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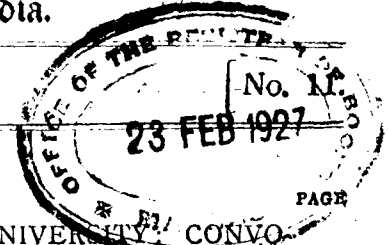
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THE EDUCATIONAL REVIEW

A Monthly Record for India.

Vol. XXXII.]

NOVEMBER 1926.



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THE BOMBAY PRESIDENCY
HEADMASTERS AND SECODARY
TEACHERS' CONFERENCE:
POONA.*

ADDRESS.

By DR. R. P. PARANIPY, M.A.,
Chairman, Reception Committee.

LADIES and Gentlemen, I offer a most cordial welcome to you all to this historic city of Poona. Our city does not however live only on its historic past, but is one of the most important educational centres in our country. Its three Arts Colleges, its Engineering and Agricultural Colleges, the Poona Law College, the Medical School, the several large Secondary schools both for boys and girls, the Indian Women's University, the Poona Seva Sadan, the Bhandarkar Oriental Institute, the Bharat Itihasa-Samshodhak Mandal and many other educational institutions have made Poona a hive of educational

activity more crowded with life than many a provincial capital. The population of Poona contains a larger percentage of pupils receiving secondary and higher education than almost any other city in India. Problems of education are being considered and worked out by large and representative bodies of various kinds in our city and this large Conference will help us in our work of solving them. Perhaps some of our visitors will do us the honour of visiting several of our educational institutions and give and receive inspiration in our common work.

I do not wish to speak in detail about the various problems of secondary education confronting our Presidency, as our President-elect will deal comprehensively with them with his well-known knowledge and experience. I wish only to say that it is an important link in any educational system and its strength or weakness is bound to affect the efficiency of primary education on the one hand, and

* 13th November 1926.

XXXII—83

higher University and professional education on the other. It has now been everywhere acknowledged that primary education should be free and compulsory in all parts of the country both for boys and girls. But for the moment this primary education means in our country, education up to the fourth vernacular standard only, and is intended for children not above the age of eleven. In other countries, the age of compulsion goes up to fourteen and even more and hence much of what is called primary or elementary education there is in our country included under secondary education. On the other hand, the capacity of young men and women to receive, and profit by higher education in Universities, colleges, and technical institutions of a higher status will depend upon the kind of secondary education they have received. Any defects in them are often rightly or wrongly attributed to the secondary schools and consequently persons engaged in secondary education should see that they are doing their best in their own work.

The profession of teaching is not so well organised in our Presidency as it is in some other provinces, and I hope this Conference will take some steps towards a regular organisation of the profession. I trust that this organisation will not confine itself merely to the safeguarding of the material interests of its members, important as these are in all conscience, but will educate public opinion on the essential problems of secondary education like curricula, medium of instruction, &c. Every person in these democratic days considers himself competent to lay down definite opinions on educational questions and the opinion of the man in the street is likely to find expression and take effect in our Councils. We must therefore educate our masters and

see that the man in the street does not carry the country away from correct educational policy on which the teachers engaged in it are more competent to give an informed opinion.

In order that teachers should be able to do their work efficiently, it is absolutely necessary that their material position and status should be placed on an adequate basis. The teacher in no country receives remuneration fully equivalent to the value of the work he does. In our country the teachers are often miserably paid and their position is one of dependence and carries no certainty of tenure. The reason is that the number of persons supposed to be qualified to act as teachers is too great and they are thus often found to underbid each other. A strong organisation of the profession will do something to remedy this state of things. Low salaries necessarily make teachers attempt to supplement them by engaging in subsidiary means of increasing their income and the one way open to teachers is private tuition. This is a double evil in general; it uses up the mental and physical energies of the teacher that should be devoted to his work in the school; and it makes the pupil receiving private tuition neglect his work in the school, become accustomed to mere spoon-feeding and lose his mental vigour by being kept too long at his books. Again, the tenure of a teacher's position often depends on the whim of the management, and this management is often in the hands of persons who do not see things from an educational point of view. The question of pensions or provident funds for teachers is also most important and only a strong organisation can insist upon a universal system of provision after retirement. Another question that I would like to suggest for consideration

PRESIDENTIAL ADDRESS

By PROF. P. SESHADRI, M.A.,
*Head of the Department of English Studies,
Benares Hindu University.*

INTRODUCTION.

MY first duty is to express my grateful thanks to you for your kindness and courtesy in inviting me to preside over this session of the Bombay Presidency Headmasters and Secondary Teachers' Conference. Your invitation receives added grace by the circumstance that I do not belong to the Presidency of Bombay, either by birth or by adoption, and my lot is cast in quite another part of India, though I can claim to have taken some little interest in educational developments all over the land. I need not disguise my real pleasure at the opportunity you have thus furnished me for coming into more intimate contact with activities in this part of the country, and I have no doubt I shall return to the scene of my daily labours with the consciousness of wider knowledge and experience gained by communication with a number of keen and enthusiastic fellow-members of my profession.

I have deep faith in the value of these organisations, not merely for the advancement of the interests of the profession to which we are all so proud to belong, but also for the effective progress and efficiency of real educational work itself. Gatherings of this kind where teachers have splendid opportunities of comparing notes with regard to their work and considering the most recent developments in educational theory and practice must react very beneficially on the efficiency of the profession. Let us all hope that each Conference will mark a real advance in our

is the provision of decent housing for teachers. The need of hostels for boys is now generally recognised, but the need of proper provision for the residence of teachers especially in large cities is not yet realised. If one were to see the houses in which many teachers have to live in cities like Bombay, Poona, Ahmedabad or Karachi, one would not wonder that they are not as efficient or as much interested in their work as they might otherwise be.

The position of the teaching profession can also be improved by giving them seats on bodies like the University or the School-leaving Examination Board, so that they can in their own person voice their own views on various questions. Till now they have generally had to carry out orders given to them from outside and are regarded as mere parts of a dead machinery and not as living and thinking beings. Even such a large organisation as the Department of Public Instruction carries the policy of centralisation to a ridiculous extent. Even the Headmasters of Government High Schools have no voice in the determination of vacations, school-hours, textbooks to be used, or even question papers to be set in the annual and terminal examinations in their own schools. A dead uniformity is aimed at and consequently the work materially suffers. The profession must assert its right to consultation on most educational matters and to initiative and independence on minor details.

I do not propose to speak on the large problems of secondary education like the medium of instruction, curricula, linguistic Universities, the need of differentiation between the secondary education for boys and girls or the question of resources. They will be dealt with adequately by your President. On many of them there will necessarily be a difference of opinion, but there is everything to gain by a frank interchange of views, and I hope this Conference will serve to increase the interest in educational questions and do something to help on the progress of education on which our national progress so essentially depends. Ladies and Gentlemen, I once more give you a most cordial welcome and request you now to proceed to the formal election of your President for this session.

capacity as instruments for the diffusion of knowledge and enlightenment in the country. That the organisers of this Conference have not been unmindful of this aim is evident from the circumstance that they have arranged an educational exhibition under its auspices, and various educational lectures and demonstrations are also part of its activities. So long as you pursue both these objects with vigour, you are bound to achieve valuable results, beneficial to yourselves and to the country at large.

II.

ELEMENTARY EDUCATION.

It is with some hesitation and want of confidence, that I now proceed to a consideration of some of the special educational needs of the Presidency of Bombay to-day. If I suffer under the grave disadvantage of not belonging to the Presidency, it is pleasant to feel that I possess the advantage of being a detached spectator from outside, and as the French proverb says, we see the procession better from out a window than by actually being members of it! It is true that as compared with many other Presidencies in India, you have a higher proportion of children at school to the total population, as the following figures extracted from the latest report on Indian Education (1924-25) will show :—

Bombay	...	...	5.19
Madras	...	...	4.9
Bengal ...	...	...	4.40
Burma ...	...	...	4.20
Punjab ...	...	...	4.07
Bihar and Orissa...	...	...	2.66
United Provinces	...	...	2.53

But as persons who have received the benefits of education and are familiar with the

advanced state of affairs in the civilised countries of the world to-day, you can realise how much has yet to be accomplished in educating the masses. In spite of this superiority to other Provinces, the remark of the latest report on Indian education that there are still thousands of villages which have no school and thousands of homes which do not send their children to the existing institutions, applies as much to your Presidency as it does to the rest of India.

AN EDUCATIONAL CESS.

A vigorous programme of educational expansion, aiming at bringing every child of school-going age within the benefits of enlightenment, is the most primary need worthy of all the available energy and resources. The time has come to face the question boldly and submit, if necessary, even to fresh taxation in the form of an educational cess, to be able to get through a well-mapped out programme of universal primary education within the next decade or so. The Government of Bengal has just now a proposal before it, for the levy of an educational cess to introduce such a programme into the province. It has been calculated that a scheme of free and compulsory education will cost the province the annual sum of two crores of rupees which cannot obviously be met from the current revenues. The proposal is therefore to levy a cess of five pice in the rupee on the annual value of lands and the net profits of mines and to levy a corresponding tax on the non-agricultural classes. It is difficult to say in the present complication of politics in Bengal, what the fate of such a new piece of legislation will be when it comes before the Legislative Council, but it is hoped that the measure will be accepted and it will also be emulated elsewhere. An educational cess is really in the

nature of raising capital for one of the soundest of national investments, calculated to add considerably even to the material wealth of the country apart from the numerous other beneficial effects.

A COMPARISON WITH THE PUNJAB.

The Punjab is pressing forward vigorously with its programme of the expansion of elementary education. It has introduced compulsion into a larger number of Municipal and Rural areas than in any other province in India. According to the latest available figures, it has compulsion in 290 District Board and Rural areas (not Municipalities), while other provinces can hardly boast of any such, the two other provinces which have any figures to show at all being the Central Provinces which have 11 and Bihar and Orissa which has only one. Even in the matter of compulsion in Municipal and Urban areas, the Punjab is leading with 20 against 18 in the United Provinces, 15 in Madras and only 5 in Bombay. The Director of Public Instruction in the Punjab is in the happy position of reporting : "It is the villagers who apply for compulsion and not the local body which enforces compulsion on an unwilling people." No efforts should be spared to produce a similar atmosphere in the other parts of India.

RURAL EDUCATION.

In view of the Royal Commission on Agriculture now sitting in the country and the kind of evidence being adduced before it, it is impossible not to bestow some thought on the special needs of education in rural areas. Considerable improvement is probably possible in bringing it nearer the life of the villagers without sacrificing the essential needs of education, it is being complained more and more, that education has only had the effect

of making the villager scorn his traditional pursuit of agriculture and developed wrong notions of dignity in him. An education which fails to make the inhabitant of the village more interested in the work around him cannot be said to be successful and a problem awaiting solution in the near future is therefore its transformation into a more attractive form for the villager. It is a melancholy reflection that whatever educational advancement there has been in India has not yet reacted on the condition of the villagers, and their life has been more or less stationary, answering to Sir Henry Maine's description of India being still "an energetic expression of the past."

ADULT EDUCATION.

The present election turmoil in the country compels attention to another important problem, the problem of the coming world of democracy all over the world, that of Adult Education. Without some intelligent comprehension of the duties of citizenship and a knowledge of the outside world, it is impossible for the voter to exercise his franchise with any usefulness to himself or to the country, but it is surprising what little effort is being made to educate him. The numerous candidates whose frantic efforts at reaching their illiterate voters in rural areas we have just witnessed, are sure to leave them severely alone till the next election, their political education never entering their heads. The Government of India issued a valuable report on Adult Education in 1922,* giving a useful account of the progress of extra-mural education in England and Wales, but the idea has unfortunately inspired no enthusiasm in this country, except in the Punjab.

* Occasional Reports, No. 10, Bureau of Education, Government of India.

By means of grants to District Boards specially ear-marked for the purpose, it has succeeded in creating numerous centres of adult education, in the form of night-schools, besides such supplementary activities as village-libraries and lantern-lectures on health and kindred subjects in rural areas. The Punjab has, according to the latest report of the Government of India, 2,374 institutions for adult education with 61,991 pupils representing an increase of 50 per cent. over the figures of the previous year. The Bombay Presidency has only about one-tenth of the number of the institutions, 213, to be exact, and about one-eighth of the total number of pupils, namely, 7,559. Another depressing circumstance is that the figures in Bombay for 1924-25 represent an actual decrease in the number of such institutions, though there is a slight increase in the number of pupils. The full importance of this problem is revealed by a realisation of the fact that we cannot wait for a whole generation to enjoy the benefits of elementary education and besides the narrow education implied by the teaching of the Three R's, there are numerous ways of enlarging the mind, necessary for the population of a civilised country. This can be secured only by such means as the creation of village libraries, an intensive use of magic-lantern lectures and an exhibition of useful educational films, which last is now being attempted by the Great Indian Peninsula Railway in Western India. The Government of Madras has just been making enquiries and inviting suggestions, so as to be able to frame a regular programme of adult education for introduction into the Presidency, and I hope you will also succeed in getting some special grants for the purpose by the local Government. As in the case of the night-

schools, the other aspects of adult education also can be worked in conjunction with the large net-work of the ordinary schools now existing in the country and some of the organisations for voluntary social service which have happily come into existence in cities like Bombay and Poona.

THE USE OF THE VERNACULAR.

In many educational reforms this Presidency has yet to make considerable progress compared with some of the other provinces in India, one of the most important of them being the employment of the vernacular as the medium of instruction in Secondary Schools. India has been called a 'museum of languages' by Sir George Grierson, and from one standpoint it is a great disadvantage, rendering the introduction of many an educational reform rather difficult. The Bombay Presidency has in miniature this obstruction in its educational system as in the case of the whole country, as many as six languages, Marathi, Guzerathi, Canarese, Urdu, Sindhi and Portuguese being represented in its schools. But the introduction of the vernacular as the medium of examination and instruction must be considered to be proceeding at a very slow pace indeed here, even making allowance for this disadvantage. You are still in the stage of allowing pupils the option to answer in the vernacular only in a few subjects of the Matriculation examination, while some other Provinces have decided upon the option in practically all non-language subjects and are on the point of extending the concession to the Intermediate Examination. The High School and Intermediate Board of the United Provinces has resolved upon making the use of the vernacular even compulsory in the coming years,

except where special permission is obtained for exemption from the rule. There is no need to refer to the example of the Osmania University where, however, the scheme is probably still in the experimental stage, in spite of confident assertions to the contrary in some quarters. It may be mentioned here that in the newly-started Andhra University of the Madras Presidency, one of whose professed aims, according to the very preamble of the Act constituting it, is the gradual introduction of the vernacular as the medium of instruction and examination, a Committee has just been appointed to consider the introduction of the reform even in the Intermediate and B.A. classes, if necessary subject-wise, if not class-wise.

TECHNOLOGICAL EDUCATION.

Not much progress has been achieved in this Presidency, again, in the introduction of technological education into schools, in spite of its comparative advance over other provinces in commercial and industrial advancement. The report of the Committee appointed during the Ministry of Dr. Paranjpye with the distinguished engineer and statesman, Sir M. Viswesvarayya as President, is unfortunately a dead letter and no action has been taken on it, either in accordance with the report of the majority, or in accordance with the suggestions of those who formed the minority. The United Provinces and Madras have made considerable progress in this direction in recent years. If the dream of the Bombay University Reform Committee for the establishment of a high-class Technological College is to materialise and be a success, it can only be with the help of a wide net-work of technical schools established at various centres of the Presidency, with a discriminating knowledge of the special needs and aptitudes of each.

THE PROBLEM OF UNEMPLOYMENT.

A proper solution of this question is intimately bound up with the problem of the unemployment of the educated middle-class which is apparently as acute in your Presidency, as in Bengal or in Madras. A Committee is now sitting in the latter Presidency and many valuable suggestions have been placed before the Committee, not the least important of which is the development of technical education, so as to train up people for industrial work without making them crowd into the learned professions. The disparity between the number of students in Arts Colleges and in Professional Colleges is less in Bombay than in Madras and Bengal as the following figures will show :—

	Students in Arts Colleges.	Students in Professional Colleges.
Madras ...	10,080	2,041
Bengal ...	23,870	6,500
Bombay ...	7,092	2,532

and it is a condition working against unemployment, but you should not be content with this slight improvement.

ADMISSION INTO UNIVERSITIES.

