to all. Every Indian should be given an opportunity to have a glimpse into the literary and cultural excellence of the works of Valmiki, Vyasa and Kalidasa. Sanskrit was the soul of India, and it was only through the spirit of Sanskrit could they interpret their culture to the world.

Dr. V. Raghavan, Professor of Sanskrit, University of Madras, and a member of the Sanskrit Commission, said that it was for realising the unity of India itself that study of Sanskrit was essential. The fissiparous tendencies provided by over-emphasis on regional culture or regional languages, could be overcome only by study and propagation of Sanskrit. Sanskrit had always been a regenerative force, and it had never hampered the patterns of beauty in the regional languages. Sanskrit study, he suggested, should be popularised by laying emphasis on the propagation of Sanskrit dramas and music and also through translations of the Sanskrit works in the regional languages.

Mr. K. S. Ramaswami Sastri suggested that a knowledge of Sanskrit should be treated as an additional qualification for employment under the Government.

Prof. Diwan Chand Sharma said that Sanskrit learning had to be kept alive by voluntary effort, in addition to the aid offered by Government.

Messrs. V. S. Venkataraghavachari, S. Srinivasa Sarma, D. Ramalinga Reddi, S. V. Purushothaman, S. S. Aiyar, A. T. Doraiswami Iyengar, S. S. Avadani, Sabharatna of Nagpur, Jagannath Ratha of Orissa and Prof. A. K. Panchapakesan also participated in the symposium.

Earlier, Prof. T. K. Venkateswaran, local Secretary, Sanskrit Section, welcomed the gathering and said that in the present context of the regional formula this session in Madras acquired significance in deciding the place of Sanskrit in the curriculum of studies.

The conference adopted a resolution expressing its appreciation of the action of the Central Government in appointing a Sanskrit Commission for recommending the various means of promoting the study of Sanskrit all over the country.

Another resolution passed by the conference stated that "the endowments made by original donors for the purpose of encouraging Sanskrit study are utilised for other purposes in many parts of the country. This conference requests the State Governments and the public to check this diversion and to make use of such funds for the original purpose of study of Sanskrit".

Mr. B. L. Shambogue, General Secretary of the Sanskrit Section proposed a vote of thanks.

Later, there was a programme of entertainment by the pupils of the National Girls' High School, when scenes from Kalidasa's "Sakuntalam" and other Sanskrit plays were enacted.

### Teaching in Nursery Schools

Starting of "children's sections" separately in all public libraries, opening of pre-school educational centres in all urban and rural areas as part of the Extension

and Community Development schemes undertaken by the Government, and remunerating adequately nursery school teachers, were among several things which were emphasised at the Sectional Conference on 'Childhood and Home Education' conducted, as part of the All-India Educational Conference. Miss M. Ruthquist presided.

Miss L. Asirvatham welcomed the delegates. Mr. L. N. Saxena presented the annual report.

Miss Ruthquist read a paper on "The parents' role and responsibilities in the choice of vocations for their children" and said that nursery schools could help them in a great measure to learn, observe and follow the development of the vocational aptitudes of children who, during their pre-school years, had full scope to exhibit their innate abilities and develop different sides of their personalities.

Miss J. Comstock of the Balar Kalvi Nilayam, Madras, said that for starting a nursery school there were three important requisites — space and accommodation, trained teachers of the right quality, and equipment according to the environmental needs.

A symposium was held on "The place of nursery schools in the future growth and development of India." Miss L. Asirvatham, Mr V. Natarajan, Mr. P. Doraikannu Mudaliar, Mrs. Yamuna Bai Hirlekar and Miss F. Meiyappa spoke on the subject. A discussion followed in which several delegates participated.

The meeting chose the subject, "Ways and means of opening more institutions for pre-school children in urban and rural areas" for the next conference.

The following regional members were elected for 1958. President—Miss M. Ruthquist; Secretary—Mr. L. N. Saxena; members—Miss. L. Asirvatham (south) Mr. R. S. Sharma (central); Mr. B. N. Bhatnagar (north); and Mr. Ranjit Shekar Chander (east).

The meeting concluded after passing several resolutions to be recommended for adoption by the general conference.

One resolution recommended the formation of nursery school teachers' associations in different parts of the country with the object of promoting higher standards of teaching in nursery schools and encouraging such nursery school teachers to unite for the protection of their interests. The meeting urged the State Governments to fix minimum scales of pay for nursery school teachers according to their qualifications and experience. A plea for more liberal aid to nursery schools by the Government towards non-recurring grants, purchase of educational apparatus and play materials, etc., was advanced.

The meeting expressed its thanks to the newspapers in the country for the services rendered by them to the cause of child welfare and child education by publishing valuable articles and requested that a regular 'childhood and home education section' be opened in Sunday weekly magazines.

