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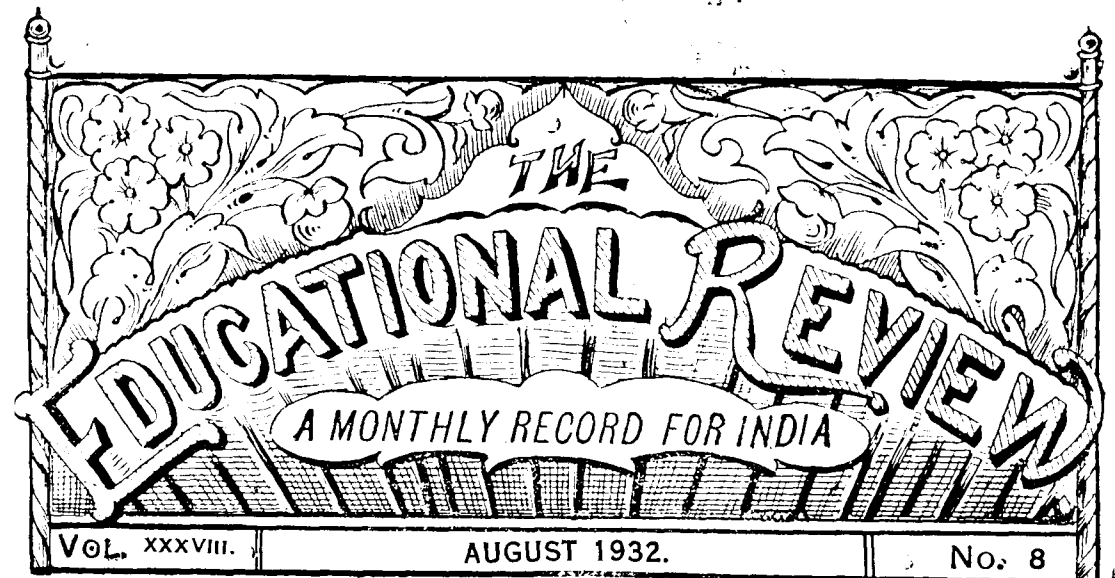
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The Educational Review

A MONTHLY RECORD FOR INDIA

VOL. XXXVIII.]

AUGUST 1932.

[No. 8.]

ENGLISH TEACHING IN THE HIGH SCHOOL CLASSES

BY MR. L. C. BURMAN, M.A., PH.D., M.S.A. (PARIS),

Allahabad.

A RAPID change is coming over every sphere of life to-day, involving revision both of method and outlook and resulting in a growth of innumerable activities outside one's sphere of work, which distract one's attention unless one is strictly on one's guard. A student in the high school classes who has just begun to understand things in a hazy manner and who is easily susceptible to "atmosphere" is specially liable to go beyond the margin of safety unless the method of teaching holds him spellbound in the subjects of his study especially in English which takes precedence over all other branches of study constituting the curriculum.

The general complaint of inattention, shabby treatment of the subject, French leave, carelessness and neglect of duty on the part of scholars is really a heavy indictment of the English teacher's work and responsibility, which can neither be overlooked nor ignored with impunity and without disastrous results both to the teacher and the student. The existence in the schools of certain

deeply rooted customs, practices and notions apart from the inadequate justice done to the aims of English teaching and the wholesale disregard of the natural needs of the scholars, are responsible for this unpleasant state of affairs.

We teachers use too much of verbal memory in our teaching. This relies more on the sound and rhythm of words than on ideas and their links. Our present practice is to require the student to repeat the information that has been pumped into him irrespective of whether it really appeals to him or not. We base our test questions upon the same idea and frame them in one and the same form which gives the student a clue and helps him to answer in nothing but a mechanical sort of way. Then there is the widespread notion among us that no matter how we present our lesson, we must have the result we desire, little thinking that we cannot have the desired response unless what we expect depends on how interestingly we give our teaching. Let me illustrate

to show what is meant, and to help the young teacher to recognise the symptoms and apply the proper remedy. You have presented in a rough and ready way the story of the Golden Touch. The boys have appreciated neither the idea nor the style of the presentation. In response to your question, "Relate the story of the Golden Touch," one of your students begins to repeat the story. He has been able to reproduce the earlier part of your presentation and then suddenly he feels helpless for the same and moves his lips in an endeavour to repeat the next words to make up the deficiency in his recitation. His memory, however, comes to his rescue and he finally succeeds in verbal reproduction with the help of the clue offered by the very nature of your question. But if you try questions like these: "How would you have felt if you had been King Midas with everything turned into gold, including your very food? Supposing you were the God who gave Midas the gift of the Golden Touch, what would you have said to Midas in answer to his request for withdrawing the gift?" You surely will not obtain your response with the same fluency which characterised the student's previous answer and, in fact, in the majority of cases, you will notice an utter feeling of helplessness.