Side by side with this diversion into technical and professional Colleges, which means the increase of facilities and the offering of special encouragement, there must also be an attempt at regulating admission into Universities by confining it only to those who are likely to benefit by it. A constant phenomenon of the Indian educational system is the large percentage of waste in all its stages, the useless expenditure of effort and national resources on pupils who drop off without completing the courses on which they have embarked. They withdraw by repeated failures to pass the final examination, or even

at various intermediate stages. It is statesmanship of a far-seeing kind, as well as real kindness to the pupils concerned, to prevent such futile effort and expenditure and to deal with only the material that can be shaped to useful ends. In his recent book *On Education*, Prof. Bertrand Russell has said: "University education should therefore be regarded as a privilege for special ability.... No one should be admitted unless he satisfies the tests of ability, and no one should be allowed to remain unless he satisfies the authorities that he is using his time to advantage." It is an ideal which is often forgotten in Indian Universities.

MEDICAL INSPECTION.

There are a number of directions in the work and organisation of Secondary schools in this Presidency in which it is your special duty as well as privilege to urge improvement and reform. Special reference should be made to at least one of them here. The physical welfare of the children who are entrusted to your charge cannot be a matter of less importance to you than their intellectual development or the formation of their character. I shall not repeat here the commonplace remarks which have often been made from public platforms regarding the need for attention to this aspect of education and plead for facilities as well as for its treatment as an integral part of school-work. But an important accessory for ensuring a high state of physical efficiency is the constant need for the medical inspection of pupils, in which matter again, many other provinces have stolen a march over you. In the United Provinces, it is now obligatory on the part of schools to make arrangements for it, Government having come forward generously to share the cost, the latest being the appoint-

ment of full-time medical officers for the purpose in the bigger cities.

TEACHERS' SALARIES.

These Conferences have an absorbing interest in the improvement of the prospects and conditions of service of the profession. It is an aim of which none of us should be ashamed, as every individual must seek all opportunities for the facilities of decent living necessary for efficient and good work, without which educational institutions cannot be of much service to the nation. The poor salaries paid to teachers is a serious problem with which you are confronted here. One of your publicists complained only the other day in the press, that the teacher's salary in the Presidency is sometimes no higher than that of the Chobdars of the High Court, a condition of affairs similar to what exists in many other parts of India; but it must press severely on the persons concerned here, in view of the high cost of living in some parts of Western India. For reasons into which one need not enter here, the cost of education per pupil in the Bombay Presidency is, it is true, already much higher than in other parts of India, as the following figures of annual averages for each pupil will show:—

Bombay	...	Rs.	35	0	0
Punjab	...	"	28	0	4
United Provinces	...	"	27	0	1
Burma	...	"	25	8	11
Madras	...	"	18	8	0

But efficiency in education as in any other occupation is hardly compatible with low wages and increased expenditure must be faced here again. Any request for increased salary by members of the profession is unfortunately apt to be looked upon as a mere love of more worldly emoluments, but no real statesman can afford to ignore the considerations of the vitality and progress of education involved in it.

GRANT-IN-AID.

The resources of private institutions are so poor that no reform in this direction is possible without special grant-in-aid from the Government and this brings us to the next question, the improvement of rules of grant-in-aid here. The rules of grant-in-aid seem to be in need of liberalisation, so that they may be brought up to the level of some other provinces in British India, particularly the United Provinces of Agra and Oudh. You must endeavour to eradicate the erroneous notion often present in the minds of responsible Government officials, that private institutions have not such a claim on the finances of the State as the institutions maintained by the Government. It is necessary to impress on their minds that if the private aided-schools did not exist, the entire burden of education borne by them would fall upon the State which would be compelled to open more schools. Any grant-in-aid, only less than the entire total expenditure, would therefore be reasonable, with the necessary safeguards against extravagance and waste which it will be conceded, is not a feature of private institutions.

PROVIDENT FUNDS.

It is surprising that the institution of a Provident Fund for teachers aided by the management and the Government is not yet a compulsory condition of recognition of Secondary Schools in your Presidency. It is necessary to place the teacher above all anxieties regarding his old age, if he is expected to work with cheerfulness and vigour. With the present poor finances of private institutions, it is idle to expect them to come forward of their own accord with proposals for the establishment of a Provident Fund,

unless it is insisted upon as a necessary condition for recognition and aid. Madras and the United Provinces have again forged ahead in this matter, and a Secondary School without a Provident Fund is an exception rather than the rule in those provinces. In fact, it would be difficult there to obtain the services of any useful and qualified teacher without this condition being fulfilled.

III.

MANAGEMENT OF SECONDARY SCHOOLS.

The proper administration of private Secondary Schools, avoiding the constant interference of the Managing Committees in academic matters and entrusting the members of the teaching staff with the responsibility and power necessary for maintaining high standards of efficiency and putting forth individual initiative is a matter of no less importance than suitable emoluments and conditions of service. The history of private-managed institutions all over the country is a uniform tale of friction between the Headmasters and the Committees of Management, of the overriding of expert academic opinion, the exhibition of ignorance in educational matters, the perpetration of favouritism in appointments and a continual provocation to grumbling discontent, if not to open rebellion. Such a state of affairs is undoubtedly unwholesome and is as injurious to educational efficiency and progress as it is subversive of the peace of mind and happiness of the teachers concerned. One of the resolutions passed at the last session of the All-India Federation of Teachers' Associations related to this matter and it is time that definite suggestions were put forward to remedy this condition. One of the conditions of recognition should be the existence of properly constituted Managing Committees providing for an adequate representation of

the teaching staff and ensuring the freedom of the Headmaster in purely academic matters.

A SUGGESTION FROM BENGAL.

The Government of Bengal have recently bestowed some attention on this matter and issued a draft scheme for opinion, defining the type of constitution and functions of Managing Committees which should be expected in non-Government High Schools. It is suggested that the Committee of Management should invariably have the Headmaster as an *ex-officio* member besides two other teachers elected by the staff and representatives of donors and guardians of pupils in certain proportions. Provision is made for the consultation of the Headmaster in all matters relating to the school and the maintenance of a written record for the purpose. But the most welcome provision is the proposal for constituting Arbitration Boards for each district and a central one for the whole Presidency, to decide cases of disagreement in matters of contracts of service between teachers and Managing Committees. The District Committees are to consist of five members, two of whom are to be teachers, one at least being a Headmaster elected by the High School teachers of the district other than those in Government Schools, a local educationist appointed by the Syndicate of the University, one nominated by the District Board and the Inspector of Schools. It is proposed that the Central Arbitration Board for the whole Presidency should be formed of nine members, consisting of three Headmasters of High Schools nominated by the Syndicate of the University, four other members nominated by the University, two by the Senate and two by the Syndicate and two Inspectors of Schools nominated by the Director of Public Instruction.

It is not maintained for a moment that this scheme is not open to adverse criticism. It concentrates too much power in the hands of the University; there is no reason why the Legislative Council consisting, at least as it should, of the best publicists in the Presidency, should not be represented on the Central Arbitration Board, and why the Headmasters on the Board should not be elected by all the institutions concerned. But the spirit underlying the proposal is a sound one calculated to advance educational progress. The Educational Department of the United Provinces is now contemplating the insistence of managements, of conforming to definite written contracts with the staff in matters of salary, conditions of service, etc. It may be mentioned in passing that the constitutions of some of the more recent Universities in India provide for Tribunals of Arbitration and the Secondary teacher needs such protection even more than the Professor at the University. There is no reason why you should not urge similar action on the part of the Government of Bombay. A right solution of this question will remove a long-standing and wide-spread grievance of members of the educational profession in private institutions.

IV.

UNIVERSITY PROBLEMS.

Problems of University education do not probably come strictly within the purview of this Conference, but all the work of the Secondary teacher can only be futile, if it does not lead to wholesome and high-class University education. The High School teacher can ill-afford to ignore what is beyond the boundary wall of the Matriculation examination, even as the sensible University Professor cannot afford to look down with indifference upon what is being done in the

lower institution. It is therefore essential that reference should be made here to some of the outstanding University problems of to-day in the Bombay Presidency.

THE UNIVERSITY OF BOMBAY.

It is a matter of some surprise, at least to those outside Western India, that hardly any action should have yet been taken on the admirable report issued last year on University reform in Bombay. It is a document containing a number of valuable suggestions, the adoption of which is likely to open out a new era in the development of higher education in the Bombay Presidency. One of the most attractive suggestions, as far as the University of Bombay is concerned, is that relating to the concentration, within a single area, of all the collegiate institutions in the city which will enable the development of residential facilities, as well as succeed in creating a rich University atmosphere. The Committee has worked out the details and has estimated that out of a total expenditure of Rs. 69,60,000 which will be required for the purpose, the sum of Rs. 60,00,000 will be met by the sale of some of the present sites and buildings concerned. A sum of ten lakhs of rupees is undoubtedly not too much as non-recurring expenditure for one of the Premier cities in India, for the introduction of such an excellent scheme of reform. It is at least a very small fraction of the lakhs which have already been dumped on the Back Bay Reclamation scheme and cannot be much more than what is now being spent on the Enquiry Committee now sitting on the subject! The demand, again, of a recurring grant of about ten lakhs of rupees per year for carrying on the work of the University is perfectly reasonable and should not be beyond the resources of the Government. It is un-

fortunate the Corporation of Bombay should have said at one of its recent meetings that it cannot hold out any promise of financial support for the University, but the responsibility of the Government in the matter is clear and it is hoped it will rise equal to the occasion.

There are a number of other valuable suggestions, many of them deserving of immediate adoption: the opening of new faculties including one for the Fine Arts; the creation of an extensive school of post-graduate teaching; provision for adult education under the auspices of the University, and so on, but all the trouble taken over the report is apparently coming to nothing and things seem to be more or less where they were before the appointment of the Committee. Thanks to various circumstances, the report has been relegated to the position of an academic essay, in spite of the appreciation which has been expressed of it in various quarters. It seems to have shared the fate of the report of the Calcutta University Commission which has been a dead letter, at least as far as the University of Calcutta is concerned.

It is also a pity that the University of Bombay, even as it is constituted at present, should not have received more financial support from the public and the Government than it has done in the past, to enable it to expand its activities. Special schools of research in Economics and Sociology represent a very small fraction of the activities which should be found in a modern University and surely the wealth of Bombay should be able to provide facilities for something more. A comparison with the departments of post-graduate study and research in arts and science at the Calcutta University will enable a realisation of what has still to be accom-

published in Bombay with reference even to an Indian University, not to speak of the facilities in the advanced Universities of the West. Each year the Syndicate have been asking for wider support and encouragement from the public and the Government. Concluding their report on the work of the University for 1925-1926, they claim that they have been doing "all that is possible" for the physical, mental and moral training of the younger generation of the Presidency and hope that "the Government and the citizens of Bombay will in a generous spirit shoulder their responsibility to supply the necessary funds enabling the University to attain to its full stature." Magnificent endowments like the Sir Taraknath Palit and Sir Rash Behari Ghosh Research Professorships in Calcutta should not be beyond the reach of the wealthy citizens of the Western capital. It may also be noticed that the University receives no direct grant from the Government of Bombay, though it provides for the expenditure on the Government colleges affiliated to it and all the State-aid it receives is the annual total grant of Rs. 67,000 from the Government of India. The Government of the United Provinces spend the large sum, annually of Rs. 22,62,757 on Universities alone, excluding another twelve lakhs of rupees spent on Intermediate and Professional colleges. This must cause some heart-searching to those in charge of the distribution of finance in the Bombay Presidency, where the total expenditure for collegiate education is roughly a third of the amount spent in the United Provinces.

A UNIVERSITY FOR POONA.

Allied to this is the question of starting additional Universities for Western India, discussed in the University Committee's

report and having now advanced a further stage by the recent appointment of a Committee by H. H. the Gaekwar to consider the question of starting a University for Guzerat which is now holding its sessions in Baroda. Poona has splendid resources for the starting of a University of its own. With three first-grade colleges, two of which are due entirely to popular effort and represent high traditions of self-sacrifice and zeal in the cause of learning, a Women's University, though of small dimensions, a College of Engineering with a distinguished history, and such admirable centres of research work as the Bhandarkar Institute, Poona is more ripe for the establishment of a University than many other cities in India which have Universities of their own already, or which are aspiring to have them in the near future. Apart from the opportunities it will furnish for the development of the special genius and culture of Maharashtra which is naturally not finding much consideration in the somewhat diluted cosmopolitan atmosphere of Bombay, it should be able to work up to a higher level of University education than what exists at present in this city.

It should be accompanied by greater facilities for intimate residential life between the staff and the students, as in the case of some of the unitary and residential Universities in North India and also for opportunities for real research-work on the part of the *alumni* even after completing their ordinary education. The latter aim has yet to be fulfilled, even in any little measure, in spite of the great possibilities possessed by Poona, though as Bertrand Russell says in his recent book *On Education*: "Research is at least as important as education, when we are considering the functions of Universities in the life of mankind. New knowledge is the chief cause of progress, and without it the world would soon become stationary." I am not unaware of

the differences of opinion in Poona with regard to the details of the scheme, or the difficulty in solving the problem of the outlying colleges in Maharashtra itself at Kolhapur, Sangli and Nasik, but I trust there will be an early solution of the question.

SOME ISSUES: LINGUISTIC UNIVERSITIES.

A right perspective with regard to some of the issues involved in the question will probably help in its early establishment, or at least serve to facilitate its clear comprehension. While there is much to be said in favour of starting Universities for separate linguistic areas, the underlying idea may receive exaggerated attention. As I have been endeavouring to impress on a similar University just established for the Andhra area in the Madras Presidency, the development of the language and the literature of a local vernacular and even its successful use as the medium of instruction for advanced education, can only form a small part of the activities of a modern University. Its range of work must be much wider and in an anxiety to develop the mother-tongue, it is wrong to ignore the essential work of a University.

THE PROBLEM OF FINANCE.

It is also desirable to avoid the mistake of imagining that one could run a University, relying for financial possibilities on a spirit of self-sacrifice on the part of its staff. A certain amount of willingness to forego the good things of the world will undoubtedly always exist in those who take to teaching as a profession and dedicate themselves to the pursuit of learning, but it is idle to expect to run a University on such a principle. It needs the ablest scholars it can find, representing the best talent available in each subject, and it is

possible only on terms which entail heavy financial responsibilities. It is also good not to minimise the numerous other items of expenditure involved in the successful running of a modern University. The history of all the recently-started Universities in India is a pathetic record of crippled resources and miserable financial struggles which experience should be availed of to the farthest extent in the institution.

MOFUSSIL COLLEGES.

The problem of mofussil colleges is a serious one everywhere and has successfully prevented the adoption of valuable educational reforms with regard to University education in more than one province in India. Without intending to be indifferent to the needs of outlying towns, or wanting in appreciation of local efforts at various places for educational advancement, is it too much to ask for some surrender of petty district patriotisms, for the sake of having a really high-class centre of advanced learning for all Maharashtra? One is emboldened in making this appeal, by a realisation of the truth that educational efficiency is really advanced by the process. Let us remember that as Cardinal Newman has pointed out, unity and excellence always go together, and if one wishes to have a really high-class University education, one must often be prepared to make a pilgrimage to a central place for the purpose, just as you go to some great city for some famous museum or art-gallery. If the prospective aspirant for academic learning is compelled to travel to a beautiful and historic city like Poona to realise his dreams, instead of finding a college close at hand in his own neighbourhood, it is not a serious disaster and is a condition of affairs which must be tolerated in spite of the obvious inconveniences

involved in some cases. A single centre of advanced learning for the whole of Maharashtra equipped on the most up-to-date lines for the teaching of Arts, Science and Technology is a difficult enough consummation, worthy of all the combined efforts possible and the sacrifice of some vested interests here and there. The resuscitation and advancement of the cultural glories of Maharashtra is after an ideal which can rightly demand some sacrifice from the people concerned.

V.

WOMEN'S EDUCATION.

The question of the education of our women has recently come in for some special attention and it is interesting to note that an All-India Conference is going to meet in this very city, sometime early next year, to discuss the problems connected with it. The reasons which have prevented the growth of the literacy of women in our country are well-known and are referred to in almost all the annual reports of public instruction issued in the various provinces. It is hoped the ensuing All-India Women's Educational Conference will concentrate attention on the subject and put helpful suggestions before the country of how the existing evils could be combated. It is idle to dream of progress in women's education, so long as we have the twin-disabilities of purdah and early marriages, the former of which is happily non-existent in this part of the country. According to the last report on Education in India issued by the Commissioner of Education with the Government of India, during the last four years, we have only added about one-tenth per cent. of the total female population to those undergoing instruction in schools, while there is still nearly another 14 per cent. of

the population to be brought within the four walls of the school. It will thus take about 500 years, at the present rate of progress, to bring the entire female population of school-going age into the educational system! The statistics for Bombay show a superiority to many other parts of India, the percentage of female population at school being 2% against the average of 1% for the whole of India, but it is obvious no efforts should be spared to improve this depressing state of affairs.