It was urged that the State Governments should start children's sections in the public libraries; that pre-school educational centres should be started in all urban and rural areas as part of their Extension and Community Development schemes; and that teachers with pre-school training should be appointed in all such schools.

The meeting expressed the view that educated women, who were in need of part-time jobs, might be given training in Home Education for conducting short courses in urban and rural areas for the benefit of mothers.

### Concluding Session

The five-day session of the 32nd All-India Educational Conference held here concluded on December 31, 1957.

Mr. C. D. Deshmukh, Chairman of the University Grants Commission, in his concluding address, said the All-India

Federation of Educational Associations would study the "important" resolutions and their implications. Teachers should take a keen interest in the affairs of the Federation and give their support for the successful implementation of the resolutions. They should collect preliminary materials for plans in the educational field.

Mr. Deshmukh regretted that representatives of the Federation were not included in the educational panel of the Planning Commission. He hoped that this would be brought to the notice of the Planning Commission, and when the third five-year plan came to be formulated, the panel for education would have representatives of the Federation on it.

He said that the Conference had put forward certain principles in the field of education, and they, as teachers, should study their implications and be in a position to tell the State and Central Governments how these could be put into practice. There were sub-committees for a number of sections, and he hoped such committees would be appointed for other sections also.

He said it was very necessary to have active working groups in each area, and their task should be to collect facts and statistics for formulating plans. He would like the Conference and its authorities, with the help of the Federation, to have their own proposals as regards planning in the educational field.

## ENGLISH AS A CLASS-ROOM SUBJECT

By

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

Of late there has been a lot of controversy over the place of English in the scheme of studies and the standard of English to be aimed at. Apart from the issue regarding English as an All India official language, there is more or less unanimity regarding its most important place in the scheme of studies in almost every State. Not only that, the necessity to improve the quality of English has been recognised, and in this regard efforts are being made. An Institute of English Studies for this purpose is going to be opened at Hyderabad. This is all right so far as it goes. It is hoped that this Institute will have opportunities of examining the problem in all its bearings in the context of world events and against the background of conditions in the States and the Centre. It is not my purpose to investigate this problem. I would rather content myself with studying the position of English and the attention paid to it under the present conditions with the hope

to offer pertinent and practical suggestions fit for consideration.

I am generally unwilling to indent on past experience and to be reminiscent, unless it points to a way for solving our present problems. In this matter, I cannot but refer to one past incident. An English teacher in the I year English class was giving a lesson during the inspection of the school by the District Educational Officer. He was drilling: "The boy is opening the book, he is shutting the book." The response of the pupils was generally very good, and the officer was very pleased. But he could not get over his weakness (his habit rather) to re-do the lesson himself, as if to improve upon the lesson, very often with better results too, as the lesson would still be fresh in the pupils' minds and as the response could be expected to be better, on repetition. Unfortunately in this case, he miscalculated his chances. No doubt, he

carefully followed on the heels of the teacher. But in a particular case, he over-shot himself.

In his eagerness or enthusiasm (the tide was rising because the teacher had given a successful lesson), his literary taste prevailed over his linguistic consciousness. So he was tempted to use "is closing the book" instead of "is shutting the book." He repeated "is closing," a number of times, but with each repetition the response was getting poorer. Every time the sense of reality pierced him to the quick. He seemed crest-fallen. But he had already given indications of his good certificate of the teacher's lesson, and he could not go back on it. Therefore, he had to admit that his own lesson was not a success, judging by the pupils' response, and he wanted to ascertain the causes of the failure. Could it be that the pupils refrained wantonly from giving the correct answer? No, that trick would be played generally only by pupils of Model Schools attached to Training Schools or Colleges, in one of which he had had a good long innings. So he demanded to know the reasons. The headmaster (the writer of this article) told him that while "is closing the book" might be a better expression, "is shutting the book" had the virtue of being suited to the class. To add to it, the headmaster openly stated in the presence of the officer himself that the teacher was one of the few experienced and enthusiastic teachers that the School or for that matter, the District Board could boast of. The officer felt piqued, but he had the saving grace of honesty and *savoir faire* in abundance. Instead of complimenting the teacher, he complimented the headmaster. Of course, this is one rare instance of an English teacher successful in spite of adverse conditions. In fact, I would suggest that only such teachers of experience and enthusiasm be chosen.

*The teaching of English as a foreign language in the class-room (whether it be in India or any other country, and what applies to English applies to any other foreign language as well) has been a failure,*

*and it is not surprising it is so.* Students have already a knowledge of another language, i. e., their mother-tongue, and being accustomed to the sounds and patterns of their own language, find it a job to learn the sounds and patterns of a foreign language. There is a certain amount of resistance to the formation of the new habits required for the mastery of the new language.

In Convent Schools, the standard of English is much better for the reason that *it is not a classroom subject.* It is a school subject, so to say, and the children are steeped in the necessary atmosphere with every facility to get the *feel* of the language. They cannot but learn the language forms with the help of their ears and eyes.