Another heavy handicap that is greatly responsible for the sad and deplorable standard obtained in English is that the importance of the purposes for which text-reading is given is lost

sight of in an over-zeal for securing reproduction. Little attention is given to the fact that the English text-book in the high school classes is read to increase the store of knowledge, to learn the use of language and to cultivate the style. While on the one hand no effort is directed towards increasing the vocabulary of the student and elucidation of the linguistic difficulties, it is hardly considered necessary or rather worth while, on the other, to insist on picking up the style of the lesson. No doubt the tedium of the lesson is sometimes relieved by making the boys occasionally write essays which are looked over rather cursorily, valued and marked, but these are not corrected or supplemented in any regular way. There are hardly any doubts raised and discussions over them held with regard to the propriety or otherwise of the style. The teacher merely sets such questions as: "Write an essay on The Advantages and Disadvantages of Life in a Great City, A Day in the Rains, Indian Village, The Pleasures of School Life, Mountain Scenery." The students scribble out whatever they have in mind without being directed to co-ordinate their essay to a particular style and in the absence of any useful hints from the teacher. The teacher, partly on account of the paucity of time at his disposal and partly from a desire to avoid any hardship or cujling of the brain on his part, deals with the answers in a humdrum sort of way and grades them according as his whim and fancy directs

him and not according as his responsibility should suggest itself to him. This faint-hearted mood cannot but have results which are bound to evoke serious criticism in all sensible quarters and which show themselves so markedly in practice. There is no reason why they should not. The knowledge thus gained becomes hopelessly unless of course that standard of acquirement compels approval by the exigencies of time and shirking of responsibility by those in authority, both in the same breath.

What we most urgently need now-a-days is a persistent and patient effort towards reaching out after new ideas in relation to teaching. The old stale customs and practices are not good enough for the modern age and the methods of merely storing the scholar's head with facts are beginning to lose favour as of little practical use. With the change of times, educational methods too must pass through a change. Gone are the dry-as-dust "studies" and the old-time "exercises"; in their place is welcomed simplification and ingenious "short-cuts" that lead unerringly to cherished results. Interest should be the prime factor in our teaching, especially in our teaching of English. Want of interest on the part of students is a sure sign of some inherent defect in the practice of teaching, which could be taken as an indication that there is no interesting presentation on the part of the teacher. We must make use in our teaching of every device available

to us without undue straining of our resources, to secure this end.

PREPARATION.

On the blackboard write an analysis of the lesson before the class exercise begins. Let each member of the class frame his own questions on the assignment and then let him have the pleasure of "playing teacher" for a while and demanding answers to his questions from his class-fellows. This will improve the exercise and, in most cases, increase the interest of the class with a little encouragement from the teacher. It will be helpful also if the teacher will take his turn in answering. Students greatly like word-pictures. Let the pupils be ready to answer questions concerning such pictures.

PRESENTATION.

We teachers are for making the lives of our pupils happy and never for making them miserable. We little realise that when students go wrong it is we who are to blame. We little know the extent of the harm we do the youth by inflicting punishment on them for inattention, instead of reforming our own methods of teaching and making our lessons interesting to avoid all possible chances of negligence and carelessness on their part. Nothing interests a boy so much as reading with expression and a touch of the dramatic art. All our lessons, particularly our English lessons, should be made interesting and the acquisition of knowledge will follow automatically. The author's idea of the perfect English lesson would be

one during the course of which there is a clear indication of the growing eagerness of students not to miss anything coming out of the mouth of the teacher, which satisfying feature emerging from the presentation would practically offer a solution of all difficulties. The following plan would repay adoption. Explain what the lesson is about and let the boys listen to and follow your pattern in reading the lesson for tone, manner, inflection, modulation and emphasis with a strong dramatic sense. Such a practice is bound to carry more conviction to the youthful audience than any amount of verbal explanation. You will notice the successful working of this plan in the interest with which the scholars will follow you and in the welcome enjoyment with which they will devote themselves to it. Your aspect of the face, intonation of the voice and gesture of the hands—though this last is not considered so commendable a device in teaching as compatible with decorum—will so readily convey the idea contained in the lesson and encourage imitation of the pattern on the part of the students as to strike you as nothing short of a miracle. When this result should seem to be felt, let the boys ask the difficulties which they feel themselves unable to elucidate. A comprehensive elucidation on the part of the teacher, illustrated wherever possible by short entertaining stories from outside, will clear up the whole thing. A few rapid questions framed in a variety of ways—remember variety always appeals to the young mind—and answered with the use of intelligence and due thinking may follow with advantage by way of a test of comprehension on the part of students with special reference to the vocabulary, paraphrase, subject-matter and other linguistic features of the lesson.

*Attention of the scholars may then be drawn to any peculiarities noticeable in the lesson which may help towards a fuller appreciation of it, as regards pictures presented by it and the beauties showing themselves therein together with sentences or phrases introduced by the author to give liveliness to the reading matter.

ASSOCIATION.

Additional reading illustrative of the features of the lesson may be given and attention of students drawn to the same to help them in their appreciation and use of a similar lesson contained in that reading and to widen their outlook.

APPLICATION.