THE SPECIAL NEEDS OF WOMEN.

With this appalling wall of ignorance closing round us, it seems undesirable to spend too much time on the right type of education for Indian girls, on nice discriminations between the special needs of girls as contrasted with those of boys. Let us first achieve the mere rudiments of education, the Three R's, for a large percentage of the women of our land—there is time enough to talk of their special educational needs. When too much insistence is laid on the niceties of this question, one is reminded of Dr. Johnson's observation with regard to a father who worried himself very much as to what exact order he should follow in the subjects to be taught to his young child. It is like a man arguing, said the Doctor, whether he should put his right leg first or his left leg first into his pantaloons when beginning to dress. By the time he has decided the question, another has probably finished putting on his clothes and gone about his business!

A NARROW IDEAL.

It is easy enough to exaggerate the importance of the differential educational needs of men and women, but it is good to point out their definite limitations. After all, there are no qualities of sex to be taken into

account in higher education and all enlargement of the mind must be welcomed with open arms. Women benefit by the highest education as much as men, and it is a narrow view indeed which seeks to fit woman only for the needs of motherhood and domestic life, though it is not argued on parallel lines that man's education should be so ordered as to make him primarily a good father and a good husband! The world has now outlived the mid-Victorian ideal embodied in the famous lines of Tennyson:—

She knows but matters of the house,
And he, he knows a thousand things.

The Right Hon'ble V. S. Srinivasa Sastri, speaking the other day in Southern India, refuted this narrow conception of women's education, when he said he viewed with increasing satisfaction the desire of young women to obtain University distinction, to learn Science and Mathematics, or to stand the same test as their brothers and cousins of the other sex stood or wanted to stand. He, for one, had no sort of misgiving as to the direction in which women's education was moving in India and he viewed it with complete confidence. He warned his hearers, not to think that it would be enough to give their young women a little of education, a little of music. On the other hand, man and woman, he said, had to advance together, not only in the direction of family life, but in all directions in which human endeavour has to be made for the further progress of our race. This is of course not to suggest that there should not be in the courses, subjects specially suitable for girls who wish to marry and settle down to comfortable domestic life. At the Benares Hindu University, for instance, we have just laid down courses in Domestic Science, Music and Painting as alternatives for

girl-students to the usual optional subjects at the Admission, Intermediate and B. A. examinations.

THE NATHIBAI THACKERSAY WOMEN'S UNIVERSITY.

Speaking on this subject at Poona, occasion must of course be found to offer a special word of appreciation of the work of the Nathibai Thackersay Indian Women's University here, in striking out new paths and achieving valuable work in the education of women. A tribute of great praise is due to its selfless founder, Prof. D. K. Karve, whose splendid endeavours have borne fruit which it is hoped will become richer and even more enduring in the years to come. The net-work of high schools which the institution has now gathered round it all over Western India will undoubtedly serve to carry the torch of enlightenment to many a dark recess of ignorance, but may I plead for an extension of the sphere of usefulness of the University itself? It is disappointing that less than a hundred students should be found in the college classes of the University and its message is not reaching the hearts of thousands of our young women.

It seems essential that its degrees should have some kind of recognition before women can flock to it in large numbers, as most girls who seek a college career do so with a view to equipment for some great profession in the country, and a University which cannot strive to satisfy this ambition is in the nature of a blind lane confronting an enthusiastic pedestrian. With increasing popular control in our Universities, though there is probably not much of it yet in the University of Bombay, it should not be difficult to find from them the sympathy necessary for the purpose and the Women's University should not also

grudge falling into line with the collegiate institutions of the land in some material points to facilitate such a consummation. In the new Poona University which is to be—for now it is only a matter of time for the idea to materialise—it is hoped a large and prosperous college for girls will be the institution which has been growing under the fostering care of Professor Karve.

VI.

EDUCATION AND THE GOVERNMENT OF INDIA.

Though addressing a Provincial Educational Conference, I feel it my duty to express regret at the gradual abdication of all responsibility in matters of education by the Government of India, leaving it entirely to Provincial Governments under the excuse that it is now a 'transferred' subject. One of the unfortunate recommendations of the Inchcape Committee was the abolition of the Central Advisory Board of Education with the Government of India, which served, in some measure, to focus an all-India attention on some educational questions. It is not surprising that the Commissioner for Education with the Government of India giving evidence before the present Agricultural Commission the other day should have pleaded for its revival. The Inter-University Board formed in Simla in 1924 and the All-India Federation of Teachers' Associations inaugurated last year should be able to be of some real service in co-ordinating educational experience in the various provinces, if only they are properly utilised and opportunities are furnished to them for service. It is also gratifying to learn that there is going to be a Conference of Directors of Public Instruction in January next for the exchange of knowledge and experience. It is hoped it will lead to some real advance in educational matters.

Education is too important an aspect of national activity to be left entirely to the varying degrees of attention bestowed upon it by different provinces. It is not every Provincial Minister of Education that is keen on educational progress. There are Ministers who are more anxious for communal rights and preferences than for real educational advancement, or are absorbed in the other portfolios in their charge, and Legislative Councils have varied considerably in their attention to this subject. It seems most desirable to encourage a uniform rate of speedy progress; to prevent the over-lapping of work and ensure the pooling of resources to the best advantage and to introduce the benefits of the most up-to-date educational theory all over the land, instead of leaving it to the accidental support of individual heads of educational administration, of Directors of Public Instruction, often content to keep the official routine going, or Ministers of Education depending for their existence and policy on the capricious vote of the majority in the Legislative Council. It was only the other day however that the Government of India committed the mistake of completing the devolution of power by laying down that it was not necessary for Provincial Governments to take the previous sanction of the Government of India even for the introduction of legislative measures for the establishment of new Universities. We can only hope that with his pronounced interest in education, the present Viceroy may utilise all his powers under the Act to improve matters, instead of being a silent spectator of want of progress in many provinces, without trespassing at the same time on the principle of provincial autonomy which is bound to receive even a further extension in the near future.

VII.

CONCLUSION.

It is time for me to conclude, though there are a number of other educational problems worthy of being placed before this Conference, questions of absorbing interest for the whole of India having at the same time a bearing on the special conditions of this Presidency. But if there is any message which I wish to leave with the large body of fellow-teachers assembled here, before uttering the last word of this address, it is one of courage and self-reliance and a keen realisation of the benefits of organised and energetic action. It is for you to take advantage of Educational Associations like the Poona Siksharichar Mandal, of effective exponents of educational opinion like the *Progress of Education*, and of organisations like these annual Conferences, with a view to advance the efficiency and honour of our profession. There is much that we can do for ourselves and our fellow-teachers by determined and concerted action and let me assure you that collective professional bodies like ours can realise, more than individuals, the truth underlying the words of the poet:

I am the master of my fate
I am the captain of my soul.

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THE COIMBATORE DISTRICT
TEACHERS' GUILD:
WELCOME ADDRESS

BY

Mr. S. SRINIVASARAGHAVA AYYANGAR, B.A., L.T.
Headmaster, The Mahajana High School, Erode.

ON behalf of the Reception Committee, I have very great pleasure in welcoming you all here to-day. I heartily thank you for the honour you have done us in responding to our invitation. The need for a Teachers' Guild can never be over-estimated. Organisations of this sort have sprung up in various districts and we are only following their example. We have to ventilate our grievances unitedly: we require mutual discussion upon various problems confronting us. If ever we have to do our work efficiently and do the greatest benefit to the younger generation, if we are to fulfil our mission, our cherished desire of making men out of boys, I think we cannot do so better than by constant exchange of ideas regarding the plans and principles of teaching.

The problem of Secondary Education has not as yet assumed a definite shape in our Presidency. At best it is at its empirical stage. We have to look about us and see if the education we are imparting has any cultural value, if it fits out young men for life. We have also to see if the English education has not outlived its purpose, if it has not been weighed and found wanting; if the knowledge imparted through the medium of a foreign tongue is well assimilated by the students, if the substitution of vernaculars will not be a profitable change, or, at least, if the present position given to vernaculars is in consonance with the position which it must command in a scheme of national education. We have also to see if the present position occu-

pied by us in society is respectable, if the fruit of our labour is in proportion to the useful work we are doing to the society at large, if there can be any scope for improvement. Coming to another aspect, we have to ask ourselves with a bit of self-introspection if it is not our fault that we are thus and thus, if we cannot better our knowledge in general instead of remaining overworked with no time to study and improve our knowledge and do better service to the younger generation than we are doing at present.

First of all, let us consider the nature and scope of secondary education in this Presidency. Everyone will be unanimous in saying that it is not what it ought to be. It is said that secondary education has to be the sequel of primary education and that it has to prepare students for University culture. It has also to fit out young men for life. Moreover it has to be all-embracing by providing students knowledge in all the subjects. But what have we at present? We have an apology for secondary education which is neither cultural nor utilitarian. It neither makes the boys learn anything substantial nor does it fit them out for life. We shall see if, by this education, we shall be fulfilling the mission God has ordained us to do.

We are now working out the S. S. L. C. scheme. The chief features of this scheme are early specialisation, overdose of English and the marking scheme. Early specialisation has been worked out for a long time and the fruits of it are that students instead of being made to learn all the subjects have been indirectly made to pay particular attention only to a few. Only such of those subjects as have been set for the public examination have received any amount of attention at the hands of the teacher and the

taught. The so-called B Group subjects, important as they are from a cultural standpoint, have been relegated to the background. Thus not only one of the ideals of secondary education has remained unfulfilled but the cultural aspect also has been thoroughly neglected.

The old Matriculation can never be said to be perfect inasmuch as there was no breadth of outlook in the ordering of courses of studies and syllabuses, and the minds of the pupils were cramped by a rigorous system of external examinations. In order to avoid the above evils and with a view to give due weight to the progress of pupils at school, the marking system had been introduced in the S.S.L.C. scheme. So long as the marks obtained by the pupils at school were taken into account by the powers that be, it had some value. Now that it has ceased to have any influence upon the eligibility of the pupils for higher studies, its usefulness has ceased to exist. Therefore the good aspects of the S.S.L.C. have to be adopted by us and the bad ones thrown away. Suitable text-books are available at present and with their help we may aim at definiteness and in so doing we shall see if by paying equal attention to all the subjects we shall just take the good features of the S. S. L. C. and the Matric. The marking scheme has to go.

The last feature is the overdose of English. A foreign tongue so ill-adapted to Indian requirements has been given importance. How far the students are able to grasp and appreciate the genius of the language is within our common knowledge. A working knowledge of English might appear to be necessary. Look at the departmental syllabus for the

lower forms. Topics too high for the youngsters to understand have been selected to be taught. The enervation and loss of vitality caused by this are too great, and under the circumstances the English syllabus has to be revised and the whole scheme of grammar has to be distributed to be taught in five years instead of three so that the boys may better assimilate what is taught to them.

Subjects that are being taught in English are ill-digested. The want of language rather than paucity of ideas has been the general complaint of the Assistant Examiners. We have also to consider, therefore, if we could impart knowledge through the medium of vernaculars and thus save the man-power of the nation. The introduction of vernacularisation in higher forms is only a half-hearted attempt, for no good can this do to the pupils who want to continue higher studies where everything is learnt through the English medium. While thanking the Minister for what he has done in this direction, may we suggest to him to appoint a Committee to vernacularise University education by means of suitable text-books to be prepared by that body? In the long run, we may hope that the younger generation would be having knowledge without the strain which they, at present, are undergoing.

Coming to the utilitarian aspect of secondary education, we shall see how far it has fitted out young men for life. It is within our common knowledge that those that have been manufactured by this system are wandering in the streets, not knowing where to turn for a living. The problem of the unemployed is gradually assuming immense proportions. Apart from the 6000 S.S.L.C.'s there are about 8000 graduates manufactured every year. How are these to be provided

at least with a living wage? The fact of the matter is that education imparted in our schools does not provide sufficient connecting link with the life as it is lived in the world. It is allowed to run more or less to waste. The only solution is to so shape the educational curricula and so adapt the educational methods as to enable the pupils to turn their knowledge to practical advantage, to apply it to daily affairs of life. The immediate and urgent need is that provision has to be made by the University for the study of technical subjects along with cultural ones. Technical and technological institutes will help them a good deal in a country like ours which has splendid material resources that have yet to be developed. The opening of such institutes will enable them to find a congenial situation in life. Apart from the help rendered by enlightened and enthusiastic moneyed men, the State should come forward to afford suitable openings outside for trained men to use their knowledge and skill. In this connection, it will not be out of place to quote from the report of the Public Services Commission that had gone into the question sometime ago: "So far as the scientific and technical services, such as the Agricultural, Civil, Veterinary, Factory and Boiler inspection, Forest, Geological Survey, Mints, Mines and Pilots and Railway departments are concerned, the recruitments of officers should be made wholly in India and steps should be taken immediately to establish suitable institutions which will turn out men fully qualified to take up all the posts in these departments." We shall wait for the day when the whole scheme of Technological institutes will come to fruition.

And now I come to the question of the teacher's status. A time there was in our country when a teacher was able to command

a respectable position in society. But modern tendencies have vied with one another in lowering him in the estimation of the public. The modern school-master of an English school is commonly supposed to be only a servant catering to a particular need of the society, viz., the training of pupils placed under his charge to a fixed educational standard. Even granting that he is a public servant, the conditions of his service, especially in aided institutions, are anything but satisfactory. Gentlemen, it is a truism to say that 'teaching is the noblest of professions, but the sorriest of trades'. Is it not the barest justice that he must be placed above want? Select the best teacher for your children, if you like, but only if you pay him amply and secure for him stability of tenure, can he be expected to have sufficient enthusiasm for his work. "An anxious and depressed teacher is a bad teacher; a discontented teacher is a social danger," says the Rt. Hon. H. A. L. Fisher, the Minister of Education in England. Neither the Government nor the public seem to realise this fact. Unless we agitate and agitate unitedly, things are not going to change for the better.

Gentlemen, I feel that there is not adequate representation of the teaching element in the District Secondary Education Board. I feel it a great insult offered to us when we are excluded from bodies intended to advance and expand education in the Presidency. It shall be part of our duty to make the Government feel that our presence is indispensable in all Government educational organisations.

Gentlemen, the time has come for us to mutually help one another. Exchange of

ideas upon the teaching of various subjects by means of papers read before the Guild and discussion and formulation of courses of studies and syllabuses through Committees will go a long way in securing unity and co-ordination of aim in our work. We may aim at common text-books and common examinations so that we may have healthy competition among the various schools in the district. If these are realised, we would at least have the satisfaction of feeling that we are "members of a happy family." We shall, by these means, make the world recognise our being a useful coterie of workers sacrificing everything at the altar of learning.

Gentlemen, I have done. Once more, on behalf of the Reception Committee, I offer you a most cordial welcome in our midst. We would request you to overlook any shortcomings in our arrangements and feel quite at home in our midst, taking the will for the deed.

Mr. C. V. Venkataramana Ayyangar needs no introduction to you. He is a public worker and a philanthropist of great repute. He is taking a keen interest not only in the educational work of this district but also that of the whole Presidency. It is our fortune to have secured his sympathy and support in the inauguration of this Guild. On behalf of you all, I request him to declare the Guild open.

OPENING ADDRESS

By

Mr. C. V. VENKATARAMANA AIYANGAR, B.A., B.L.,
Coimbatore.

I THANK you most heartily for the honour you have done me by asking me to inaugurate the affairs of your Guild. The opportunity you have given me to meet you all here to-day, proves the confidence you have reposed in me, and I shall always cherish it with gratitude in my memory, though I am conscious of the fact that I am not worthy of the trust. As a Fellow of the Madras University and as a Member of the District Education Council and the President of the Secondary Education Board of our district, I have tried to realise your disabilities and to have them remedied to some extent at least. To have been asked to open your Guild is, I take it, a mark of recognition of my work in this direction, however small it may be, and if I had been of some service to you, I feel I am more than fully recompensed for the same by this generous act of yours.

Gentlemen, it is my firm conviction that the regeneration of our country lies very largely in your hands. You belong to a profession which has to shape the destinies of the future citizens of the motherland. It is necessary that you should cherish high ideals of conduct and probity of character, and serve as a beacon light unto those around you. Your welfare must therefore be the first concern of the public and of the State.

I am fully aware that your present status is not what it ought to be and that your emoluments are miserably low and utterly disproportionate to the duties you are called upon to discharge. The conditions of service of teachers in aided institutions have specially come up for a good deal of criticism in recent years and I realise, no doubt, the difficulties

that the managers of these institutions suffer under. Many of them are hard put to find enough funds to run their schools in these days. While the Government have not seen their way to revise the Grant-in-Aid Code on a substantially liberal basis, I know that the poor pay and prospects and the insecurity of tenure of teachers in these schools are not conducive to the educational advancement of our country and I want that the managements of aided schools should realise this and try to better their conditions as much as it lies in their power.