Everywhere there is a loud outcry that there is a fall in the standard of schools, and those that complain restrict their observation to a fall in the standard of English alone. There is some element of truth or reason in this general lament, but the reasons are not far to seek. There is no fall in the standard in other subjects, but few will deny that there has been a fall in the standard of English.

The demand for English is getting to be more and more popular. While this demand is permeating the masses, the quality of English teaching is deteriorating. Teaching English does not seem to need special training or specialised skill, for every teacher is also a teacher of English. If you admit that a history teacher cannot teach science or mathematics or *vice versa*, then only an English-trained teacher can teach English. Now this is logical reasoning. Not any teacher can teach English, much less every teacher, certainly no. So this become an important reason. This is what I would call a linguistic fallacy. Every one must concede that the results of English teaching in our schools are not commensurate with the efforts made,

Buies this wrong choice (for that matter, there is no choice of English

teachers at all), the equipment is poor, and the atmosphere is unfavourable. There is no separate English room with any English equipment worth the name. Teaching cannot be conceived as an affair of the moment, like opening a bag to let out the contents. A teacher of English has got to think all the time he speaks, and he speaks every time he thinks most, when expression comes to his lips. Even supposing that a teacher is willing to do his best, there is the platform cry of the politician or the political fanatic or the stump orator (any name will do) who wants English to go. Can there be a more disheartening thing for any teacher even with the best of intentions? Of course, there are calmer and saner people in every rank, and they want English to continue and under better conditions too.

For a long time, things had been made worse by the introduction of English text books by English authors. These books may be all right for English children, but they were introduced in Indian schools. Then, this learning of English became stilted and artificial. Knowledge could not be related to real life situations. When we consider that expression is the result of our experience and that it should be related to it, what are we to think of unknown expressions of unfamiliar life experiences? If a teacher tried to talk only in English, or if a pupil repeated at home or on the street the English that he had learnt at school, he was looked down upon. He affected to be an Englishman and so was treated as a foreigner at home. Of course, critics of this affectation forget (if they have learnt it) that the teacher or the student must be willing to practise and use the new language constantly to himself in reacting to every situation, even if no hearer is present. This kind of unrelenting practice and use is at first hard and the student will feel himself bound as in a strait-jacket.

It did not for a moment appeal to the authorities that books for our schools should be by Indian authors or by others, who are familiar with our conditions of

life. Now this wrong choice of text-books too played its part in leading to the deterioration of standards. Our children may learn to repeat linguistic symbols and sounds, and if they succeed in learning any thing, they can learn only words, words, words. Either learn little of them, or too much of them, leading to verbalism, verbiage or verboseness. Sure enough, we have had too many of the type of Mrs. Malaprop in our midst. A good illustration of a malapropism is "a nice derangement of epitaphs" for "arrangement of epithets." No wonder we are confronted with the charge that Indians talk like a book. I am put in mind of an I. C. S. candidate (now filling a high office in the Central Government) who read more than he talked at his viva and still did not fail to gain the first place. Indeed, it was a successful *tour de force* of memory work for him. The examiners were either impressed or imposed upon. But he carried the day. When the candidate told me that he was able to impress the examiners, I protested that he imposed upon them. Among Indians there are a good many who read and write better than they talk, not unlike Oliver Goldsmith who wrote like an angel but talked like poor poll. As Stott points out in *Language Teaching in the New Education*: "To learn to speak correctly in a foreign language needs a far greater degree of habituation than does correct writing. In writing, one can pause to think and write. Speaking allows us neither time nor a second chance.

To add insult to injury, teachers are having too many critics and too few of supporters among the parents or the public or among the inspectors (who, of course, are paid only to find fault with teachers!) So far as Indian critics of English teaching in our schools are concerned, their name is legion. Teachers of English have had the worst of hostile criticisms, though not all of them are undeserved. Year after year, the number of critics has been increasing. And what is the result? Too few teachers really take the trouble to teach this hard (I shall not yet say, *useless*) subject, and too many children complain

that English is (a) difficult (subject) to learn. Indeed, there is a kind of inferiority complex in our schools and colleges, that English is difficult to learn or teach.

There has been much cry and little wool, and in this criticism every one has lost his wool for little or no reason. This kind of irresponsible criticism grows by what it feeds on, and things have been made worse by England-returned Indians, decriing Indian authors as un-English on the score of one or two lapses (even Homer nods!) while they themselves are unable to import good or better English. I am put in mind of a Government College (thirty years ago), an M. A. (Oxon) rejecting a history book written by a University Professor, because the language was un-English, on the score of one or two lapses, though all the time the Chairman of the Sub-committee, himself an Englishman with English degrees, approved

the English of the author. I am well aware of how even books of well-known writers like the late K. S. Venkataramani were not thought fit for introduction in schools and colleges. I should think that this is due to the prejudice of Indian professors of English more than the English professors themselves.