The composition period which ought, in all cases, be correlated to the text period may be devoted to cultivation of style and accuracy in grammar based upon an original effort towards writing with a near approach to the style appreciated in the text, on a subject a little different from that dealt with in the book, to admit of original presentation of ideas. Say, for instance, the lesson treats of an Indian village. This may be changed to an Indian city or town. For the Himalayas, again, Mountain scenery may be substituted and so on and so

forth with short prefatory remarks as an aid to the work.

Grammar may be taught without its terminology which so often proves a stumbling block in the smooth working of the study. This process of training should, however, begin in the lower classes and may be summarised as follows:—*Nouns* are the *name of things*; *Verbs* are *telling and doing* words; *adjectives* are joined to nouns and tell *which thing, what sort of a thing or how many things*, and *adverbs* tell *how, when, where or why*, and are attached to some verb, adjective, or other adverb. Thus taught grammar without anything of grammatical terminology, will increase the intelligence of the class remarkably. The following illustration will make the meaning clear:—

Admiral Bartholomew quickly left Portugal in search of two things.

“What is the word Admiral Bartholomew?”—The name of an admiral. “What word tells about what Bartholomew did?”—Left. “Which word tells how Bartholomew left?”—Quickly. “What relation does the word ‘for’ bear to Portugal?”—It governs it.

This sort of questioning keeps the student's mind in a state of “mental activity.”

In the high school classes questions of a more difficult nature on the same lines will have to be framed to test the ability of students. The proper terminology may, however, follow when

this result has been achieved with any measure of success.

TIME FACTOR.

Time is an important factor in teaching the lesson. A small period allotted for the lesson would seem hardly sufficient for a comprehensive study, but with an energetic and go-ahead teacher it can be utilized to the fullest extent by rapid presentation and questioning. All that is required is alacrity and willingness to do full justice to the task before him. Care should be taken that not a single minute is lost in unnecessary and uncalled for work and with a vigilant and careful teacher the whole thing can be accomplished without much difficulty and inconvenience. With the interest of the members of the class secured to his fullest satisfaction, there will hardly be any occasion for loss of temper and impatience on the part of the teacher and indication of inattention, carelessness and distraction on the part of his pupils who will moreover begin to show increasing respect for discipline and order in the class and give unflinching obedience to him. Young minds are easily influenced by suggestions and if the teacher be self-respecting, cool, sympathetic, loving and earnest, his example will be followed and he will find “all quiet on the Western Front” and, in consequence, win even the goodwill and esteem of his fellow-workers and the unshakable devotion of his pupils.

ILLUSTRATIVE LESSON.

ENGLISH TEXT.

(Lamb's 'Tales from Shakespeare').

THE MERCHANT OF VENICE.

This lesson was given by the author to the high school final class whilst he was headmaster of an accredited high school. It was divided into several parts, one of which was taken each day until it was finished.

"Good morning, sir; good morning, sir; good morning" rang the voices in succession in a low but respectful tone.

"Good morning to you, boys; good morning; I hope you are all very well. I am glad to meet you for the lesson," came the response in a kind and sympathetic tone.

These were the greetings exchanged between the juvenile audience beginning to assemble in the Headmaster's room and the Headmaster.

"Ah," said the head, "I see you are all ready for the interesting lesson, so we must not waste any time. Now, boys, I shall just address a preliminary word or two to you and then give you a model reading which you will find very interesting. On the conclusion of my reading, I shall question you, and I shall expect you to know all about the lesson. Now just attend to me carefully, and keep strict silence."

When the class sat down for the lesson, the head drew their attention to an outline of the lesson on the blackboard which he had finished beforehand as follows:—

Antonio's and Bassanio's friendship—Bassanio wants to marry and asks Antonio to lend him money—Antonio has not the money but procures it from Shylock and gives it to Bassanio—Forfeiture of the bond entails loss of a pound of flesh—Antonio unable to pay at the exact time and falls in difficulty—How Bassanio saves Antonio—Portia and the adventure of the rings.

The scholars were then introduced to the subject-matter of the tale, which was followed by a lucid but brief explanation of the words, usurer, Jew, suitor, ducats, Abraham, penalty, wedding-ring, legal right, trial, confiscated and surety. The words were then written down on the blackboard. Some of these words were explained by actually producing before the boys the things to convey an exact comprehension.

The head then gave the scholars his own pattern of reading. Care was taken to adopt the required tone, manner, inflection, modulation and emphasis. Aspect of the face and movements of the body—in fact all features—were represented with a strong dramatic sense which raised the interest of the youthful audience to fever heat, and was greeted with rapturous applause.

After the conclusion of the reading, the head asked the scholars if the lesson presented was blurred by their ignorance of any words or phrases therein. But as most of the unfamiliar words had been explained at the time of preparation, very few explanations were required.