I may also say a word more on the educational policy of the Government. While much zeal is evinced by the Government in these days in the matter of the spread of education among the masses and the starting of new Universities, they seem to be utterly callous in one respect, and they do not seem to be alive to the fact that even the best educational system cannot work efficiently at the hands of a discontented staff. It is as much the concern of the State as that of the public that good service conditions are secured to teachers whether working in Government or Aided institutions.

I am afraid that in some schools there is not as much cordial relationship existing as could be desired first between the Headmaster and his Assistants, and secondly, between the management and the staff. I need not say that, unless a friendly and cordial relationship exists, the interests of education are sure to suffer. To the Managements of Schools I have a word to say. Let them select for their schools the best staff, if they like; but they must vouchsafe to them full academic freedom and their business should be only to see that their institutions maintain

a high level of efficiency and prestige. This depends, no doubt, upon the proper selection of the staff. To the Headmasters I would say that no efficient work can be turned out by them unless they command the respect and confidence of their Assistants. As the personal element of the several parties concerned has much to do in the maintenance of harmony between them, I do not wish to say any further on the matter.

Please permit me to give you some practical suggestions. You feel no doubt, that you do not command the respect that is your due. But there is one thing which you should not forget. Respect for the Guru is an ingrained habit in the character of our people. Breeding and tradition point to it and you should not fail to tap it to the utmost. Much depends upon your character, judgment and tact. A generation or two trained properly under your care can change the entire state of things to your advantage and to the advantage of the country. My first and foremost suggestion is that you should not lose faith in yourself and in your mission.

These are days, gentlemen, when lots of privileges can be secured by proper and effective representations in the Councils of the nation. You know that in England teachers are able to control even Parliamentary elections. Please do not allow your case to go by default as nothing will be granted to you for the mere asking. You must show yourself to be a factor to be reckoned with. If you are to train efficient citizens of the future, you must enjoy the rights and bear the responsibilities of citizens' life yourselves. It is because you live in a little world of your own, much of your instruction is of no practical value to your pupils. I

have no doubt that your presence in all educational organisations and committees will be of immense value and help. Until you get substantial representations in them, you should agitate and agitate and agitate unitedly.

The need for unity amongst yourselves cannot be too much emphasised. United effort is the only means of establishing your claim to a better and more respectable treatment by the powers that be. It is also the best means of your own self-improvement in the matter of the discharge of your work. What is more, you can, by your combined deliberations, render incalculable help in evolving a sound system of education in our country. I, therefore, welcome your Guild as a move in the right direction. May the All-Wise Providence shower His choicest blessings on you and your efforts. With these few words, gentlemen, I have great pleasure in declaring the Guild open.

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A POPULAR LESSON ON STEAM-ENGINE AND ITS WORKING.

By MR. V. N. VISVANATHA IYER, M. A.,
Asst. Lecturer in Physics, Govt. College, Coimbatore.

ONE of the most fascinating things and one of perennial interest to the young folk in our schools is the working of a steam engine and a teacher would have at some time or other felt the need of satisfying this curiosity of the youngsters entrusted to his charge. The following is an account of what may be done to impress on the minds of the pupils the important principles underlying the working of the steam engine.

The first fact to be illustrated is the enormous power of steam. For this purpose the following experiment may be performed. A round bottomed flask or a strong Erlenmeyer flask is taken and filled one-third with water. Supporting it on a wire-gauze and stand, the water is heated strongly by a Bunsen or other flame, the mouth of the flask being stopped by a suitable rubber or other stopper. At a certain stage the stopper will be ejected out with explosive violence, the stopper often striking the ceiling of the class-room with some force. At the same time the water inside the flask, apparently quiescent till then boils with a suddenness on the release of the pressure. This experiment illustrates also one of the potent causes of volcanic eruptions, useful for the V Form Elementary Science course.

2. Having illustrated this great power of steam, the next point is to show how this power could be utilised to do useful work by pushing a piston to and fro. The following experiment may now be performed: A copper boiler or the round-bottomed flask of the previous experiment is fitted

with a light stopper having a wide hole in it. The stem of a glass model of a lift pump is fitted to this hole. The valve at the junction of the cylinder and stem may be removed. The piston with the piston-rod is substituted by one without a valve on it, as for example, by the piston and piston-rod of a similar glass model of a force pump. Water is now boiled by a powerful burner. The piston with the rod is lifted up smartly until steam escapes through the outlet tubes of the lift pump. At this stage the piston may be pressed down by hand and the process repeated. A more scientific though somewhat complex process is to admit steam by the outlet in the previous case. Corresponding alterations have to be made in the apparatus. The rod, which is pushed up, is now pushed down. A to-and-fro motion is thus produced by admitting steam on either side of the piston in the cylinder.

3. The next point is how the to-and-fro motion is made automatic, using a slide valve. Experience tells us that this may best be illustrated by a diagram. Different books give different diagrams which will be useful in the absence of a working model, but a very satisfactory one is given in Millikan and Gale's 'First Course in Physics.' I find that this one is easy and explains the situation well. A chart of a slide valve drawn to big scale should be made use of in the class-room.

4. The next stage is the explanation of how a to-and-fro motion is converted to a circular motion. Here several analogies in which the action or its reverse is seen may be suggested. For example, the treadle drive of a sewing machine or a hand-pump used for storing water in a railway station may be

mentioned. It is sometimes possible in a laboratory to pitch upon apparatus such as the hand-wheel of an air-pump.

5. The last stage is the demonstration of the actual working of a model steam-engine. The model should not be very small and should preferably have the undermentioned specifications. The boiler must be tubular. It should have a pressure gauge (Bourdon), level glass, a lever safety valve, a whistle, a pet cock, a screw-down valve to regulate the supply of the steam to the steam pipe, arrangement to super-heat the steam, a self-acting pump to force water into the boiler and a reversing gear. The cylinder and valve chest must be so constructed as to admit of easy examination. There should be provision to attach anything like a Newton's colour disc, to the projecting axle of the fly-wheel. If the engine proper could be separated easily from the boiler, it may be worked by the air pressure obtained by attaching a foot cycle pump to the steam-pipe instead of the steam pressure from the boiler.

6. An explanation of the steam turbine which is coming into rapid use may be deemed necessary. The subject can be introduced by a reference to Hero's model. Latour's siren may be next shown and explained with a diagram. A lawn sprinkler and a model water turbine may also be shown as illustrations in which fluids issuing at great pressure are made to do mechanical work.

HOMEWORK IN THE SECONDARY SCHOOL.

By Mr. V. RAMACHANDRA AYYAR, B.A., L.T.

*Govt. Muhammadan Secondary School,
Georgetown, Madras.*

OF the several problems which are an annoyance and a worry to both the teacher and the taught in the present-day educational system, none requires more immediate attention than that of "Homework." This will not cease to present itself unless and until we have altered our methods of education—it is not enough to recognise the great defects in the building and make patches here and there—radical changes alone will obtain safety and eliminate constant trouble and fear. And so long as this cannot be, because our dictators will not allow it—averse as we are generally to new experiments—homework will remain and cannot be totally abolished.

Homework is not the invention of the teacher of to-day but it has held a chief place in the education of the child for centuries. From its indisputably long existence, little reflection is bestowed on it by the teacher as to its proper share in the boy's attention. Thus has it resulted in one teacher overdoing it, another neglecting it, and yet another being totally indifferent about it. It is very regrettable that much of the homework done nowadays is of little or no value. What is the reason? The teacher must pay much attention to it, which may mean even as much as two hours a day, and this he cannot often do for want of sufficient time. Homework being so important as it is, its place in the present system must be examined in all its bearings.

First let us consider whether any homework need be set at all. The school hours are limited and the conscientious teacher knows

that he is helpless without it. The pupil is taught in class certain new principles or other facts and their application to problems cannot be adequately understood in one or two questions done in class. A clearer understanding and a powerful hold on them are truly obtained only on doing many more of such problems and as these cannot all be done in the limited time at our disposal in school, homework has certainly to be set. I fully believe that those who are actually engaged in teaching do realise that much homework has to be done by the pupils at home, *e.g.*, problems in Mathematics, learning by heart, map-drawing, transcription, extra reading and summaries, preparation for class-work by looking up the dictionary for the meanings of difficult words, preparation of outlines of non-detailed texts and experimental work from which inferences can be drawn in class as in Geometry. Further, homework teaches the boy self-help if properly done.

But there are many who cry against the evils of homework. It takes away the time of the boy at home which should be spent in gaining knowledge of the world, which should be of great use to the boy when he will be man. Certainly too much of homework will make the boy "bookish" and acting as a great strain on him, unfit him for life. So care must be taken to set a sufficient and minimum amount only. "Regard should be paid to the ages and capacities of children. Teachers there are who in their zeal for efficiency, often indiscreetly burden the pupils with heavy work, and they must be rigorously curbed. In the case of subject teachers working under the professorial system, each one may assign his own work which may be too much for the class to cope with, and must therefore be avoided. It is incumbent on all

the teachers, if the system of homework is to persist to see that no undue strain is placed on the children under their charge by the exercises which they prescribe to them."

Any work to be useful must be seen through by the teacher and corrected. Otherwise, it is a dreary waste to set any homework at all, and on this point too that teachers have to go through it carefully—are they advised to set a small amount of it. Especially about homework, should the teacher be particularly zealous to correct it. Marks need not be given for it at all times but only occasionally. This will reduce 'copying' to a great extent, but to achieve the proper moral setting, the teacher should appeal more to the conscience and better side of the pupil's feelings and ideals than adopt any punishment or threats. Frequently problems given for homework should have to be done in class and thus the character of the boy's work at home tested. One other thing should be mentioned with regard to the homework set. I have known the same form having to do on the same day at home all the following:—English Composition, Map-drawing, learning by heart and several problems in Arithmetic in addition to the usual preparation at home for the next day's lessons in English. And certainly then the boy militates against homework. This is due to defective organization. Such overburdening on one and the same day will be avoided, if the time-table be suitably drawn up. Again in a teachers' meeting at the beginning of the year, they should settle the nature and amount of homework to be given on each of the days, so that much may not be crowded together to be done on one day. In fact, I should prefer this to be put on the time-table itself. This will be a great relief indeed both to the teacher and the taught.

Certainly, there must be insistence on the homework being done but no undue severity should be shown in demanding it. Sometimes boys are prevented from doing the whole of the homework either because of other business at home or for other reasons. But such occasions will not arise often and the teacher should be tactful in the condoning or punishing of the pupils for not having done their homework. Some teachers rigorously demand that everything should have been accomplished so that boys are tempted to show it up done in dishonest ways including copying.

For my part, I would wish that homework in our schools were reduced almost to nothing, but it is my experience that it cannot be altogether avoided in the present educational system. The amount of work to be done in each subject and the few periods allotted to it clearly prove this. But in the Dalton Plan, homework has no place as a regular thing to be insisted upon, and the boy is left free to spend his time at home either in assisting his parents in their work or in studying the subjects in which he is interested or too weak.

Finally, I should like to urge on teachers the utility and necessity of "homework" and hope that it will receive all the attention they must give it. In order that this be possible, teachers should not be burdened with too much of work and that is a point for Headmasters to realise well, if we are to achieve the efficiency we desire so much. If rightly and within limits set and corrected with sufficient care, homework is an extremely valuable exercise in the education of the children, in teaching them self-help and in making them "think" which really is what we want them to do in school as in life and in giving them facility and power and confidence in their knowledge.

LUCKNOW UNIVERSITY: CONVOCATION ADDRESS

By

Dr. G. N. CHAKRAVARTI, Rai Bahadur,
I.S.O., M. A., D. Sc., D. Litt., F. R. S. A.,
Vice-Chancellor.

INTRODUCTORY.

THIS is the last occasion on which I shall have the privilege of being present at the Convocation as your Vice-Chancellor, and the first on which I have taken upon myself the duty of delivering the Convocation Address. Year after year I have reviewed the work and activity of the University in my address at the annual meeting of the Court of the University. Therein were embodied such observations as I had to make on problems connected with University education, and I have so far reserved the Convocation for addresses from persons of eminence and distinction, the freshness and eloquent appeal of which have stimulated us and have afforded for our thought and guidance materials replete with the wisdom and experience of the great men who honoured us with their presence and advice. And if I have departed from that practice in the last year of my connection with this University it is because I felt that I might, without trespassing upon your generosity too far, avail myself of this last opportunity of indulging in a discourse with my colleagues and of offering a few words of farewell advice to my young friends, to the building-up of whose mind and character we have all contributed in a greater or less measure.

GENESIS OF THE UNIVERSITY.

The idea that I might utilise this occasion for making a general survey of the work accomplished by the University, ever since it was created and committed to my care, has not been altogether absent from my mind, but I have thought it fit to resist the temptation of rendering an account of my stewardship, as there is little justification for such a course in view of the fact that a record of

the progress of the University already exists in my addresses to the University Court, as also because of the palpably healthy and vigorous growth of the institution which, during the half-a-dozen years of its existence, has succeeded in making its influence felt in the intellectual life of the country. But a few words regarding the genesis of the University may not be amiss, particularly as they will indicate the very distinct step in advance that has been made in the evolution of University Ideals and their practical working in this country. It is true that this University has come into being in response to a pronounced demand of the people of Oudh, who wished to have a University of their own. The province of Oudh, although merged into the larger province of Agra, has never ceased to voice its claims to recognition as an individual entity, distinctive in its cultural traditions, its baronial magnificence, and in the abundance of its resources. The blessings of higher education have always found a warm appreciation in the hearts of the nobles and the people of Oudh, and they have always fondly cherished the memory of the fame of Lucknow as a centre of learning, which had spread far and wide in days when it was the *fons et origo* of the system of Arabic education known as *dars-i-nizamiyah*. The citizens of Lucknow are proud of the fact that, basking in the sunshine of royal patronage, their city has developed a language and literature which in richness of diction and wealth of imagery outshone the literary and cultural efforts of Imperial Delhi. To maintain its cultural pre-eminence and to revive something of its ancient glory as a focus of educational and literary activities, was but a natural and legitimate desire on the part of Lucknow. The great statesman, to whom both the conception and the inception of this University is due, knew, not only how to utilise and stimulate this desire, but also how to direct it into a channel of fresh usefulness. Sir Harcourt Butler, whose sympathy for the people was born out of an intimate knowledge of their wants and aspirations, put himself at the head of the movement for the creation of a Univer-

sity in Lucknow. His intimate acquaintance with the educational problems of India made him realise that, in responding to the popular demand, it was not enough to start another University of the old stereotyped character, and he therefore determined to avail himself of this opportunity of providing these Provinces with an institution more in consonance with sound educational ideals, and vitally affecting and moulding the lives of the young men who come within the sphere of its influence. By a fortunate coincidence, the main features of such a University were clearly indicated in the Report of the Calcutta University Commission which had just come out, and which contained not only an extensive survey of University education in India, but was replete with suggestions for reform. It dealt in detail with the type that in its opinion was best suited to the requirements of Indian youths, and recommended its immediate adoption in Dacca, which had been awaiting the establishment of an independent University for some time past. Sir Harcourt Butler, than whom there is no greater friend of Indian education, lost no time in deciding to take advantage of the wave of enthusiasm for the creation of a separate University in Lucknow by launching into being in these Provinces a University of the most approved type. The result is that the Lucknow University started work about the same time as the Dacca University, and so far, although seven years have elapsed since the Report was out, these are the only two Universities in India which have adopted the purely residential and teaching characteristic coupled with the elimination of Intermediate work so strongly advocated by the Commission, although very soon the Allahabad University, of which the Lucknow University is an off-shoot, will also assume this character.

OLD TYPE UNIVERSITY.