The reader who has been reading the article all the time may be looking forward to the suggestions. In every one of the points about my criticisms regarding the wrong choice of teachers, the unfavourable atmosphere, the wrong choice of text-books, the wrongheaded but ill-informed criticism of various critics and the inferiority complex of the teacher and the taught that I have dwelt on, there are germs of suggestions, and it is for the Institute of English that is going to be, to give its best attention to them.

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# TAGORE'S "LETTERS ON RUSSIA"

By  
G. AKOPYAN

The ideas of the October Revolution exercised a profound influence on the best minds of mankind. Rabindranath Tagore was quick to grasp the significance of the new society created in the U. S. S. R. and its impact on the development of mankind and the growing liberation movement in the East.

"Not to visit the country where the greatest sacrifices were brought to the altar of history, would be unworthy of me", wrote the great Indian writer. So, he came to the Soviet Union in 1930. "I would regard my pilgrimage incomplete, if I had not come here," he wrote.

His sincerity and warm sympathy and the desire to understand all that was new was translated in his *Letters on Russia*.

## EVERYTHING WONDERFUL

His first letter says: "Everything I have seen is wonderful, not at all like in other countries. Fundamentally it is different. They have awakened equally everyone"... "In Russia one may perceive that vast movement of human thought", he added.

The message of the Revolution was spreading far beyond the borders of the U. S. S. R., and Tagore observed: "In our days the ideals of the Russian Revolution have become the ideals of all the world"... "At least the people of this one country in the world think today of the interests of all men, over and above their own national interest".

## PEACE REQUIRED

At the same time, he was convinced that "the aim of the Soviets is not the extension of their sphere of influence, but the creation of the best system of public education and the basis for improving the

welfare of the people. The first thing that they require is peace."

Tagore was interested in the problems of culture facing the young Soviet State. "I should like to learn from you and know how you have solved the problems of culture. I was delighted that you for the first time placed education within reach of the entire people, opening the schools, museums and theatres to them... Therein lies your immortal service to mankind."

## BRILLIANT EXAMPLE

He was pleased that "Soviet power by the example of its people had furnished a brilliant instance of how education could elevate mankind, that the agricultural and industrial might of the U. S. S. R. had been built up in a very short time, that the Soviet Government had imbued the once downtrodden peasants with fresh strength, thereby laying the basis for the building of a new life on a universal social scale".

And Tagore was also one of the earlier advocates of co-operation between Indian and Soviet peoples: "It would be very well if our workers could come here to study at least for a time. Every day I compare the things I see here with things in India and think of what we have achieved and could have achieved".

## FREEDOM NECESSARY

Seeing the progress in the brief span of Soviet power, where "clock has been wound up", the fate of India came to his mind forcefully. He could not contain himself: "I have realized that our clock too could run as well, but it has not been wound"... "In order to wind the clock of India and enable it to find its rhythm and stride", Tagore went on, "it

was first necessary to free the country and shatter the chains which bound her hand and foot, since there was no other way to liberation."

About 30 years have passed, since the great writer's visit to the Soviet Union. Much has changed in both the U.S.S.R.

and India since that time. The economic and political might of the Soviet Union has hugely grown. India, having freed herself of colonial bondage and foreign oppression, is marching confidently on its way. And the dream of the great writer of increasing Indo-Soviet co-operation is being steadily realized.

## SCHOOL LIBRARIES

By

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

As author and publisher of a book for teachers, I recently contacted heads of many high schools and colleges, and found that the procedure obtaining in institutions of different types of managements for equipping the school library is not uniform.

Before the levy of library fees, indents of books for libraries would be submitted by the correspondents of schools to the D. P. I. in April: orders sanctioning purchase of proper books would be communicated in the course of a year; books approved by the Department would be purchased before the period fixed; and grants would be paid in the order of priority. After the levy of library fees, 70% of the special fees collected under this head should be utilised for purchasing books for pupils' use; and heads of aided secondary schools are permitted to utilise 30% of the total library fee collections for buying reference books and books for teachers. The collected fees of each year should be spent within the school year itself.

This privilege enjoyed by heads of aided secondary schools is denied to heads of schools under local bodies. These headmasters are not permitted to buy from the

library funds any books of reference for teachers. Municipal Councils and District Boards should purchase reference books from their general funds only. It is not an easy affair for either publishers or heads of schools to advise managements of local board schools to buy books of reference from general funds. The differential treatment between aided schools and schools under local bodies should be abrogated. These schools have to forgo the benefit of the publications of the year, however useful and inspiring they may be.

There are certain schools and colleges, too, heads of which are not vested with powers to buy even a book worth a single rupee. Correspondents should forgo this privilege and trust their heads to choose and order suitable books for their libraries, out of the library special fee collections.