Now the boys were asked if they noticed any peculiarity in the lesson. Some suggested that there were some very crisp phrases and sentences in the lesson, e.g., 'had exhausted his little fortune by living in too expensive manner for his slender means; as if they had but one heart and one person between them; speechless messages; if I can once catch him on the hip; I will feed fat the ancient grudge I bear him; with better face; to buy his favour; by anything but broken words of love and thankfulness; the happiness of these two lovers was sadly crossed by, etc.; here are a few unpleasantest words that ever blotted paper; all the wealth I had ran in my veins; use your pleasure; if your love for me do not persuade you to come let not my letter; called forth into action; how mercy was a double blessing; it blessed him that gave, and him that received it, and how it became monarchs better than their crowns; how much older are you than your looks; by my soul, I swear there is no power in the tongue of man to alter me; but life itself, my wife, and all the world, are not esteemed with me above your life; it were good you did so for charity; you teach me how a beggar should be answered.'

Others suggested that the lesson contained a good many figures of speech, e.g., *Synecdoche* (an individual substituted for a class); A *Daniel* is come to judgment (A whole substituted for a part). A naughty *world*. *Verbal metaphors*: How you *storm*: So *shines* a good deed.

Simile: Lend it to me *as* to an enemy. *Adjectival metaphors*: A *merry* jest, *humble* fortune; *slender* means.

The third suggestion was that the lesson contained instances of a device of repetition, e.g., *The law allows it, and the court awards it*. And you may cut this flesh from off his breast. *The law allows it, and the court awards it*. And as you are so *dearly* bought, I will *dearly* love you.

As nothing was said about any picture presented by the text, the attention of the juvenile audience was drawn to the sentence, "The moon never seemed to shine so bright before; and when that pleasant moon was hid behind a cloud, then a light which she saw from her house at Belmont as well pleased her charmed fancy,.....day" which presented a picture of joy and consequently a beauty of the passage.

The scholars were also told to note the picture of the cruel Jew in the sentence "And then he sharpened his long knife again, and looking eagerly on Antonio he said, 'Come, prepare!'"

"Now, boys," said the head, "as you have learned the whole lesson, I shall briefly examine you in order to see how far you are able to use your knowledge."

"Now, first of all, we'll take the subject-matter of the lesson. You, Krishna. why did Bassanio ask Antonio to lend him money?"

"Please sir, Bassanio wanted to marry Portia and he had not money wherewith to furnish himself with an appearance

befitting the lover of such a wealthy lady. It was for this reason that he asked his friend to lend him money," replied Krishna.

"Excellent," said the head. "Now you, Behari, what was the result of the request of Bassanio?"

"Please sir," said Behari, "Antonio had not money at that moment and so he procured it from Shylock, a cruel Jew, and gave it to Bassanio."

"And was Bassanio successful in his suit?" said the head. "Come, wake up, Sundar."

"Please sir, Bassanio was ultimately married," said Sundar, in a confident tone.

"Suppose, Kanhaiya, Portia had not made the discovery that it was the pound of flesh and not the blood that the bond gave, what would have been the fate of Antonio?"

"Please sir," confidently replied Kanhaiya, "Antonio would have been bled to death by the merciless Jew."

"Now Pratap, tell me what you would have done to save the life of Antonio had you been called upon to plead on his behalf and had you felt for him."

"Please sir, I would have allowed the sentence to be passed and insisted upon fixing a time for execution and then after that, at the time of execution, I would have held the cruel Jew in play by an appeal for mercy which would naturally have taken some time and, upon the appeal failing, I would have

urged the plea that as the time for execution was over, it could not be effected beyond the fixed time. Thus Antonio would have been saved by a lucky hit of mine."

"Bravo, Pratap," said the head, "You possess an admirable gift of imagination."

"Now Brajendra, how would you have felt obliged to Bassanio, for rescuing you from the clutches of death, if you yourself had been Antonio?"

"Surely sir, I would have had no power in my tongue to express my obligations to Bassanio, but my actions would have shown my heart to him," replied Brajendra with an expression indicative of genuine obligation.

"In the tale it is remarked that 'the importance of the arduous task Portia had engaged in gave this tender lady courage.' Can you say how the principle of responsibility works so far as your experience goes? You, Mathura, what is your opinion in this respect?"

"Please sir, it is difficult for me to speak about the principle itself, but this much I can say that personally when I am called into action which involves some responsibility and the result of which I think would satisfy my heart, I leave no stone unturned to call up all my powers to bring the matter to a successful issue courageously and vigorously."

"Splendid," responded the head, "Splendid."

"I would now like to ask one or two of you," said the head addressing the whole class, "to examine the others including myself to see how far you yourself are satisfied that the lesson has been done well. - Now come, Badri, with your questions."

"Now, my friends," said Badri rising, with a proud and satisfied look, "Can you say from the word-pictures I present you what persons are meant? Sital, try: 'A young man of noble family requesting a young merchant to lend him money.'"

"Very simple," replied Sital, "I must say Bassanio."

"Good. And who was the lady left sole heiress to a large estate?"

"Portia, to be sure," ejaculated Sital intelligently.

"Well," said Prem rising and waving his hand, "I have but one question to ask. Will you try, sir (addressing the head), to tell me what can possibly be the unpleasantest words that can ever blot paper?"