The transition from the type of the Universities originally started in the Presidency towns of India to the type represented in our own University, has been so gradual and has been spread over such a

long stretch of time—nearly three quarters of a century—that it is difficult to realise the momentous and drastic nature of the change effected. As a matter of fact, there has been a complete if quiet revolution not only in the ideals but in the practical working out of those ideals. The institutions which came into being about the middle of the last century had only the form but not the substance of Universities: for they were not calculated to perform directly any of the functions of genuine Universities. The main recognised functions of a University are the dissemination of learning, the advancement of the bounds of knowledge, and the formation of character. It is obvious that none of these functions could be directly performed by an institution, which did not undertake any teaching or research nor came into contact with the young men and women whose intellectual and moral development it was supposed to foster, but merely drew up courses and held examinations in those courses which were taught in colleges situated at distances of frequently hundreds of miles, and which in some cases run into four figures. The connection between the University and the colleges was therefore of a most remote, and nebulous character and the only tangible influence which the former exerted upon its students was when it held examinations and conferred degrees. It is true that some of the colleges affiliated to the University conducted the teaching work quite efficiently, and also took steps to mould the character of the students by the institution of hostels, organised games and debating clubs; but no single college, however well-staffed and equipped, could rise to the level of a properly-constituted University in the effective creation of an academic atmosphere, stimulating scholarship and research and helping the growth of that refinement and culture which result from the association of a large body of teachers of ripe learning and diverse interests. And the number of colleges that even attempted to impart education in the true sense of the term was limited, the majority being a congeries of classes

for the cramming of the different subjects prescribed in the University curriculum, so as to enable the young men attending them to obtain their degrees with the least exertion and expenditure and in the quickest time possible. And the irony of the system was that young men brought up under such different conditions and with such dissimilar mental and moral equipment got the hallmark of the same University degree. The defects of such a system were too glaring to escape notice, even in the earlier stages of University development, and so far back as a quarter of a century ago they became so pronounced that a Commission was appointed to examine the situation and suggest reforms, and as a result of their recommendations, the Indian University Act of 1904 was passed. This Act, without materially altering the framework of the Universities and without effecting any revolutionary changes in their character, introduced quite a large number of healthy reforms which paved the way for the creation of genuine Universities in India. They continued to be Universities of the affiliating type, but in the efficiency of their working and in the effectiveness of their control over the colleges they had taken a big step forward from their position in the unregenerate days. The main features of the reform were (1) restricting the area of operation for each University by assigning to each a definite territorial jurisdiction; (2) making their governing bodies more academic and less ornamental; (3) enforcing stricter conditions of affiliation by requiring some guarantee as to the efficiency of the staff, suitability of accommodation, sufficiency of equipment, and tolerably decent conditions of residence; (4) periodical inspection of the far-flung colleges by University Inspectors; (5) provision for post-graduate teaching in some selected subjects in the University itself. It will thus be seen that the preceding reform had to a great extent prepared the ground for the creation of genuine Universities of the purely teaching and residential type. I have detained you for a while in making a cursory survey of the evolution of University ideals in India,

because, having passed through the different stages of development myself either as a student or as a teacher in colleges or as a member of the governing bodies of Universities, I hoped to be able to bring into my brief review of the situation the freshness of personal experience.

NEW TYPE UNIVERSITIES.

From what has been said above it will be evident that the Universities, as originally started in India, were so only in name and were in the nature of Examination Boards that prescribed courses, held examinations, and granted degrees. The central idea of a University, as being a living seat of learning where were gathered teachers and scholars devoted to the pursuit and propagation of knowledge and creating an academic atmosphere conducive to the intellectual and moral development of persons coming within its influence, failed to find expression to their organisation. It is only in a University which undertakes directly the teaching and training of students, and which brings them into intimate contact with the learned body of men constituting the University, who both by example and precept steadily and ceaselessly mould their mind and character, that the true functions of a University can be performed. A clear realisation of this fact induced Sir Harcourt Butler to give to Lucknow a purely teaching and residential University in which the work both of diffusion and advancement of knowledge could be carried on amidst favourable environments, and which, in its solicitude for the general welfare of the youths entering its academic precincts, would create surroundings best calculated for the development of that solidity of character which is essential to success in all departments of life. As an additional recommendation, it may be observed, that a University of this type is more in keeping with the ancient Indian ideal of a University, and approximates more closely to the type of Universities which flourished in Taxila and Nalanda than the quasi-Universities which merely conducted examinations and granted degrees. Without going

into details I shall briefly indicate the main features of the new type. The first distinctive feature is that all the students, with the exception of those who live with their parents or guardians, reside in the hostels provided by the University or one of its colleges situated within the University area, and are under the direct care and guidance of the teachers in the University. The second important characteristic is that all the teaching is done by teachers either appointed or recognised by the University and that it is not confined to formal lectures which are largely supplemented by tutorial instruction. It is evident that in seminar classes, where such tutorial instruction is given to small batches of students, there is much greater opportunity for them to come into close intellectual contact with the teachers than in large classes in which teaching often necessarily takes the form of mass lectures. Only in small and informal classes can there be that free intercourse between the teacher and the taught, in which also lies any guarantee of the students' profiting to the fullest extent from the deeper knowledge and wider outlook of the teacher. The system of supplementing formal lectures by tutorial instruction has incidentally succeeded in killing the practice of having private tutors or crammers which was highly detrimental to the cause of sound education. The third and perhaps the most pronounced departure from the old system is the restricting of admission into the University to those who have passed what is generally known as the Intermediate Examination in India, the idea being that students when they enter the portals of the University should have attained a sufficient intellectual development to adapt themselves to the higher level of academic effort and instruction, as also a maturity of character capable of profiting by the bracing and freer atmosphere of University life.

INTERMEDIATE COLLEGES.

A necessary corollary to the exclusion of Intermediate teaching from the sphere of University work, was the provision of what are curiously

termed Intermediate Colleges, *i. e.*, institutions in which teaching is carried on upto the Intermediate stage, and which prepare candidates for the Intermediate examination. Some of these Intermediate Colleges are just High Schools with a couple of classes poised on the top, but the best type consists of the two highest classes of the High School and the two Intermediate classes. These colleges were established with a view to bringing our Indian High Schools more into line with English Public Schools, and it was hoped that boys emerging out of these institutions would have the same range of information and have attained the same level of efficiency as boys who have completed their career in English Public Schools, so that when they entered the Universities, their intellects would react fully and quickly to the subtler academic stimuli provided by them. It was also argued that boys at the Intermediate stage would fare better and be more amenable to the discipline and methods of instruction characteristic of a well-ordered school, than if they were suddenly transplanted into the freer and more stimulating atmosphere of Universities. But alas for the wide gulf that lies between theoretical excellence and practical efficiency! The result of the experiment must be confessed to have been somewhat disappointing. Seeing no flaw in the arguments in favour of effecting this highly desirable reform in Secondary education which would lead up to the essential improvement in University education which had been long overdue, I hailed with enthusiasm the scheme of having Intermediate Colleges and a Board of Secondary and Intermediate Education to conduct both the Intermediate and the High School examinations. But it has been a sad experience to see how beauty of conception can be marred and mutilated by the imperfections of execution, and it is now the considered opinion based upon experience of most teachers in Universities, that the majority of students who come from these Intermediate Colleges are not only not better equipped than those who joined the degree classes in pre-reform

days, but are not as a rule possessed of the same degree of intellectual acumen or range of culture. There are obvious reasons for these disappointing results, for it is very much to be feared that in launching out on this big venture of momentous reform in Secondary and University education, the cost was either not calculated correctly or not kept prominently in view. The recommendations of the Calcutta University Commission, which inspired and led to these reforms, were emphatic on the condition that unless these Intermediate Colleges could be provided with the staff, equipment and accommodation necessary for their efficient running, the experiment should not be attempted. As the question affects the whole future of Secondary and University education in India, it may be pardonable to quote the exact words of the University Commission in this connection :

"If an attempt is made to organise these colleges—as most of the High Schools and most of the Colleges have in the past been organised—on a cheap basis, and to be satisfied with the creation simply of a new coaching organisation for a new set of examinations, the change which we propose will do no good; it may even do harm." "To Government and people alike we appeal, if they adopt these proposals, to adopt them with the serious resolution that this new educational grade shall not be permitted to be ruined."

Again; "But the utmost care must be taken to ensure that no school is permitted to undertake this work unless it possesses, or can be provided with, adequate buildings, staff and equipment. In any case, substantial additional subsidies from public funds will be necessary to enable even the best schools to undertake the new work."

"All would need substantial subsidies to enable them to carry on their work according to the plan and method which our scheme contemplates, and which will be more fully described below."

It is difficult to maintain that sufficient heed has been given in the United Provinces to the grave warning conveyed in the above excerpts.

And the result of this lack of caution is that with a few fortunate exceptions, the majority of which are Government institutions, Intermediate Colleges have been started, which are scarcely distinguishable from old class High Schools in spite of being glorified by the addition of the Intermediate classes and by the adoption of a high sounding title. I am conscious of the fact that I am making a serious indictment against the working of the system, but I am driven to do so in the interests of education to which I have devoted the whole of my life. I confess I feel rather keenly the disappointment of witnessing an actual set-back in the attempt to effect a big advance, for the students in the Intermediate stage do not now enjoy even the same opportunities as they had under the old system of coming into contact with the cultured minds characteristic of even the junior Professors of Colleges, or having the same facilities of profiting by the use of decently-equipped libraries and laboratories. Lack of funds is evidently responsible for the attainment in this particular falling so far short of the ideal. It is gratifying to note that the U. P. Government have appointed a Committee to examine the whole question of Intermediate education, and let us hope that as a result of its labours, there will be an effective improvement in this particular.

THE CONDEMNED SYSTEM.

From the observations made above, it will be clear that I am not one of those who believe in an indiscriminate and wholesale condemnation of the old system of education of which I myself am a product. Indeed, the system that has succeeded in producing eminent men of extraordinary light and leading in every department of human activity—men who would shed glory in any field of work and whose name is legion—cannot be altogether blameworthy. It is this old system that has brought into being modern India, which, with all its blemishes and shortcomings, has placed within our reach new ideals of honesty of purpose, corporate life, and freedom. It is to the much-

abused system of English education that we owe our newly-born national consciousness, our earnest endeavour in the different spheres of life—whether it takes the shape of political struggle, industrial development, social reform, educational advance, art resuscitation, philosophic research or even religious awakening. I have not hesitated to expose mercilessly the defects of the system, and there is no doubt in my mind that the old type Universities did not deserve the name and were further removed from the ideals of a University than good public schools in England. But the realisation of this fact does not prevent me from recognising the great and good work accomplished, even if most of the work ought properly to be classed as Secondary rather than University education. Indeed, I am not at all sure if at the time when these Universities were started, they were not better suited for the purpose in view than other and better types of Universities. In a vast country like India the mass of ignorance that had to be combated was enormous, and wide diffusion of learning, even if not of the highest order, was the chief requisite. And it has to be admitted that for mere diffusion a University of the affiliating and examining type was a more efficient instrument than teaching and residential Universities could possibly be. The number of Universities of the latter class have to work within narrow territorial limits and are further subject to limitations in the matter of numerical strength. They could not possibly secure such wide diffusion as the old type Universities, with their far-flung colleges, could achieve. It may be that the quality of education imparted was not always of a high order, but after carefully weighing the advantages and disadvantages of such education, I have come to the conclusion that the country has distinctly gained by such a widespread permeation of Western culture and learning, after making every allowance for the resultant unsettling of mind and the breeding of discontent. Now that the dissemination of Secondary and the so-called University education has reached the point which it

has attained in most civilised countries, it is high time to think more of the quality than of the quantity. It is perhaps not altogether a disadvantage that the base should have been broadened before the question of height began to occupy a prominent place in the discussion of educational problems. But the time has now arrived when strenuous efforts should be made in improving the quality, so that the character of University education in this country should work up to the level of efficiency which it has attained in Europe and America. It does not redound to the glory of our educational machinery that so many of our students, who wish to reach a high standard of knowledge and to engage in higher research work, have to resort to the Universities of the West at a considerable sacrifice of money and personal comfort. The mere multiplication of University graduates, irrespective of the intrinsic value of the degrees possessed by them, should cease to be the goal of our educational effort. For genuine University education of the higher type only a small proportion of the young men who receive Secondary education are fitted; and only these should attempt to penetrate between the academic walls of real Universities, so that their minds may attain the full measure of expansion and self-realisation in the scholarly and stimulating atmosphere of Universities unhampered by the dead weight of youths who, alike by mental constitution and insufficient equipment, are incapable of rising to the height of the education provided in them. The vast majority of the students, after completing the course in an Intermediate College, should be drafted into vocational and technical institutions, or allowed to enter life in such spheres as may be congenial to them. The idea that a University degree is a *sine qua non* for entrance into all professions and all departments of life has with some reason held sway far too long, much to the detriment of University education, and steps should be taken to provide avenues of employment, in various directions, for those who are not fitted for the higher academic pursuits characteristic of

University life, but who are likely to prove successful in other lines of usefulness.

OLD AND NEW SYSTEM.

From what has been said above, it will be seen that the system of education based upon what is known as the Wood's Despatch of 1854, after the name of the grandfather of our present Viceroy, who was then Secretary to the Court of Directors of the East India Company, thoroughly prepared the ground for the building of real Universities of the modern type. And it is hoped that his distinguished grandson, who has now in his hands the moulding of India's destiny, will signalise his rule by completing the edifice of which the foundation has already been laid. His interest in education and his insight into the educational problems of the day, as evidenced by the fact of his having been President of the Board of Education in England are an asset in the development of Indian education; and one may be pardoned for indulging in the hope that during his Viceroyalty, education will make rapid strides and that it will grow both in width and height. It is my confirmed belief that the level of University education can be raised by the establishment of *bona-fide* Universities of the teaching and residential type in the different parts of this vast country. It is obvious that in order to meet satisfactorily the needs of the whole of the Indian Empire, such Universities will have to be far more numerous than the Universities of the old affiliating type; and when the fatuous cry against the multiplication of Universities in the United Provinces is raised, it is conveniently forgotten that the new type Universities really take the place of Colleges and that their operation is confined to the area of a single town, that (besides undertaking work of a higher order) they perform in a far more efficient manner the functions which most of the Colleges attempted in a lame way, and that the number of graduates that any one of them can turn out is infinitesimal compared to the numbers who graduated every year from the old type Universities. If these facts are borne in mind, there is every reason to welcome the birth of new Universities of the

modern type, in all important places where there is a demand for University education and which could form a focus for the association of scholars in the subjects to be dealt with in the University. Every effort must be made against the possible lowering of the standard which the multiplication of Universities might conceivably bring in its train; but subject to this reservation and to the limitations imposed by the financial resources at the disposal of the Government and the public, the coming into being of well-staffed, well-equipped, nobly conceived, and efficiently administered Universities is in every way to be welcomed. Only they must be of the best type.

MENTAL AND MORAL ATMOSPHERE.

The main features of a living and inspiring University have already been adumbrated in the remarks previously made. In the first place, it must be residential, i.e., all the students should, as far as practicable, reside in the University, so that their physical and moral welfare as well as their intellectual culture may be looked after by the teachers of the University. In the second place, all the teaching, both formal and tutorial, must be conducted by teachers employed or recognised by the University. In the third place, it should undertake and stimulate research in the various spheres of knowledge it deals with, not only because such work redounds to the intellectual advancement of man, but because it prevents the knowledge of the teachers from getting rusty and keeps their faculties well-primed for fresh effort. The incidental advantage to the students, who in a University of this type, work in close association with the teachers, is incalculable, for it widens their intellectual horizon, which is often bounded by the narrow circumference of text-books, and fires their minds with a new zeal for the acquisition of knowledge, thus imparting a higher ideal of learning. These are some of the factors that go to constitute a real University; but none of these is really so vitally important as the existence of the true academic atmosphere created by the

close association of scholars devoted in their worship of the Goddess of Wisdom and Learning, steadfast in the pursuit of all that is Good and Beautiful and intent upon shedding the light which is in them to dispel the darkness around them. An ideal University postulates the creation of an atmosphere throbbing with intellectual vivacity, moral purity, and spiritual fervour, so that it may be helpful to the growth of all those nobler faculties which distinguish men from animals, and bring them nearer to God by the extermination of the dreadful germs of the animal passions which ever seek to disfigure the "image of God." It may be contended that this ideal is too impractical for the modern world of material advancement and mercenary gains, whatever might have been the case in the classical age of India's past, when the pupil entered into the spiritual surroundings of the Ashrama of his *Guru*. But it must not be forgotten that it is the height of the ideal that is the most potent inspirer of human effort, as also its greatest strength. It is scarcely necessary to add that in order to make the existence of such an atmosphere possible, it must be permeated by the spirit of true religion. When I speak of religion, I do not mean by it the crystallized dogmas or the manifold rituals of any particular religion, but that religion which is the common heritage of all mankind, and that which springs eternal and fresh in the human breast. Obviously one cannot mean the religion which divides man from man and a fanatical pursuit of which leads one to the path of hatred and hostility, strife and violence. The spirit of religion which one would fain see reverberating through the academic walls of Universities is one which owes its inspiration to the realisation of the Unity of all beings and rains love where there is hatred, brings peace where there is discord, breathes hope where there is despair, and sheds joy where there is gloom. Let us all, who are working for the creation of such an atmosphere, never forget the words of the Persian poet:—

*Bani Adam adai yekdigar und
Ke dur aifreemush zeg jowhur und.*

"All human beings are organs of one body for in their origin they are from the same essence."