Some heads of schools under local boards buy reference books for their schools, with the oral approval of the D. E. O's., trusting to the pleasure of the individual D. E. O's. Again, the approval by the D. E. O's. of the purchase of reference books is based on the list of books commended by the D. P. I., or now the Director of Public Libraries, from time to time for use in public libraries.



There is misapprehension in certain quarters that the purchase of books not found in the D. P. I's "commending" list would not be approved. What the D. P. I's "commending" circular means in respect of public libraries and educational institutions needs to be explained in detail. Educational institutions are not prohibited from buying books from outside the list, provided they are not proscribed.

In recent years, the Government of India have been sanctioning library grants for certain secondary schools every year of Rs. 5000 each to be utilised within a short period. Heads have not sufficient time to prepare the lists of books needed for their schools, and are obliged to place orders with some local bookseller who selects books out of the stock he has or could gather, and supplies them, they being not necessarily, in most cases, the books needed for the school. A scrutiny of the purchases covering the amounts of grants sanctioned by the Government of India would be revealing. Similar scrutiny with

respect to the purchases of equipment made out of the grants made by the Government of India would show that the Government grant had been spent, not necessarily for necessary and useful purposes.

Each school must submit its requirements in respect of library, laboratory, craft organisation and technical subjects; and grants must be sanctioned on the basis of what they have and what they further need. The present policy of the Government of India sanctioning a round sum to any school, without considering whether it is a long-established school with good equipment already, or a recently started one with poor equipment, should be given up. Schools for award of grants should not be chosen in a haphazard fashion; and schools selected for various types of grants should be given sufficient time for making the purchases, and should not be obliged to make hurried purchases to cover the grant amounts. There is ample room for avoiding wastage of public funds.

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## XLVIII Madras State Educational Conference

The 48th Madras State Educational Conference will be held about the third week of May at Palayamkottai under the presidentship of Sri G. R. Damodaram, Principal, College of Technology, Coimbatore. Sri. I. A. Chidambaram Pillai of Ilanji is the Chairman and Sri. T. V. Arumugam, Head Master, M. D. T. College School, the Secretary of the Reception Committee.

The Conference will work in six sections—Administration and Teachers' Training, Primary and Basic Education, Secondary and Technical Education, University Education, Class Room Teachers' Section and Elementary Teacher' Section. There will be a symposium on "How to effect the transition from the High School to the Higher Secondary Schools".

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# BOOK REVIEWS

## CAREERS IN PSYCHOLOGY

By Dharm Vir. Manasayan, Hauz Kazi, Delhi (6)  
Rs. 3.50 (paper board), Rs. 5 (Cloth).

This book is especially meant to guide students who desire to pursue higher courses in Psychology. The author has categorised careers that are available to persons who have studied Psychology in Degree classes. The information about Madras, however, is not quite complete.

In the context of the modern world, a psychological approach to problems is of imperative necessity in educational spheres. It is quite unfortunate that significant progress has not been achieved in our country in the field of Applied Psychology. Although several research institutes have come into existence, we have not made remarkable advance in providing psychological guidance in the fields of education, industry etc. Nevertheless, the author has made an earnest attempt in this direction, and it is hoped that we would come on a par with U. S. A. as far as training and research in Psychology are concerned,

The author of this book deserves congratulation, since he has taken pains to collect several materials in order to instil courage and confidence in the minds of young men who prefer to take up Psychology in Colleges and Universities.

This book will be a source of immense help to those who are interested in the prospects of this discipline of study. It should be remarked that this book does not have any appeal to common readers. However, this edition will be a heartening factor to interested young men who determine to carve a career for themselves.

The get-up of the book is attractive, and it is also reasonably priced.

Prof. U. Md. Kasim, M. A.

## PHYSICAL CHEMISTRY MADE PLAIN

By J. H. Mandelberg. Cleverhume Press Ltd.  
London W. 8. 16 Sh.

Mandelberg's *Physical Chemistry Made Plain* has been a useful supplement to the usual text books on Physical Chemistry for the degree classes. Though "made plain" in the title is somewhat misleading, the book has been very useful for consolidation of the fundamental principles of Physical Chemistry. The numerical examples worked out in the book as well as the appended questions at the end of each chapter are indeed valuable. Only a knowledge of arithmetic is assumed in the working out of numerical exercises, and the last chapter contains some little extra mathematics without which some aspects of the subject cannot be learnt.

Ignorance of mathematics is not so much a handicap in the student's study of Physical Chemistry as his inability to apply even the arithmetic that he knows to physico-chemical situations and arrive at results. It is here most particularly that the elaborate and discursive way in which the worked out problems are tackled in the text, becomes an eye-opener to the ordinary student.

Parts of Physical Chemistry—thermodynamics, colloids, the solid state, molecular structure, etc. are not included in the book probably because they are unamenable to the manner of treatment adopted in it.