"The question," said the head, "Is a simple one. Unpleasant words are those words which are painful to hear. Such words always convey some information of calamity, distress, failure, refusal, rejection and other troubles either coming over one's self or over one's friends and relations. Words which convey information of something that appeals to the heart and delights it are not unpleasant words. The unpleasantest words in the case of Bassanio were those contained in a letter from his friend Antonio who had failed to repay

the money to Shylock and expected to be bled to death by that cruel person, in consequence. I think this statement of mine will satisfy you."

"Perfectly," said Prem smilingly and proudly.

"Ghanshyam," said Raman rising, "Can you illustrate by a quotation from the tale the meaning of the saying, 'Do unto others as you would others may do unto you'?"

"As we all pray for mercy, that same prayer should teach us to show mercy," quoted Ghanshyam with a certainty born of attention.

"In order to find out," said the head addressing the class immediately after the above answer, "that you have increased your vocabulary by attending to the presentation of this lesson, I would now like to put you a few questions. Well, perhaps you, Harihar, will be able to say what the noun and adjective forms of 'pretending' are."

"Please sir, pretension (noun); pretentious (adjective)."

"Very good," said the head approvingly. "Now Mahesh, I would expect you to let the class know what, in your opinion, would be the adverb form of 'inquiring.'"

"Please sir," hazarded Mahesh, "I think it must be 'inquiringly.'"

"And what," added the head with an indication of his intention to ask no more questions with reference to vocabulary, "What would be the adjective forms of 'event'?"

"Please sir, 'eventful'; 'eventual,'"

"I would now like to see whether you have paid some attention to the style," said the head in a satisfied tone. "Now tell me any of you what phrase does Lamb put for 'do as you please.'"

"Please sir, 'as you choose,'" uttered Lakshman forgetfully.

"Oh, dear! Oh dear!" said the head pretending displeasure. "So this is all the attention you have been paying to me? Ah, well! since you have not been very attentive, I shall give you time to find out your correct answer."

"Please sir, no sir," blushed Lakshman and then dropped into a stony silence.

"Come, wake up," said the head, "Haven't I told you what it is?"

"Please sir, 'use your pleasure,'" recollected Lakshman, "I can use it. For instance, 'Although he was asked to punish the boy severely, he *used his pleasure* and let him off with a warning.'"

"That's it," said the head kindly.

"And what phrase has Lamb for 'being required to act'? You Hansraj."

"Please sir, 'roused to action'" stammered Hansraj.

"Did I tell you this?" said the head firmly.

A stony silence overtook Hansraj and there was a whispered consultation at the back of the class. Soon a hand went up waveringly.

"Well, what is it?" asked the head encouragingly.

"Please sir, 'called into action.' 'The impending calamity should *call us into action*,' This is how I can use it."

The head now asked the class what after all was the moral which they derived from the lesson.

At this Moti raised his hand with an enquiring look at the head indicating his request that he might be permitted to answer the question.

"Let me hear, Moti, what you have to say," permitted the head.

"Please sir," said Moti with a smile playing over his face, "The moral is plain. All sacrifices are worth making for friendship's sake, as they are not painful but rather pleasurable."

"And you, Munna, what can you say?" interrogated the head in anticipation of another answer.

"Please sir, 'goodness', er, re! Oh dear! I am making a mistake. Yes sir, to be sure, it is this: 'Friendship is not a joke, but a stern responsibility for protection.'"

"Good," smiled the head.

The class had just taken the hint of closure when the head said with a joyous look:

"Thanks to you all, boys, for the interest with which you have followed my lesson. Thank you very much. Remain happy and laugh and play. Would you?"

"Would you," said he addressing a prattling youngster and inflicting upon his left cheek a gentle slap in a rather playful manner and himself bursting out into a hearty laugh, "laugh and play?"

This evoked sustained peals of laughter from the whole class, which rang through the room for awhile and concluded the lesson without a single reproach from the head and any indication of want of interest and inattention on the part of the juvenile audience who withdrew from the room immensely entertained and in such a cheerful and satisfied mood as usually attends the consciousness of having performed one's duty well.

"AMBIDEXTERITY IN SCHOOLS."

By MR. G. A. CHANDAVARKAR, M. A.

Hyderabad, Deccan.

IN spite of the fact that man is endowed with two hands, it is generally seen that as far as his daily work is concerned he does not use both his hands with equal facility and he is either right-handed or left-handed. We are however confident that if boys and girls are trained from their early days by teachers and parents to use both their hands with equal skill, they can easily become great ambidexters like Sir Baden Powell. If a child were to be trained to use only one hand, say for purposes of writing, and if that hand were to be unfortunately disabled for some reason or other, it would be at a great disadvantage in after-life to use the other hand for the same purpose with equal facility. Then again there is another physiological fact worth noting regarding the development of the human brain. Brain development is always diagonal in its effects. If the right hand is more developed the left side of the brain becomes developed and the same rule holds good for the other side. It naturally follows therefore that with the training of both hands the brain will be harmoniously developed. To minimise the evils of this one-sided brain development, one of the means employed in some countries like Germany is the introduction of a system called "Spiegel-Schrift"—Mirror Hand-writing—whereby a child is trained to write with both the hands. If on one half of the page it were to write certain characters with one hand, on the other half with the other hand the same characters are made to be written contrary-wise. These characters can be correctly read with the help of a mirror. This system gives a good training in developing the ambidexter faculty among school children.