Let us eschew like poison all such feelings of racial antipathy, provincial jealousies, and communal bitterness, of which there is an ugly and repulsive evidence in our poor country at present, and strenuously keeping out this virus of hatred, cultivate feelings of brotherliness and love which the pure academic atmosphere of a University is calculated to foster. Remember that the invasion of our sanctum of learning by any of the petty jealousies born of narrowness of vision is sure to vitiate the whole atmosphere, and in this connection I make no apology for repeating the telling lines of the same Persian poet whom I have quoted already.

Agar nahar ke pur kunand az gulab

Sagai dar vay afund kunad munjulab.

"If a pool is filled with rose water, it becomes dirty if a dog falls into it."

EXHORTATION TO GRADUATES.

And now I must address myself more specially to the graduates who have just received their diplomas, and, as the academic head of the University, offer them a few words of parting advice. But I do hope they will not treat this advice as merely academic, in the sense of its having only a remote relation to practical life. I am not aware of the reasons which have conspired towards making the term 'academic' acquire this sinister significance, but I have not much doubt that one of the reasons is the prejudice in the public mind that the work done in the Universities is of a somewhat unpractical character, having little bearing on the affairs of the busy world outside. It is scarcely necessary for me, in an assembly like this, to prick this bubble of popular illusion, any more than the correlated prejudice that University graduates are rendered unfit for undertaking positions of responsibility in the practical sphere of life. The general strike in England of this last summer proved beyond question that University men, who

volunteered for work in the various industries, not only performed it with great skill, but acquired a knowledge of the expert working of the jobs they had put their hands to within a few hours, much to the consternation and disillusionment of the strikers. Indeed, I would regard the education you have received as having failed in its fruition if it did not form a source of inspiration and incentive in your practical conduct through life, if it did not provide you with a tower of strength from which to resist the "blows and buffets of life," if it did not shine out as a luminous star to guide you in your journey through what often will be the dark mazes of life's path. It is true that within the precincts of the University you have been surrounded by the care and solicitude of your teachers and have been comparatively sheltered from the trials and tribulations which will await you in the great world into which you are now entering. But you must remember that the protecting arms of the University have been around you so that you may grow unhampered and gather strength for the combat which awaits you, when you have passed through its portals into the world beyond. And you cannot stray away far from the ideals inculcated upon you by your University if in all your struggles and endeavours in life, you try to be faithful to the triple promise you have made to-day. You have promised to so conduct yourself in daily life and conversation as to reflect credit upon your *alma mater*, you have promised to use your powers for the furtherance of true learning, and finally you have promised to use your powers as far as possible in the service of your fellow-men. I warn you against the danger of your regarding the promises as a mere formality and honouring them only by lip loyalty. I adjure you to let it burn into your souls, so that it may be engraved upon the tablet of your mind, inspiring you and guiding you in your worldly career. I earnestly entreat you to realise the full implications of the promises you have made. The promise to serve humanity is a very onerous one as it involves your cultivating all the great moral qualities that ennoble mankind thus making yourself worthy of your *alma mater*. No one can render effective service to his fellow-

men without developing a certain amount of selflessness, which means the inhibition of the selfish instincts which man has in common with animals, and the influx of the spiritual feelings of compassion, brotherliness and love. It postulates a subtle and often sub-conscious realisation of the Unity of Life, and the opening out of the Soul to the sunshine which emanates from the God within. Real service to humanity implies service to the Divinity, a form of worship which is at once the most potent instrument of self-purification and the most acceptable offering to God. The great and saintly Swami Vivekananda used always to look upon service to humanity as the highest form of worship, for he saw in the person helped, the image of God, a portion of the Divinity, which is the common source of humanity. And I maintain that a person who would fain render effective service to humanity must be essentially a religious man. Here again I must remind you that by 'religious man' I do not mean the man who is a slave to certain crystallised dogmas, and who is aggressively addicted to certain rituals and formalities, but the person who tries to live in the presence of the Lord, silently praying for light and strength to serve Him faithfully and striving to obtain His benediction on the efforts he makes to render the world a reflex of the Kingdom of Heaven. Realising the inherent truth of the Law of Evolution in its broadest sense, he tries to serve both God and man by creating an atmosphere in which may flower luxuriantly the qualities of purity, peace, beauty, and love which help in the growth of the Soul and the final apotheosis of man. The qualities which characterise the working of Divinity in man are enumerated by Sri Krishna in Chapter II of that wonderful treasure-house of wisdom and practical morality, the Bhagavad Gita, and I cannot do better than to repeat them for your guidance:

अद्वेष्टा सर्वभूतानां मैत्रः करुण एव च ।

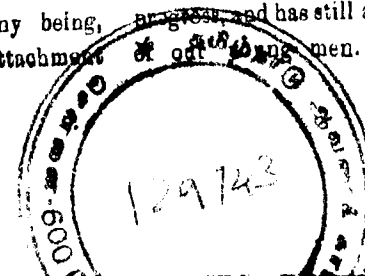
निर्ममो निरहङ्कारः समदुःखसुखः क्षमी ॥

"He who beareth no ill-will to any being, friendly and compassionate, without attachment

and egotism, balanced in pleasure and pain, and forgiving."

And the quality to which I would draw your particular attention is the maintenance of mental balance, the absence of inordinate elation at the accession of some joy or of undue depression at the happening of an untoward event. This is a virtue which is not only inculcated in the Scriptures of the East, but is recognised in England as the most distinctive mark of a gentleman endowed with culture and moral dignity. It is the unmistakable characteristic of one who has subjected his lower nature to the discipline of the higher self, and has tried to rise to a height of vision from which he can survey the passing panorama of life's joys and sorrows in their proper perspective. Sri Krishna lays so much stress upon this virtue that in one of his discourses, he identifies the quality of balance with *yoga* itself, and says समत्वं योग उच्यते (Equilibrium is called *yoga*). This is the practical *yoga* attained only by persistent self-discipline and by the steady widening of outlook that I would like to see you adopt. And here it is necessary for me to sound a warning and to put you on your guard against the danger of being drawn into the vortex of the numberless inanities and futilities prospering under the hallowed name of "*yoga*" and religion. I have exhorted you to go through life with your hearts suffused with the spirit of religion and with your vision fixed on the spiritual verities of existence, and it is therefore my duty to beseech you not to be lured into the dark and tortuous mazes of cults and the creeds of quasi-religious or pseudo-mystic character with which our poor country is riddled. They offer all kinds of rewards in power, pelf, purity of reason, clarity of vision, but almost invariably the promised fruit turns into dust and ashes in the mouth. The pursuit of the *ignis-fatuus* of a soporific mysticism or spurious *yoga* has been the bane of this country for a long time past. It has vitally impeded its

progress, and has still a strange fascination for some of our men. I have already given you



one definition of *yoga* as interpreted by Sri Krishna to mean balance, and in another place he defines *yoga* as कर्मसु कौशलम् (skill in action). And this is the *yoga* in its dual aspect of mental balance and earnest endeavour that I would fain have you pursue, so that you may fulfil the object of your lives in reaching a higher stage of spiritual evolution which can only be done by facing the trials and struggles of a physical existence and not by running away from them. And it is only by conscientious and devoted performance of your duties and the work you have in hand that you can be of any service to your country or to humanity or to your God. Hence, it is that Sri Krishna says in the Bhagavad Gita :

अनाश्रितः कर्मफलं कार्यं कर्म करोति यः ।

स संन्यासी च योगी च न निरग्निरन चाक्रियः ॥

"He who performs his duty without hoping for reward is a true *yogi* and *sanyasi*, and not the person who refuses to undertake his appointed task."

I therefore appeal to you with all the earnestness at my command to be high-souled men of action, ever ready to devote your energy and ability to the service of a good cause, and although inspired by a deep sense of your religious and spiritual obligations not to degenerate into the unctuous spineless namby-pamby type of a religious man. I want you to take your life seriously and to be dead in earnest about the work that may be yours, strong in the faith that in its struggles lie strewn the seeds of your progress, that, in right action lies your path of salvation, and that in active service is to be found your altar of worship. In sending you out into the wide world as soldiers of service primed to prove worthy of the holy land that has given you birth, worthy of the *alma mater* that helped the growth of your mind and soul, I am not oblivious of the fact that your path will not be strewn with roses, but I do hope that you will not allow any difficulties to daunt you or any disappointments to depress you in your march onwards to the attainment of your ideals and that you will, in spite of trials and tribulations, so order your life that in it may be realised the picture painted by the poet in the following lines :—

"As some tall cliff, that lifts its awful form,
Swells from the vale, and midway leaves the storm
Though round its breast the rolling clouds are spread,
Eternal sunshine settles on its head."

IDEAL OF EDUCATION AND SCHOOL-DISCIPLINE

By Mr. KHAGENDRA NATH SIKDAR, M. A.
Headmaster, Dhankura Girish Institution.

THIS world is a play-ground of changes. "Old order changeth yielding place to new"; so changes are now perceptible in the various spheres of human activity. Our Education Department has, it seems, felt the full impact of a mighty change that is now sweeping over this land of ours. Schemes are being adumbrated and put into various experiments for the improvement of this present soul-killing system; but no finiteness has as yet been arrived at, nor any real change has been breathed upon the dry bones of standardised methods. Cramping the brain with multifarious moral platitudes is not what we mean by true education. Swami Vivekananda strikes the key-note of the ideal of education when he says that "education is not the amount of information that is put into the brain and runs riot there undigested all through a man's life. We must have life-building, man-making, character-making assimilation of ideas. Education, in short, is the manifestation of the perfection already in man."

But our present system of education hardly fulfils these noble objects. We are, in fact, running after an alluring phantom only to be duped into a bog of unprofitable life in the long run inasmuch as the concentrated labour of the earnest student ends ultimately either in intellectual indigestion, mental catalepsy or physical deterioration. There are polyglot children whose brains are stuffed with ill-assorted and undigestible materials which ferment there for a time and at last vitiate the entire out-look of life in the very prime of their manhood. Thus the life of a

boy, fraught with immense possibilities is really brought to a stagnation when its genial currents, so varied and vigorous, are forcibly pressed into the dead channel of a standardised and fossilised system and his manifold latent potentialities are not allowed to have free light and air for a healthy expression in thousand other ways.

In days gone-by, the ideal of education in India was much nobler and more comprehensive than it is to-day. Courses were so selected, capacities of each were so ably probed and life so carefully regulated that very little hindrance was experienced by the aspirant in giving a true mould to his life and character. To annihilate "the brute" in the man was the prime concern of those who played with the destinies of mankind; and education was thought to be a complete failure if it failed to provide the learner with a sufficient spiritual viaticum for life's long and perilous journey. But it would be a mistake to think that the secular aspect of culture was altogether overlooked. There was, in fact, a harmonious blending of all the aspects of education in their balanced proportions. They fully realised that to over-estimate the importance of the one to the negation of the other was to harm both and to defeat the purpose for which education was imparted. This was the ideal of education in the halcyon days of antiquity in India; but the encrustations of ages have thrown into utter oblivion the ultimate aim and object of education and the secular aspect of culture has thoroughly obsessed the so-called educationists of the modern world.

The reason is not far to seek. When the West came into an intimate touch with the Orient, the walls of separation naturally fell

off and the dazzling glamour of Western civilisation with its ephemeral products so much electrified the imagination of the Indians that they gave the go-by to the real form of education best suited to the temper and genius of the children of the soil. The Indians are, no doubt, indebted, to a certain extent to the treasures of Occidental art and sciences laid bare before the Indian world by the master-minds of the West; still it cannot be gainsaid that the spiritual aspect of indigenous culture has been totally lost sight of in our mad pursuit after the simulacrum of excessive secular education. Education, in the real sense of the term, does not involve the fulfilment of immediate end of human life but leads to the gradual unfoldment of one's "inner self" and to a satisfactory solution of its intricate problems. In short, education must form the boy's character, increase his strength of mind, expand his intellectual out-look and enable him to stand on his own feet.

The only way to counteract the ghastly momentum of material education, as now obtains in this land, is that "the old institutions of living with the Guru and such like systems of imparting education are needed. What we want are Western science coupled with Vedanta, Brahmacharyya as the guiding motto and also faith in one's own self," and "to have the whole education of our country, spiritual and secular, it must be in our hands and on national lines through national methods as far as practicable."

The tocsin of alarm has already been sounded by many veteran educationists and there is a great stir and commotion in the Indian educational world now-a-days. The virus which is being injected into the life-blood of humanity day by day and the harm

which is being done to the noble cause of education by the present system most deterrent to the spontaneous growth and unfoldment of the inner spiritual nature of mankind, have been brought home to the minds of a few far-sighted educationists, and it is hoped that their move in the right direction will bring about a healthy change in the department of education at no distant future.

SCHOOL-DISCIPLINE.

In this connection, I cannot omit reference to the present tone of discipline prevalent in High Schools as well as to the awkward situation created by the recent circular of the D. P. I. of Bengal. It will be the height of folly and self-deception to hide the actual facts with a veneer of weak-kneed quiescence. The teachers are, in fact, the custodians of the moral, intellectual and physical interests of the boys committed to their care and "the teachers' duty is not merely to teach but to train, to educate, to draw out powers, to stimulate to exertion, to overcome sloth and evil, not by repression but by good, to replace the worse by the better," says Mr. J. R. Blackiston in *The Teacher*. It is to be admitted that the method of teaching by working upon the fears of the boys is extremely harmful and the rays of kindness are far more effective in moving the young and the old than the bleak winds of threat. The Vedanta says: "Within man is all knowledge,—even in a boy it is so—and it requires only an awakening and that is the work of a teacher."

While realising the immense responsibility that hangs upon the devoted heads of the teachers and admitting the fact that the necessity of threat or punishment may almost be said to imply more or less of failure on the

teacher's part, an earnest and sincere teacher cannot altogether dispense with the system of inflicting corporal punishment under certain circumstances. Mr. Spiller's theory that "vigour and rigour employed in education satisfy and nurse the surviving brute in the educator" is a very hard pill for many of us to swallow, whatever truth there may be in his sweeping generalisation. The veteran educationists like Mr. A.H. Garlick, Mr. Wren, Mr. Collar and Mr. Crook admit the necessity of corporal punishment in High Schools for the maintenance of discipline which is the central pivot upon which the work of the school turns; for, says Mr. Percival Wren in the *Indian Teachers' Guide*: "If the children know that highly unpleasant punishment is bound to follow upon wrong-doing, they carefully avoid it, the tendency towards it is atrophied and the virtues become habits. The firm teacher who punishes justly, adequately and immediately does the boy greatest kindness and performs his plain duty. Punishments thus serve a double purpose, they reform the offender and they warn others against committing the offence." Extensive quotations may be cited to prove the indispensableness of corporal punishment in schools for the benefit of the boy as well as in the interest of school-discipline.

The necessity of punishment naturally presupposes the question: "Who is the competent authority to administer it?" The recent circular of the D. P. I. of Bengal has thrust this question into the arena of public discussion. He writes that "corporal punishment, when necessary, should only be administered by the Headmaster and that this power should in no circumstances be delegated to a subordinate teacher. Failure to observe these instructions will entail severe penalties

upon the teachers concerned." Thus the subordinate teachers have, at one breath, been reduced to the category of "harmless" bables in the school! The situation created by the circular can better be imagined than described. It has not only affected the discipline of the school but has undermined the efficiency of teaching in a large measure. The wholesome fear of the "rod" no longer acts as a vigorous spur to the delinquent boys who habitually neglect their lessons. There is, moreover, a recrudescence of a spirit of insubordination among the boys and it is not quite unlikely that the subordinate teachers who are to handle these rougher materials, fight shy of referring very frequently the numerous cases of dereliction of duties or of insubordinate conduct of the boys to the Headmaster inasmuch as these frequent references of the cases of indiscipline, etc., in the class or of such like matters invariably argue inefficiency on the part of the subordinate teachers in respect of class-management; they naturally feel inclined to overlook the wrong-doing of the boys. The teachers realise the utter helplessness of their position in the class and they cannot, under the present circumstances, be entirely blamed for their weakness. The position of a teacher who is, unluckily, not in the good book of his superior authority, has been rendered all the more pitiable and can be felt only by those who work under these difficulties.