Considering that, to the B.Sc. (chemistry major) three-year course, students with very meagre acquaintance with mathematics are also admitted, this book will be of special use to them, as well as to others. The price of the book, 16 sh. is high for the Indian student. A cheaper edition will be welcome in this country.

Prof. M. Lakshman M.Sc.

# Indian Studies in the Netherlands

By

Dr. G. W. J. DREWES, Professor of Islamic Institutions, Leyden

It was not until the 19th century that Oriental studies in the Netherlands began to extend beyond the old field of the Semitic languages. Sanskrit was the first to be deemed worthy of a chair, universities in other countries having set up such a chair long before. As a matter of fact, the romantic enthusiasm with which the language and literature of ancient India had been greeted at the transition from the 18th to the 19th century in Europe had provided the impulse to undertake the study of entirely new sciences: Sanskrit philology, Indian religions and Indian archaeology, and the comparative study of the Indo-European languages. All these subjects had developed so rapidly that it became urgently necessary to clear a place for them at the universities. When this was finally done, in 1865, the long delay was largely remedied by the eminence of the man called upon to occupy the first chair of Sanskrit in the Netherlands, Hendrik Kern (1917). Kern was a man with a practically unequalled knowledge of languages. He was not only at home in Sanskrit and Pali literature, but had mastered the entire field of the Indo-European languages. His comparative study of languages also extended, however, to the Austronesian languages, while, though he did not actually initiate the study of old Javanese—Von Humboldt had already done that some decennia before—he took it considerably further. He was particularly interested in Buddhism as well. He wrote a *History of Buddhism in India* and a *Manual of Buddhism* (1896), which was translated into Japanese as late as 1913 and also edited translations and original text editions of Buddhist Sanskrit. His "Miscellaneous Writings" comprise no less than 17 volumes, divided up into 15 sections, according to the areas dealt with.

From his school came Speyer, his successor at Leyden, who did excellent work in the field of Buddhist Sanskrit literature; Caland, professor of Sanskrit at Utrecht, who occupied himself chiefly with the study of Vedic ritual, and the celebrated linguist, C. C. Uhlenbeck, first a professor of Sanskrit at Amsterdam, and later of Indo-European comparative linguistics at Leyden, and, besides that, a great authority on the languages of the Indians of North America and on the Basque language. One of Uhlenbeck's pupils was J. Ph. Vogel who, after an honourable career with the Archaeological Service in India, was appointed as Speyer's successor at Leyden and taught Archaeology there in addition to Sanskrit-Pali, the teaching of which originally formed part of the task of the Professor of Sanskrit, has been taught by separate teachers since.

Vogel was the founder of the Kern Institute, a body whose aim it is to foster the knowledge of Indian culture and especially of Indian archaeology. To this end the Institute has built up a well stocked library, which is still expanding, and in particular collects photographic reproductions in the fields of archaeology and the history of art, not only of the Indo-Pakistan sub-continent, but of all countries through which the stream of Indian culture has flowed. In 1928 it made a beginning with the publication of the *Annual Bibliography of Indian Archaeology*, the 15th volume of which, covering the period 1940-1947, appeared in 1950. It is intended to issue a further volume shortly, this annual survey having proved an indispensable aid to study.

Courtesy of Higher Education and Research in the Netherlands.

# OUR EDUCATIONAL DIARY

By  
'PEPYS'

8-2-53. A deputation of the S. I. T. U. led by Sri T. P. Srinivasavaradan waited on Sri C. Subramaniam to impress upon him the injustice of confining the Pension Scheme only to the lower category of teachers and excluding L. T's from its benefits. It was pointed out that even if the scheme was made applicable to L. T's and the maximum rate of Rs. 44/- was to be paid, it would cost only Rs. 73,000/- to the Government, assuming that about 140 L. T's retired every year from service.

x x x

9-2-58. In a very thought-provoking article, under the title 'Teaching Reading to Beginners', Mr. J. Daniel has elaborately discussed the merits of beginning with the word concept in pretence to the alphabet concept in the Hindu, dated the 9th, (dak edition).

x x x

10-2-58. Presiding over the Platinum Jubilee celebrations of the Mayuram High School, Dr. C. P. Ramaswamy Iyer said that much of the indiscipline in schools and colleges might be attributed to the economic conditions of the students and their environments. For example, in England, more than 83% of the students received financial help in the prosecution of their studies in some form or other. He also emphasised the need to keep the teacher above want, which would not make it necessary for him to augment his meagre salary by supplementary income. He also said that, without teachers having personal and intimate contact with students, educational institutions could never hope to turn out great thinkers, administrators and the like.

x x x

12-2-58. Speaking on the Governor's Address in the Council, Sri T. P. Srinivasa Varadhan attributed the deterioration

in educational standards to the abrupt change-over from English to the Vernacular medium. The change ought to have been gradual. In the reorganised scheme of education, he suggested that Hindi should be introduced at an earlier stage, i. e., V or VI Standard, at least as a conversational study. He said that teachers must be given discretion to make the study of languages compulsory at any suitable stage. He also pleaded for a common script. He said that the basic scheme was still in the experimental stage and the idea of augmenting the income of basic schools by selling the products turned out by the children had to be given up, because such products were rarely marketable. He was sure that, if fee concessions were shown in the case of higher classes, the strength in higher secondary classes would also increase. He regretted that, in the case of bifurcated courses, it was not possible to secure the services of really efficient technical teachers, because of the low salaries offered. He also complained that persons with the requisite qualifications were not appointed for teaching in training institutions.