If therefore some teachers in Indian schools were to train the boys and girls

on similar lines better results are bound to follow. We give below certain graded exercises to enable earnest teachers and sympathetic parents to make the children successful ambidexters. The items given are so graded as to render the practice easy of accomplishment. It is expected that in the exercises care should be taken to counteract the tendency in children to use only one hand for any particular kind of work. With patience on the part of the teachers and perseverance on the part of the taught, success is bound to be achieved. The following are some of the simple exercises to be given to boys and girls in their schools for training the left hand in particular and both hands in general.

1st Set: (1) Sharpening a pencil, (2) Using an erasure, (3) Winding watches and clocks, (4) Writing copies, (5) Turning pages of books, (6) Opening and closing locks, (7) Striking matches, (8) Buttoning up of coats, (9) Combing of hair, (10) Cutting paper and cloth.

2nd Set: (1) Polishing household articles, (2) Peeling fruits, (3) Cutting vegetables, (4) Cleaning the teeth, (5) Shaving, (6) Adjusting neck-ties.

3rd Set: (1) Drawing and painting, (2) Carpentry, (3) Sewing, (4) Map-drawing.

Left-handed people should be taught to use the right hand and right-handed people the left hand.

By persistent practice ambidexterity in school can be encouraged. It need not be supposed that it is a difficult art. It has its own uses and deserves encouragement. In our own school one of our assistant teachers writes with both hands with equal ease and accuracy. In Drawing some of our boys have made fairly good progress in ambidexter exercises.

THE BUCCANEERS IN PANAMA.

BY MR. G. G. JACKSON,
Cobham, Surrey.

THERE is possibly no similar area of the earth's surface which has seen so many changes as the Isthmus of Panama. We have to remember that ever since the discovery of the Pacific it has been the main link between that ocean and the Atlantic. Whether for trade or for plunder, the track which preceded the railway and the canal has seen some famous exploits and a tremendous amount of wrong doing and bloodshed. On the one hand, the crossing of this region has called forth some of the finest traits in human perseverance; on the other, it has often led to terrible hardships and death.

Of all the names connected with the Isthmus in the days gone by, that of Morgan the Buccaneer is perhaps the most famous.

One of Morgan's greatest expeditions was fitted out to levy toll on the city of Porto Bello, and he promised his men great spoils from this venture. It was a bold exploit to undertake because his company was not large, but as their leader pointed out, if the number was small, their hearts were great; he also emphasised the fact that the fewer there were the more spoil for them to divide.

After the Buccaneers had extracted all they could from the inhabitants of Porto Bello, they loaded their ships with the pillage, put upon them sufficient provisions, and then decided to enforce an additional levy. The Portobellans declared that they had nothing more to surrender, but such were the threats of Morgan that they sent two men to the Governor of Panama to tell him of their misfortunes, and beg him to help them. The Governor was a brave fellow, and he decided

that he would take his armed men towards Porto Bello and try to cut off the retreat of the Buccaneers. As soon as Morgan heard of this he sent out a party of his men and placed them in a strong position at a narrow passage through which the men of Panama would be compelled to pass.

The Governor and his men were compelled to retreat, but having gone some distance back they sent a message to Morgan that unless he went away from Porto Bello very quickly he might expect no quarter for himself or his companions. Morgan, having a safe retreat to his ships, said that he must have the contribution money which he had demanded, and unless it was paid he would burn down the whole of Porto Bello and wipe out its people.

The inhabitants of Porto Bello seeing that the Governor of Panama could not help them in any way clubbed together and bought off Morgan, producing finally the full amount of his demand. The peculiar manner in which operations between the Buccaneers and the Spanish were conducted is given by Esquemeling. It would appear that the Governor of Panama was so impressed by the ability of Morgan, with only 400 men, to impose his will upon the Portobellans without carrying with him any cannon or other great guns, knowing also that the Portobellans were good fighters themselves, that he sent a messenger to Captain Morgan asking him to send to him "some small pattern of those arms wherewith he had taken with such violence so great a city." Morgan appears to have received this messenger very kindly, and

actually sent him back with a pistol and some bullets of lead. With the present he also added a message. It was "that the Governor of Panama should keep them for twelve months after which time Morgan would come to the Panama and fetch them back himself."

The Governor then sent back a ring of gold saying "that he desired him not to give himself the labour of coming to Panama as he had done to Porto Bello, for he did certify to him that he should not speed so well here as he had done there."

These pleasant exchanges having been completed, and Morgan having taken everything that he thought necessary, set sail from Porto Bello and arrived at Cuba; here the spoil was divided.

After dividing the spoil the next thing was to spend the proceeds, and there was no better mart for this than the Island of Jamaica, which was largely the head-quarters of the Buccaneers, though they were great rovers.