To crown all, the recent circular has virtually transformed the Headmaster's office into a veritable judicial tribunal where cases, petty or serious, are filed up by the teachers from various classes in different periods for prompt disposal. Just picture to yourself the position of a Headmaster who is required to do teaching work in addition to his usual

round of duties. His manifold functions in the school have been very seriously handicapped by the circular of the D. P. I., who threatens penalties for its non-compliance! These are facts which, though gruesome and unpalatable, cannot be blinked at by those who are placed in charge of educational institutions. Mr. Crook seems to be perfectly right when he says, "the restriction is quite unnecessary and produces among some of the rougher children a spirit of defiance and disrespect which soon comes to be reflected in later years by their conduct in the street. The rule that punishments should be administered by the Headmasters alone, proves irksome to the Headmasters of large schools who have their share of an unpleasant duty much increased and who have to punish without the complete knowledge of the circumstances of each offence. Many schools have allowed to the Head teacher the power of delegating to any qualified teacher on the staff the right of inflicting a limited amount of corporal punishment, each case of such infliction having to be detailed in the punishment book. It is found that the knowledge of the fact that the class teacher has the power to inflict the punishment materially diminishes the need of it."

The circular of the D. P. I. has, moreover, raised another issue which cannot be suffered to pass unnoticed. He has laid undue stress upon the occasional complaints lodged against the teachers by some unreasonable guardians. It should be borne in mind that India is not Europe and that ninety-five per cent. of men of this ill-fated land are steeped in the darkness of utter ignorance and very few are really interested in matters educational. In most cases these complaints are engineered by those who are too much obsessed with a false fetish of prestige. Age-

long ignorance of unenlightened guardians and village wiseacres, plays not an unimportant part in the manufacture of so-called complaints against the teachers whose life-blood is spent drop by drop for the all-round training of their children, and whose responsibility far outweighs that of the guardians themselves. It may be that some teachers err and sometimes go beyond the prescribed limit of inflicting punishment in their over-anxiety to do good to their wards; but that is no sufficient justification for belittling the importance of the part played by the teachers in the healthy circle of educational institutions and for snatching away the limited power from the hands of the subordinate teachers altogether. It does not require much straining of imagination to think that the teachers as a class cannot, by nature of their profession and position, bear any ill-will or malice against their boys, who are looked upon by them as their own children. It will indeed be an insult to the intelligence of humanity at large and especially to the community of teachers if such an unseemly consideration has anything to do with the publication of the D. P. I.'s circular. During my long experience as a teacher I have come across cases where the

guardians have done more harm than good to their own children by their unworthy conduct. In most cases the home-training is an influence in opposition to the teacher. Indeed, parental opposition or indifference is the most frequent cause of unpleasantness and insubordinate conduct in the schools.

Is it not desirable, under the above circumstances, to modify the circular of the D. P. I. to ensure good discipline in High Schools? Is it not expedient for the harmonious and satisfactory working of an institution, to authorize the Headmasters of High Schools to delegate to subordinate teachers on the staff, the right of inflicting limited amount of corporal punishment upon the offenders only in petty cases, the serious cases having to be laid before the Headmasters for disposal? I sincerely believe that if proper safeguards be provided against any misuse of this limited power, conferred upon the subordinate teachers by the Headmasters, a slight modification of this circular of the D. P. I. as suggested above will produce more good than harm and ensure discipline and create a healthy atmosphere in educational institutions.—*The Teachers' Journal, Calcutta, Nov. 1926.*

BOOKS BY P. V. JAGADISAYYAR, of the Archæological Dept., Madras.

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THE COIMBATORE DISTRICT TEACHERS' GUILD:

RESOLUTIONS.

I. UNIFICATION OF THE TEACHING SERVICE.

(1) This Guild is of opinion (a) that teachers whether employed in schools directly under Government or local bodies or managed by private agencies must be incorporated into a single service with several grades, and (b) that the same service conditions as regards pay, prospects, security of service, leave regulations, pension and bonus as obtain in Government institutions must be enforced by the Government as conditions preliminary to, or for the continuance of, recognition of all schools other than Government.

II. GRANT-IN-AID.

(2) This Guild is of opinion that the Grant-in-Aid Code must be so revised as to render effective help to managements of aided schools on the following principle as regards Teaching grant, viz., after setting apart 20 % of the fee-income for a permanent school fund, the Government should bear the net cost in respect of the salaries of teachers over and above 80% of the fee-income.

(3) This Guild is of opinion that the special teaching grant must be so distributed among aided schools that the managers of such schools may be enabled to raise the salaries of their teachers to a standard scale, taking into account the service and other qualifications of those teachers.

(4) This Guild is of opinion that District Boards and Municipalities must introduce from the next official year time-scale of pay with annual increments for the secondary and collegiate teachers employed in their schools, the Government bearing the difference between the new scale to be introduced and the existing scale.

(5) This Guild is of opinion (a) that the District Secondary Education Board of each district must be given statutory powers of administration, and (b) that 50% of the strength of such Boards

must consist of teachers elected from amongst schools including those managed by local bodies,

III. EDUCATIONAL REFORM.

(6) This Guild is of opinion (a) that a Commission of Enquiry must be appointed by the Government to make a thorough enquiry into the educational needs of the Presidency and to frame courses of studies of all grades, (b) that, with a view to facilitate the adoption of vernaculars as media of instruction of non-language subjects, the Government must appoint committees of educational experts for writing text-books in vernaculars, in various subjects, suitable for all grades, and (c) that the D. E. O. of Coimbatore and the Nilgiris must be requested to form a committee consisting of Headmasters of schools or their representatives to prescribe text-books and syllabuses and arrange for examinations common to all schools of the district.

(7) This Guild is of opinion that, in addition to the vocational instruction imparted in Elementary and Secondary schools, provision should be made for the opening of technical and technological institutes in important centres in each district.

IV. PROVIDENT FUND.

(8) This Guild is of opinion that the Government and the management of schools should each contribute one anna in the rupee towards the Teachers' Provident Fund, if the Government does not see its way to increase the rate of interest from 3 % to 6 %.

(9) This Guild is of opinion that the present Provident Fund rules applicable to teachers in Municipal and Board schools are defective inasmuch as they make it optional for the Municipalities or the Local Boards to give or withhold the whole or part of the bonus, and it, therefore, urges that the granting of the full bonus should be made obligatory.

V. STATUS OF PUNDITS.

(10) This Guild is of opinion that Pundits of ten years' standing and of approved merit and

holders of Oriental Titles should, after undergoing a year's training in Sri Minakshi College, Chidambaram, be given the same treatment as L. T.'s as regards pay and emoluments.

(11) This Guild is of opinion that Oriental Title-holders should be given election franchise to the Senate and to the Legislative Council, as in the case of graduates.

VI. MISCELLANEOUS.

(12) This Guild strongly advocates the abolition of the system of recording school marks in the S. S. L. C. Certificates of IV, V and VI Form pupils.

(13) This Guild is of opinion that there need be no insistence upon a coat and a turban as necessary parts of a teacher's dress and a shirt and an angavastram may suffice to satisfy the rules of ordinary decorum.

(14) This Guild is of opinion that, on account of the climatic conditions of our country, it is highly desirable and urgently necessary, wherever practicable, that schools have working hours from 8 A. M. to 11 A. M. and from 2-30 P. M. to 4-30 P. M.

(15) This Guild is of opinion that Government Training Schools may be abolished and that training sections may be attached to those Secondary Schools that are willing to have them.

(16) This Guild is of opinion (a) that the Government must permit untrained S. S. L. C. teachers of five years' approved service to appear in private for Secondary Teachers' Certificate Examination, and (b) that the University must permit untrained graduate teachers of five years' approved service to appear for the L. T. Examination without production of the certificate of attendance in a Training College.

(17) This Guild requests the Senate and the Academic Council of the Madras University to cancel the proviso that necessitates such of the *bona fide* teachers of three years' standing as

are willing to appear for University Examinations to obtain permission from their respective managements, and to allow such teachers to send their application for exemption direct to the University authorities provided the Headmasters of their respective schools certify that they are *bona fide* teachers of three years' service for purposes of this resolution.

(18) This Guild requests the Government to constitute Secondary School teachers as a constituency for the Senate.

(19) This Guild requests the Government to give to all teachers, irrespective of their qualifications otherwise, electoral franchise for the legislature, the Senate and local bodies.

(20) This Guild requests the managers of schools to grant travelling allowance to teachers who attend the District Teachers' Guild meetings and the Madras Provincial Educational Conference as such attendance is one of the legitimate duties of the teacher.

(21) This Guild recommends that teachers be exempted from payment of school fees to their children reading in the schools in which they are employed.

(22) This Guild is of opinion that the practice obtaining in many of the institutions of keeping fully qualified teachers temporary for a long time in permanent vacancies is very injurious to their interests and therefore requests all managements to confirm such incumbents within a reasonable time of one year.

CHEMICAL PROBLEMS AND THEORIES FIRST PART

BY
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Reviews and Notices.

HUMAN GEOGRAPHY OF THE BRITISH EMPIRE—
(THE GROWTH OF GREATER BRITAIN)—BY
J. FAIRGRIEVE AND ERNEST YOUNG (GEORGE
PHILIP & SON). Price 2s. 6d.

Most attempts hitherto of preparing a Geography of the British Empire have been more or less unsatisfactory, resulting in the production of dull and disjointed accounts of the features and conditions in the various parts which go to make up the Empire. This has been largely due to the fact that, while from the historical point of view, the British Empire forms a coherent and connected unity, geographically the world it is that forms such a unit and not the Empire.

The joint authors of this Human Geography of the British Empire have, however, succeeded wonderfully in bringing about a coherent connection between the component parts of this heterogeneous Empire. They have done so by following the method of their earlier volumes in the series, *viz.*, by providing a human and historical framework, which alone could give the needed unity. The numerous sketch-maps and diagrams add considerably to the interest and usefulness of the book; while Empire Statistics have deliberately been removed to a separate appendix in the form of a comparative table.

The so-called B. Group History (History of the British Empire) of the S. S. L. C. Curriculum in Madras is according to the intention of its authors the Historical Geography of the British Empire. But as it is, it has come to be the pure history of the Empire, treated in an amorphous and fragmentary way. If it is to continue as a living, useful and interesting subject, as it was intended to be, the syllabus will have to be lightened on the historical side and made more geographical, the Geography and the History being interwoven into an organic whole, as it has been done in the volume under review. For this reason we have no hesitation in recommending it as a text-book for the purpose, even though it may not be quite in accordance with the prescribed syllabus.

THE "EXPLORER GEOGRAPHIES" — ASIA—BY
J. THOMAS. (GEORGE BELL & SONS). Price
2s. 6d.

Prefaced by two simple lessons on map-reading, the volume contains six chapters describing the way in which the continent of Asia was opened up, using wherever possible the words of the original discoverer. Then the main discoveries are brought together in a series of chapters which provide a general survey of the physical features of the continent. These lead naturally to chapters reasoning out the climate, flora, fauna, inhabitants, productions, transport, economic and political life—all in their natural sequence. The method of treatment is of course regional.

The aim of the book is to interest youngsters in the story of the various peoples of Asia, their environment and daily life, and to entice some at least of those who peruse it to extend their reading to original sources and to greater authorities.

If Modern Geography is a romance in the West, leading the pupils into a wonder-land, it is in part due to the use of books such as the one under review. The six full-sized plates are as useful as they are picturesque and interesting. The other illustrations too are fine and typical, and they are copious, serving really to illumine the subject, and to help the children to visualise. The get-up is also pretty and attractive, and the language simple. The book is recommended for use as a supplementary reader in one of the later forms of the Middle School.

A TEXT-BOOK OF GEOGRAPHY, BY G. O. FRY.
(UNIVERSITY TUTORIAL PRESS). SIXTH EDITION. Price 6s. 6d.

This valuable pre-war text-book, serving the needs of candidates of University Entrance Examinations, had already gone through some post-war revisions in the matter of territorial changes, etc., and has now been brought up-to-date statistically and otherwise.

The first seven chapters deal with Mathematical and General Physical Geography which are treated clearly and illustrated with a number of useful diagrams; and this is the most useful part of the book for the Indian student of Geography. In the succeeding chapters, the continents are described systematically, but, while greater emphasis is laid on the British Isles and Europe which are treated in greater detail, India and Asia are treated but in a sketchy way. This is, of course, due to the fact that the volume was prepared in the first instance for the use of the English student.

A short chapter on "the British Empire and British Commerce," a statistical appendix, an appendix summarising the recent post-war political changes, a number of sketch-maps and diagrams, and several typical questions at the end of each chapter from standard examination papers—all these considerably enhance the usefulness of the volume as a reliable text-book.

THE PRINCIPLES AND METHODS OF THE TEACHING OF GEOGRAPHY, BY G. D. TAMASKAR. (PUBLISHED BY DR. K. L. BHAVE, LORDGUNJ, JUBBULPORE). Price Re. 1-8 as.

This is probably the very first book written by an Indian on the Teaching of Geography in Indian Schools. All the existing books on the pedagogy of Geography have been from the pen of European and American authors, who never meant to write them for the use of teachers in India. These

books have, therefore, not been quite so useful except in an indirect way. The author of this volume has tried, firstly, to meet the requirements of Geography teaching in this country, so far as they are distinct from those of the rest; secondly, to make it a practical guide to the teacher of Geography in the class-room; and thirdly, to show what Regional Geography should be.

After discussing at the outset the utilitarian and educational values of the subject, the selection and arrangement of the topics in the different stages of the school are considered at some length. The plan of teaching the various topics in a sequential order and the method of handling them are next dealt with in an interesting way. Two chapters treat about the regional method of organizing the subject-matter. Valuable suggestions are given on the "short-hand of geography" and on illustrations, and due emphasis has been laid on practical work including observational work. There is a fairly full bibliography with notes on the books recommended, as well as a list of apparatus and appliances.

The chapter on Correlation is, however, felt to be very inadequate, especially in view of the fact that Geography is a synthetic subject having its relationship with almost every subject of the school curriculum. Further, the inclusion of Greenland in the Polar Lowlands on page 61 is apparently a slip to be corrected in the next edition.

On the whole, the book is stimulating and suggestive, and makes a valuable contribution to the pedagogy of Geography, written by an Indian teacher from the Indian point of view. It can safely be recommended for use in our training institutions.

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OPINION.

Mercantile Miscellany, April 1926:—The enterprising firm of Messrs. Srinivasa Varadachari and Co., Mount Road, Madras, have sent us a copy of Commercial Arithmetic for S. S. L. C. students which they have published. The book is a very useful addition to the existing literature on the subject and bids fair to be regarded as a Standard Text-book on the subject on this side. Needless to add that the book being written with a Commercial bias it should prove invaluable to all youths aspiring after commercial or business career. We congratulate the author, Mr. T. V. Subramania Iyer, and the Publishers, for the neatly got-up little volume before us.

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The Educational Review.

We have had a number of Convocation Addresses delivered within the last few weeks in India deserving of wide attention. Sir P. C. Ray, who cannot undoubtedly be suspected of any sympathy with intellectual obscurantism, denounced the unfortunate craze for degrees found in almost all parts of India. He regretted the over-crowding of people into the literary professions and the constant waste of the educational training received in Universities by its not being utilised when people enter life. We are afraid that Sir P. C. Ray is taking rather a narrow view of University education and does not realise sufficiently its value for its own sake, though there is some truth in his accusation. It is however not difficult to see a re-action in recent years even in the matter.

Speaking at the Convocation of the Lucknow University, the retiring Vice-Chancellor, Dr. G. N. Chakravarti, gave some valuable advice to students, though the main part of his address was devoted to an examination of the new Intermediate Reform in the United Provinces. The United Provinces, alone in India, have carried out the recommendations of the Calcutta University Commission in the matter of the separation of Intermediate work from the more legitimate work of a University, and the experiment is being watched with considerable

* The Address of Dr. G. N. Chakravarti appears in full elsewhere in this issue. The others will be published in our next issue.

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interest all over India. It is admitted on all hands that there have been defects in the working of the scheme, but we are not sure if there is ground for the deep pessimism with which Dr. Chakravarti's speech was tinged. A Government Committee is however actually sitting at the head-quarters of the provinces, enquiring into improvements which can be introduced within the provisions of the present High School and Intermediate Education Act. We hope it will be successful in effecting some real advance and in silencing some of the criticisms we have heard.

The address which Prof. S. G. Dunn delivered at the University of Allahabad pointed out the superior advantages of Unitary and Residential Universities over those of the old type which have undoubtedly done useful work in their own time in India, but which are gradually giving place to those of a new type. Madras alone, of all Presidencies in India, seems to cling with pathetic constancy to the old type, unable to launch forth boldly into new reforms even when opportunities occur. The reform of the Madras University was not taken advantage of to make it a unitary and residential one, and the Andhra University is a mis-shapen child resembling very much its old mother. The trend of public opinion in Southern India, at least in quarters not distinguished by any knowledge of modern educational conditions, is unfortunately in the direction of the duplication of specimens of the old type, and we are afraid even the prospective Tamil and Kerala Universities are not going to be unitary and residential ones.