20-2-58. The Sanskrit Commission has recommended compulsory provision for the teaching of Sanskrit in all Secondary Schools, unaffected by arguments of economy or the number of students taking Sanskrit : and has suggested modification of Government's three-language formula with this end in view. Thus, it recommends that students be taught the mother-tongue or the regional language, English and Sanskrit, or in special cases, classical languages like Arabic, Persian, Latin, Greek, Old Tamil etc. It recommends that Hindi should be taught at the College stage to such of those who desire to enter all-India services, or at the school stage, it may be taught in the place of English.

It is opposed to providing Hindi as an alternative to Sanskrit. If this is not acceptable, the Commission recommends a four-languages formula, including Hindi, which in its opinion ought not to be difficult, if the extraordinarily long course in the mother-tongue as a non-optional subject is pruned to some extent.

x x x

1-3-58. The Kerala Government have revised the salaries of trained teachers in all schools, Government and private, from Rs. 55-150 to Rs. 80-5 120-7½-165. The Government of India have agreed to finance the extra expenditure involved in such a revision. The State Government have also ordered that the age of retirement of teachers, recruited before September 4, 1957 in private schools, shall be 60.

[Having regard to the dearth of trained teachers, it would be better, if the age of retirement is fixed at 60, provided they are medically testified to be healthy and in a fit condition to continue in the profession.]

x x x

3-3-58. During the current Budget Session in the Council, the condition of teachers was prominently brought to public notice by Sri G. Krishnamurti and Rev. Thambuswami. Sri G. Krishnamurti said that the so-called increase in teachers' salaries, when examined closely, was really no increase at all. He suggested that a Teachers' Maintenance Fund should be started, by which Rs. 2/- crores could be raised to enable the Government to pay Rs. 15/- per teacher over and above what he got at present. Again, the pension Scheme ought to be made applicable to all categories of teachers. Rev. Thambuswamy congratulated the Government on the fee concession to children of N.G.O.'s being extended to the IV to VI Forms. In the course of discussion, it was suggested that this concession should be extended to the children of the teachers as well.

[It would be but reasonable to extend all the benefits that the N.G.O's enjoy to teachers as well, at any rate, to such of those whose incomes do not exceed that of the N.G.O's. For the teachers are as essential to the public as the N.G.O's are to the Government.]

x x x

Dr. K. L. Shtimali laid the report of the U.G.C. before the Lok Sabha. The main points made out in the report are by no means new. They refer to the problem of over-crowding in Universities, the starting of new Universities without consulting the U.G. Commission, coordination of education to the needs of the country as envisaged in the Plan and the limited financial facilities available at the disposal of the Commission in the matter of granting subsidies towards increase in the salaries of college teachers.

x x x

Speaking at Jubbulpore, the Vice-President warned against the study of the humanities suffering a decline with the growth of scientific research and applications of science. The study of the humanities stimulated wisdom and the imagination and contributed in no small measure to the development of the habit of good behaviour, good character and thinking. What they ought to aim at was a kind of 'virtuous materialism' which would not corrupt but energise the soul,

x x x

6-3-58. In a leader under the caption "Aiding Higher Education", the Hindu points out that the best way to lessen the overcrowding of Universities is to open technical institutions at all levels: again States should give encouragement for starting private colleges. It deplores the fact that more attention is paid to brick and mortar and imposing college buildings than to the college teachers' emoluments. No wonder the best brains in the country are deserting the teaching profession, it concludes.

8-3-58. An English Language Institute is to be established at Hyderabad in order to improve the teaching of English both through the organisation of research and the training of teachers, in the most suitable technique. The objects and functions will be (1) to teach English teachers of schools and colleges, and (2) to conduct research in teaching methods and in writing text-books, drawing syllabus etc. It will be managed by an autonomous Board of Governors.

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## 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 endorse 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.

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# EDITORIAL

## SCHOOL BROADCASTS

On April 5, there was an interesting discussion about the various aspects of broadcasts to schools at a meeting of the Educational Broadcasts Consultative Panel of the All India Radio, Madras. Naturally it was noted that the quiz programme was extremely popular with the pupils. The Sanskrit programmes for Middle Schools, it was felt, could be more advantageously given for the High Schools.