The pieces of eight, numbering something like a quarter of a million, did not serve these reckless fellows very long. Gambling took away most of the gains, gains that had been taken so easily, yet worked for so hard by their original owners. It became clear to Morgan that the purses of his cut-throats must be re-filled and he remembered then his threat to the Governor of Panama. Such good fortune had attended his many enterprises that he felt certain, could he choose the right moment, that the even greater exploit of crossing the Isthmus and raiding the city of Panama would succeed equally well.

There was a certain state in the affairs of the Buccaneers that the leader had to watch

for. It arrived when these fellows had spent their ill-got gains and had become in debt. The people of Jamaica would only tolerate them in their midst so long as they had money, or alternatively that the payment of their debts could be guaranteed by their leader. That state arrived in a very short time after their landing, and Morgan, having satisfied the most clamorous of the inhabitants of the Island, called his men together and announced that he was ready for any fresh enterprise to which they would pledge themselves. He had no difficulty in securing the help of most of his old hands, with that of many new ones to whom the name of Morgan alone was a guarantee of success. He also sent letters of invitations to all the old pirates and settlers of whom he had any record, particularly to those in Hispaniola (Hayti) and to Tortuga—the latter the rendezvous of many a buccaneering exploit and the home of more of the confraternity than any other Island. He bid them bring any kind of boats or ships and what arms and powder they could lay hands on.

On an October day of 1670 quite a fleet of ships and many hundreds of men were assembled at the southern side of the Island of Tortuga. The numbers were even greater than Morgan had expected, and this was due largely to a rather curious circumstance—the making of peace between Great Britain and Spain. One would have thought that this peace would have removed the last excuse for British-led Buccaneers operating against the nationals of Spain. But Spain had inserted a singularly irritating condition in her peace terms, *viz.*, that although those of the West Indies settled by the British were to be confirmed to this country, no British subject should trade in a Spanish port without hold-

ing a licence. Such a condition was particularly annoying to the Buccaneers because they saw at once that it was a condition levelled at them. They knew, doubtless, that even if they were willing to settle down as peaceful traders, no Spanish official would ever agree to a licence being granted to a fellow who had so long been nothing short of a pirate—and such a pirate, too, for, on the whole, the Buccaneer seemed more callous and more insatiable than the worst of the pirates.

If Morgan had desired a spur to his followers he could not have been presented with a more powerful one than this objectionable condition in the peace treaty, a condition which the British officials in the West Indies—doubtless much against their will, for they had looked upon the Buccaneers as their protectors—had been compelled to publish in all portions of our settlements.

It would seem that other bands of freebooters, who would not otherwise have joined with Morgan in his projected enterprise, now urged him to become their leader. There is the record of a gathering of 2000 men and 37 ships in December 1670 at Cape Tiburon, Gulf of Uraba, where a great council of Buccaneers took place to consider, not what isolated action should be taken, but whether they should not combine under a single leader and make a descent on one or more of the Spanish settlements with the object of wiping it out after having taken anything of value.

There were three settlements which promised well; they were Cartagena, Vera Cruz and Panama. Which should it be? No doubt Morgan was appealed to for advice and without hesitation he would give it—

Panama. Of this place he knew a great deal and his information went to show that it was easily the richest of the three settlements.

Panama, therefore, was chosen though it promised to be the hardest task of the three, and Morgan, as he anticipated, was chosen to lead the expedition. The men knew that they must have a leader capable of enforcing discipline; one who could organise, whose personal bravery was beyond question. Morgan fulfilled all these conditions far more than any other possible leader; he was, therefore, appointed admiral and at once proceeded to get his force into the best condition possible for the expedition. First he sent away four ships to raid the mainland to get stores of corn; then he sent out his best hunters into the woods to kill as many beasts as possible in order that they could carry with them plenty of *boucan*—meat dried in the sun without salt, very sustaining, and a food that would keep its properties for a very lengthy period.

From *boucan* came the origin of the Buccaneers for they were the men who had first landed on Hispaniola to hunt the cattle which had once been domesticated but broke loose when the Spaniards carried out a massacre of the inhabitants. The Buccaneers had furnished ships with this dried meat—hence their title. But when the Spaniards regarded them as enemies and would not permit them to carry on their business, they took to freebooting and became a terrible scourge to Spanish commerce. The Spaniard had no quarter for the Buccaneer; in turn this rover had no mercy for one whom he had been taught was always the oppressor.

Whilst the Spanish settlements were being raided for grain and the woods hunted for

meat, Morgan saw to it that every ship was carefully overhauled, careened for cleaning and fitted with new rigging and sails. Of guns and munitions they seemed to have enough.

The four ships which were sent to collect the maize were delayed so much by a calm that they lay off La Rancheria for some days, thus giving the Spanish time to organise some kind of defence. It was useless, for after a stern fight, in which for a time neither side had the better, the defenders were compelled to retreat, and the town was then in the hands of the Buccaneers; in addition, they had captured a ship then loading with maize.