The Convocation Address delivered at the University of Aligarh by Mr. Sultan Ahmad of Patna was curiously enough a plea against the introduction of vernaculars as media of instruction which he described as 'suicidal.' The valuable part of his speech was however his appeal asking for peace and goodwill between the Hindu and Muhammadan communities. In view of the great communal trouble there has been in Northern India in recent months, this appeal was valuable, coming as it did from a Muhammadan, the popular impression being that his community is generally on the aggressive on such occasions. We hope these valuable utterances receive some attention even from those who are not present as graduates receiving degrees at these functions.

The disappearance of the *Justice* party from power in Southern India will be welcomed by all lovers of education, as in no department was its inefficiency and backwardness so noticeable as in that of education. For the first time in the history of Southern India, the world of education was tainted by them with the prejudice of communalism and educational officers and members of the teaching staff in schools and colleges were chosen merely because they did not belong to a certain caste, though all the time, persons with better qualifications and experience were easily available. What was worse, considerable harm was done to various members of the educational services by their claims being

superseded by their juniors of inferior qualifications. If the so-called *Justice* Ministry had done nothing but this, it deserved to be sent out into the wilderness deprived of all influence and power. There have been very few ministries in the history of the world with such barefaced injustice to its discredit. This does not of course exhaust its tale of misdoings. It allowed the principle to infect even admission into colleges, and many young men of ability and promise struggled in vain to enter the portals of collegiate institutions, being put at the same time to the painful humiliation of witnessing the entry of persons of inferior qualifications. In the name of democracy, the Justicites set up educational councils consisting of men most remotely qualified to advise on educational matters. University Acts were tampered with, only to provide for the admission of people of a particular political complexion into University bodies and for the creation of jobs to reward the henchmen of the party. More than all, their life and policy was marred by a profound ignorance of the highest educational ideals and by an utter want of any idealistic vision of the future of the country. We congratulate the new Ministry on its accession to power and we hope that it will have the privilege of helping the cause of education onward to an appreciable extent during its period of office. Dr. Subbarayan, who has been chosen to fill the important place of Minister of Education, has had the benefits of the best education available in India as well as in England and may be expected to make a successful Minister.

We invite the attention of educationalists all over the country to the second session of the All-India Teachers' Federation, which is to

be held in Patna on the 29th and 30th of December. It will be remembered that the Federation was inaugurated last year at Cawnpore. Since its formation, it has tried its best to energise the work of educational organisations all over India and we are glad to notice that considerable awakening is evident. The United Provinces Secondary Educational Association continues to be active; Bihar and Orissa has had a very successful session of the Secondary Educational Conference; the Bombay Presidency Headmasters and Secondary Teachers' Conference has gained new strength and has been set on a firm basis, a very successful session of the Conference having been held only the other day at Poona; the All-Bengal Teachers' Association is another live body in the country, and the South India Teachers' Union has of course always been there. We hope that these organisations will grow in strength and contribute to the energy of the All-India Teachers' Federation. As yet only two Provincial Educational organisations are affiliated to the All-India Teachers' Federation, though two others have also already resolved upon affiliation, the Associations of Bombay and Bihar and Orissa. We are sorry that the South India Teachers' Union has not yet done so, though it is the most senior of the educational organisations in the country and its prestige and experience should be particularly valuable to the central organisa-

tion. We hope the next session of the All-India Teachers' Federation will be a great success and will mark an appreciable step in the advancement of the teaching profession in India.

The Calcutta University deserves to be congratulated on the comprehensive annual reports issued under its auspices in connection with its Students' Welfare Department. According to the latest report, more than two thousand candidates have been examined and it is not surprising to learn that defects of various kinds were discovered in about two-thirds of the total number of students, including even cases of leprosy, not to speak of such minor ailments as diseases of the eye, ear, teeth, etc. Though the University does not probably maintain a clinic of its own, we have no doubt that the pointing out of the defects should have been of considerable service, enabling the students to secure suitable remedies by inviting the attention of the guardians concerned. Arrangements for the medical inspection of pupils have been made, we know, in various institutions all over the country, but the wide publication of such reports should really be of great use not merely for comparing notes, but also for the co-ordination of the work. It is possible there are medical problems peculiar to the whole student community in India and a valuable facility for their study would have been furnished by the publication of such reports. This is a matter in which interest can be taken

even by laymen who can undoubtedly utilise the statistics collected by members of the medical profession. We shall be glad to publish any carefully-written and compact reports on the medical inspection of pupils in individual schools, if sent to us for publication.

In the current number of the *Vishva Bharati*, Mr. Rabindranath Tagore tries to expound the ideals of his educational experiments at the *Shantiniketan* in Bholpur in an article on the subject entitled *A Poet's School*. The products of this school have not startled the world by the exhibition of any great superiority over those turned out by the existing schools and there are many who think that the only advantage enjoyed by the *Shantiniketan* is the presence of the great personality of the poet which is not an essential feature of the system but only an accident. It may be interesting however to know the ideals underlying the poet's mind. One of the main aims according to him is the attempt to bring up the pupils in communion with Nature, the poet himself having been cramped in the days of his childhood by the narrow atmosphere of cities. "Children with the freshness of their senses come directly to the intimacy of this world. This is the first great gift they have. They must accept it naked and simple and must never again lose their power of communication with it. For our perfection, we have to be vitally savage and mentally civilised; we should have the gift to be natural

with nature and human with human society. The misery which I felt was owing to the crowded solitude in which I dwelt in a city where man was everywhere, with never a gap for the immense non-human. My banished soul sitting in the civilised isolation of town-life cried within me for the enlargement of the horizon of its comprehension. I was like the torn-away line of a verse, always in a state of suspense, while the other line, to which it rhymed and which could give it fulness, was smudged away into some misty, undecipherable distance. The inexpensive power to be happy which, along with other children, I brought with me to this world, was being constantly worn away by friction with the brick-and-mortar arrangement of life, by monotonously mechanical habits and the customary code of respectability." Another attempt is to keep the children at school in unison with the life of the world around. As the poet writes: "The primary object of an institution of this kind should not merely be to educate one's limbs and mind to be in efficient readiness for all emergencies, but to be in perfect tune in the symphony of response between life and world, to find the balance of their harmony which is wisdom. The first important lesson for children in such a place would be that of improvisation, the constant imposition of the ready-made having been banished therefrom in order to give constant occasions to explore one's capacity through surprises of achievement." It would be interesting to know Rabindranath's ideal of the actual education to be

imparted in the class-room. He believes in uniting the class with the world outside: "Their studies, though strenuous, are not a task, being permeated by a holiday spirit which takes shape in activities in their kitchen, their vegetable garden, their weaving, their work of small repairs. It is because their class-work has not been wrenched away and walled-in from their normal vocation, because it has been made a part of their daily current of life, that it easily carries itself by its own onward flow." We are not sure if boyhood is the period when it is possible to impress on a person the ideas of internationalism or cosmopolitanism, but Rabindranath believes in giving a bias in that direction to children even while at school, and he claims it is being done at the *Shantiniketan* where he has the privilege of having some Europeans associated with him in his work. "The minds of children of to-day," we are told, "are almost deliberately made incapable of understanding other people with different languages and customs. This causes us, when our growing souls demand it, to grope after each other in darkness, to hurt each other in ignorance, to suffer from the worst form of the blindness of his age. The Christian missionaries themselves have contributed to this cultivation of insensitiveness and contempt for alien races and civilisations. In the name of brotherhood and the blindness of sectarian pride they create misunderstanding. This they make permanent in their text-books and poison the susceptible minds of the young. I have tried to save our children from such a mutilation of natural human love, with the

help of friends from the West, who with their sympathetic understanding, have done us the greatest service." Even if we admit that this aim is being accomplished by the presence of some foreigners at the *Shantiniketan*, we should like to know the value of this idea as a contribution to the Indian educational system. Does Rabindranath Tagore advocate that in order that children may be brought up in an atmosphere of internationalism a few scholars from Europe should be kept at every school? We hope he does not and if he did, it would not carry with it any impress of practicability. The *Shantiniketan* itself would have found it difficult to attract the European workers found there, without the magnetic personality of the poet. An educational experiment is not of much use, when it can be conducted only amidst exceptional circumstances, and cannot be emulated elsewhere and cannot be absorbed into the general educational system. A handful of people who can afford to send their children all the way to *Shantiniketan* and can keep them there—it is well-known that the expenses there are higher than in ordinary schools in spite of its communion with nature and appreciation of rustic life!—can do so, but we are afraid the school has not much of a message to the average educational institution in India.

Want of publicity is apparently a serious evil in India, because we often find that several useful matters concerning education abroad and even the educational facilities open to Indians in foreign countries, are not

Scholarships for Indian Women.

known here. One such thing is the fact that there are scholarships open for Indian women at some of the American Universities under the auspices of the Levi Barbour Endowment, particulars of which we give below:—

The Levi L. Barbour Scholarships for Oriental Women at the University of Michigan, Ann Arbor, Michigan, U.S.A., are open to College Women in India. Credentials and letters from applicants should be sent to the Chairman of the Advisory Scholarship Committee in India Miss M. N. Wilson, 134, Corporation Street, Calcutta.

The Barbour Scholarships, yielding \$800 each per annum and University fees, are awarded annually upon a basis of merit by a Committee consisting of the President Emeritus, the President of the University, the Dean of the College of Literature, Science and the Arts, the Dean of Women, and the Dean of the Medical School. The character of the candidate, her physical condition, her scholastic attainment, her fitness for University work, including the ability to use the English language for study and class-room purposes marked ability in some special field, and her desire to return to her native land for service after suitable preparation shall have been made, are the chief factors considered by the Committee in making appointments. On account of the rapid progress in the education of women in the Orient, preference is given to applicants who are graduates of Oriental colleges. The awards are made annually about the 1st February to take effect at the beginning of the following fall semester, which begins during the last week of September. The scholarships are renewable at the discretion of the Committee, whose policy has been to re-appoint scholars doing creditable work until their selected courses have been completed.

It is a great pity that the magnificent endowment of the late Mr. Tata embodied in the Indian Institute of Science at Bangalore should not have been worked satisfactorily and complaints should be heard about it in various quarters from time to time. "An

esteemed correspondent" writing in the *Hindu* catalogues a long list of grievances which constitute an indictment on the working of the Institute under its European Professors. It is complained that there is an air of aristocratic pride about them and "students never approach their Professors on a footing of equality or trusted cordiality. Something indescribable but well-known to every one keeps them at arm's length and therein is all the rub." It is surprising that the Indian agency should be so carefully excluded from the higher ranks of its service. The latter is likely to be not merely more patriotic and willing in service but also more economical to the Institute. We are also told that an atmosphere has been created in the Institute foreign to Indian students. "The latter have to live in a style which is utterly beyond the means of an average parent or guardian in this country. Apart from the scholarships, the high standard of life expected and imposed on the part of the students here could not bear too close a scrutiny. For us, who are after all a very poor people compared with the other nations of the West, for us to imitate Oxford or Cambridge life is not only ridiculous but suicidal. The very atmosphere, to say the least is choking." Is there nobody to look into these grievances which seem serious?

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The Madras Mail. Friday, October 31, 1924:

Books which deal with the problems of educational psychology from the Indian point of view are too few, and we, therefore, welcome most cordially one which makes such a study and makes it well. Miss Gordon's contribution to this field is one which ought to be read carefully and digested thoroughly by all those who have to do with the education of children, whether teachers or parents.

The value of Child Study is twofold, first from the point of view of theoretical psychology, and second of education. Education along with psychology has much to learn from the science of biology which suggests to both of these sciences the unit for study, viz., a reaction which is a response to a stimulus. The mental life ought to be viewed as is the physical from this point of view. Further, biological science is showing the usefulness both as to method and content of the observation of development. The study of child-nature is in accord with the genetic method which characterises all the biological sciences. Educationally we have more to do with children than with adults in our schools and so from the practical point of view also the more that we can learn about the natures of educands the better for our work. Miss Gordon's book is thus a real contribution to our literature for it considers these questions with special reference to conditions in South India.

One of the most important of modern developments in this science is that made through the observation of individual differences. Although education is a social process and children are social in nature, yet we cannot deal with them too much in groups without doing great injustice to matters in which they are unlike. Studies made in Europe and America have their value for Indian teachers, but observations made in India, as Miss Gordon's have been, are of great value in enabling us to ascertain the similarities and differences with children of other countries, and the differences among groups and individuals here. Miss Gordon has not only given the result of her own observations but what is even more important—she has shown teachers and others how they may observe for themselves.

The book surveys the more important problems connected with the study of child-nature. It deals with the stage of child development, with the processes of sense-perception, with play, hand-work, and fatigue, with exceptional children, both sub-normal and supra-normal, with measurements of intelligence, and with the application of the Kindergarten system to the Indian system. It is one of the books which the Academic Council on the recommendation of the Board of Studies in Teaching has declared as suitable for candidates for the L. T. degree. We hope that it may have a wide circulation as its influence is sure to be for good.

Education (Allahabad), March 1925.

The distinguished author of the book under review is one of the few enthusiasts in India who have taken to a systematic study of child-nature. The book embodies the results of close study by the author, not merely of the existing literature on the subject, but of the actual mental and physical growths of children, as witnessed by her in several schools in Britain and India where she has had the opportunity to work. Within a brief space of 200 pages, the author has contrived, in her plain, matter of fact, and at the same time, engaging style, to elucidate the various topics connected with child life such as the sense perception, play, the service of Hand in Mental Development, fatigue, exceptional children, measurement of Intelligence and the Kindergarten system; touching the various theories on these topics and supplementing them by her own views based on personal study and investigation. We would especially commend to our readers the beautiful and inspiring chapter on the Kindergarten system in which without going into technical detail, the author has surveyed the basic principles of the system and pleaded in accordance with these principles for the Indianisation of Indian education. We are sure that this little book will prove an excellent handbook for teachers as well as parents and others interested in the subject and kindle in them a deeper interest therein. It has been already recommended by the Academic Council of the Madras University as a suitable text-book for the students appearing for the L. T. Examination and we hope that other Universities will soon follow suit. We congratulate both the author and the publishers on this valuable publication and recommend every teacher to secure a copy thereof.

The Madras Christian College Magazine, January 1926.

The study of child-nature is exceedingly important for both of the sciences of Psychology and Education. Its importance for Psychology is from the genetic point of view. In the child one is able to observe in simpler forms many of the processes at work which in adult experience become so complex as to make them difficult of analysis. Its importance for Education is too obvious to need extended notice, and yet there are some who are so short-sighted as to neglect it. Here in South India there are a great number of schools in charge of teachers who do not know the elementary facts about child-nature. But with the progress of education the time will surely come when it will be considered as dangerous to employ a teacher who is ignorant of child-nature as it is to employ a man for a physician who knows nothing of anatomy and physiology. Such a book as that which Miss Gordon has written will serve a useful purpose in hastening that day by putting teachers in possession of a primer which contains the fundamentals of the subject in a readable style. It is the type of book which we would like to see translated into our South Indian vernaculars, because it not only includes the principles of the science, but states them with special reference to the needs of Indian teachers.

A personality is the outcome of forces which are both hereditary and environmental so that child study must take account of both sets of factors. Much more is to be gained by teachers through the study of children for themselves than the mere perusal of books on the subject, however authoritative they may be. The trouble with so many students of other things as well as of child-nature is the evident desire to be spoon-fed. They desire to get their information at second-hand rather than take the trouble to study for themselves. In many instances teachers have not the technique necessary to observe intelligently. Very valuable, then, is Miss Gordon's chapter on 'How to Study a Child,' particularly for those who are beginners in child study, and it is a matter of vital concern as much for the parent as for the teacher.

Certain subjects have been especially studied recently by educationists, and Miss Gordon gives useful accounts of the results of these studies. One chapter is devoted to the place of play in child life and in the educative process. It is a wholesome corrective for the old fashioned idea that play is a superfluity. The author brings out some of the most useful services which are rendered by play, for play has direct educative value, assisting in the training of the judging and other mental processes, as well as in the spirit of fair-play and other moral qualities. The play-ground affords a splendid type of voluntary democratic organisation. Another chapter is devoted to "The Services of the Hand in Mental Development." Sometimes the school in emphasising the development of the mental processes has tended to neglect the fact that intelligence is sometimes motor, and that these two factors, the mental and motor, are closely related to one another. The questions of 'Exceptional Children' and 'The Measurement of Intelligence' are closely related, since it is through the latter that we get our most accurate knowledge of the former. A final chapter deals with a question on which Miss Gordon is surely competent to speak, 'The Kindergarten System and Its Application to Indian Children.' Altogether she has succeeded in writing a most useful little book, and we hope that it may have a good circulation among teachers and parents who cannot but profit by what she has written on the nature of children and how they should be educated.

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