The proposal for starting Radio Clubs in schools to popularise listening to broadcasts is certainly worth a trial. For there is need to stimulate the interest of children in the programmes specially designed for them. It is not enough to shepherd them in classes and make them listen compulsorily to the broadcasts. And if interest is to be roused spontaneously, then something like the proposed clubs may prove helpful.

The suggestion made by Dr. M. D. Paul, Deputy Director of Public Instruction, that a special programme of educational broadcasts for training schools and colleges be instituted, deserves serious consideration. About 10000 students are studying in the 160 Training Schools in the State and 1500 in the 15 Training Colleges. Here is a numerous body of listeners, who are likely to listen with interest and attention to the service provided for them and even to put the suggestions and principles expounded therein to practical use. There is the additional advantage that teachers who become radio-minded during their training will help their students to make the best use of the radio.

## STUDENTS' ROWDYISM

Certain recent events at Annamalainagar at the South and Calcutta in the North draw pointed attention to the terrible deterioration in the modern standards of our students. At Annamalainagar there was rowdyism of the worst sort when male

students returning to the hostel after attending an entertainment by the women students, found the doors locked. It was required of them that they should offer explanations for late coming. This led to an outbreak of rowdyism, which has brought further discredit to the already notorious students of this University. It may be remembered that some years ago there was another violent riot in the University arising directly out of co-education there.

Close on the heels of the Annamalainagar incident comes the report about an orgy of rowdyism at the School Final examination centres in north Calcutta on the 31st of March. It took the form of a few student demonstrators dragging all their fellow-students out of the examination halls as a protest against what they considered as stiff questions. Our contemporary, *Truth*, describes what took place in these graphic terms :

"They did not stop at coming out of the examination hall in a body in some centres; they went ahead and attacked centres where the examinees were quietly writing out their answer papers. School after school was r a i d e d, doors smashed in, windows were broken, walls scaled and a whole mass of hooligans entered the examination halls snatching question papers from the hands of decent students. If a student resisted, he was assaulted; if it was a girl student, she was assaulted all the same; if a headmaster standing guard at the examination pleaded with folded hands and prayed them not to interrupt the examination, he was slapped. This disgraceful scene was repeated in school after school, in centre after centre. In some places, not content with tearing up examination papers and assaulting the candidates who wanted to continue, they threw down benches and chairs and tables from the first floor, damaged as much of the furniture as possible."

The facile resort to violence by students in places as far apart as Annamalainagar

and Calcutta shows a deep and widespread social malaise. A great deal of the blame for the situation rests squarely on our politicians. Even those in charge of the administration often continue to speak in immoderate terms about the reforms they have in view and create the impression that they are breaking law and order and not maintaining them. The widespread tendency among them to decry traditional values and ideals and to be antagonistic or at best neutral towards religion, without offering to the people alternative values which can attract and hold the feelings, leaves our students in a moral and cultural void, which is the proper soil for choice indiscipline. The politicians out of office go further and try to exploit the students to advance their own political ambitions.

The political angle to the question of student indiscipline is stressed in a secret circular, which, according to press reports, was recently issued by the Government of Bombay. Directives are here given for penalising students for absenting themselves from school for political purposes.

Students arrested by the police for participating in illegal demonstrations are also required to be penalised by the educational authorities as well. Schools which fail to carry out these directives are threatened with stoppage of grants. The drastic measures found in this circular suggest that students' indiscipline must have become a very serious problem in Bombay State.

There is no doubt a political angle to the question, and a very important one at that. But the problem cannot be solved unless and until our leaders rediscover the soul of India and lead the nation along truly national lines. In the meanwhile, the political exploitation of the students must be stopped. Educational authorities must be encouraged and helped to maintain discipline inside the school as well as at the centres of public examination. And in matters like co-education, which are not quite congruous with the ways of Indian society sufficient safeguards must be taken. We are afraid that tinkering with the examination system or even altering it radically will not solve the problem in any way.

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## LETTER TO EDITOR

### UNPROFESSIONAL CONDUCT

Dear Sir,

It is with deep regret that I wish to bring to the notice of heads of educational institutions the practice of some teachers, especially in the mofussil, of trying to make up for their inefficient teaching (largely due to laziness) by holding a concentrated session of what is known as special classes just before the examination (annual and half-yearly) of the duration of a week or ten days, and giving intensive tuition to boys in portions likely to be traversed in the examinations to come; and even, in a way, disclosing the

questions likely to appear in the examination. Thus, they are able to produce tolerable results and hide their laziness. But the results are sure to be disastrous from the point of view of the students who would have no difficulty in reaching VI Form in this way. But they can never hope to face the public examination successfully. It is the duty of headmasters to see that such fraudulent malpractices—which unfortunately are by no means rare—do not creep into the institutions under their care.

Yours faithfully,

A Parent.