Here the usual procedure of threats and tortures to get the settlers to reveal the hiding places of their wealth was gone through, though the real objective of the invaders was supposed to be food. Finally, after having secured all the treasure available, they demanded so much maize that it left the settlers faced with starvation. Having got all they could, the pirates—for so we must now regard them—set off for Hispaniola, where Morgan was waiting for them with some concern, since they had been absent five weeks. He had begun to feel that either they had been overpowered by the Spanish, or that having had a successful foray, they had gone off somewhere to dispose of their booty, the latter proceeding being a not unusual course with these freebooters working away from their chief.

Having again inspected his ships Morgan set sail and finding himself in possession at length of so great a fleet he decided that it would be better to divide it; he, therefore, appointed a vice-admiral and allotted him

half the fleet with such stores and ammunition as he should require. Moreover each captain was given what Morgan called 'letters patent,' which ordered him to do all he could against the Spanish ships or ports which he should encounter in his cruise—this at a time when England and Spain had just signed a peace treaty.

Conditions of service were drawn up and agreed to by the captains and crews by which the distribution of booty should be made in certain proportions. The success of the Buccaneers was largely due to the manner in which they respected such agreements as these. One would have thought that when a rich ship was taken the division of the spoils would have led to considerable bickering, if not worse; in point of fact it was usual for the dispersal of any treasure to be carried out with the greatest goodwill. The captain had so many shares, the surgeon so many, whilst the carpenter had one hundred pieces of eight beyond his usual pay, which was fairly high, for he was a most important man. Then there was so much allotted from the untouched fund for the loss of limbs, eyes and so on, whilst any man who took a leading part in the capture of a fort or a ship was entitled to special fees from the spoil.

With such inducements it is not surprising that Morgan's men tried their utmost to distinguish themselves and there was usually a race between ships for the honour of boarding the pursued vessel.

The enterprise of Panama having been decided upon, it was now necessary to consider the ways and means of effecting the surprise and sack of the city. The most direct manner of attack would have been the longest, involving the circling of Cape Horn

with a long and tedious voyage to and from that stormy belt of waters. Morgan quickly realised that although it would be useful to have his guns and ships available for attack and a possible retreat, the voyage would be too trying for his company, especially as it meant the long trip home. He, therefore, decided that he would march across the Isthmus, having first secured guides, either from the coast or from some adjacent land.

News was brought to him that upon the island of St. Catherine, lying only a hundred miles from the coast of the Isthmus, there were some outlaws from the mainland; these would know the country and they might be bribed—or forced—to lead the Buccaneers upon what Morgan realised fully was to be a dangerous march.

(To be continued).

METHODS OF LIVE-STOCK IMPROVEMENT

By **TIMERI MURARI**, DIP. IN AGRI., B.SC., F.L.S., A.I.R.O.

Hosur Cattle Farm

With a Foreword by

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FIRST VIEW OF EUROPEAN LOGIC BEING AN EXPERIMENT IN INTRODUCING ARISTOTELIAN LOGIC.

BY **MR. KRISHNA R. GURUSWAMY REDDIAR**, M.A. (CAMBRIDGE), M.A. (DUBLIN),
Saidapet.

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(Continued from page 37.)

THERE are known rules of the syllogism—general for all Figures and special for each of the Figures—for which reasons will be explained, conformity to which is logically necessary for correctness of thought.

CATEGORICAL SYLLOGISM.

General rules for the syllogism are:—

- Constitution or composition of the syllogism.*
- (1) There should be three terms and only three terms.
 - (2) There should be three propositions and only three.

Quantity Rules.

- (1) The middle term should be distributed at least once; distributed use—meaning universal use—as contrasted from particular use, *e.g.*,

All X is distributed.

Some X is undistributed

- (2) No term may be distributed in the conclusion which is not distributed in the premiss.

Quality Rules.

- (1) One of the premisses should be negative; both premisses cannot be negative.
- (2) From negative premiss negative conclusion and for negative conclusion negative premiss necessary.

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Also two Corollary Rules.

- (1) Both particular premisses, no conclusion.
- (2) If one premiss is particular the conclusion is particular.

Special Rules.

Fig. 1. M P
 S M
 S P

- (1) The major premiss must be a universal proposition. All X is
- (2) The minor premiss must be an affirmative proposition.

This is the "Perfect" Figure, Figures II and III being Imperfect as also Figure IV, which was not given independence by Aristotle, but which was subsequently incorporated in the Aristotelian scheme by Galen (circa 150 A.D.)

Fig. II. P M Negative
 S M Figure
 S P

- (1) The major must be universal.
- (2) One of the premisses negative.

Fig. III. M P Particular
 M S Figure
 S P

- (1) The minor must be affirmative.
- (2) The conclusion must be particular.

Fig. IV. P M
 M S
 S P

- (1) If the major premiss is affirmative, the minor to be universal.
- (2) If either premiss is negative, the major to be universal.
- (3) If the minor is affirmative, conclusion must be particular.

These rules are easily explained and proved in reference to the distributed or undistributed use of the terms as subjects or predicates in the premisses and the conclusions of each of the four figures and the consequences.

These are the four modes or Figures in which reasonings can possibly occur. The Figure of a reasoning is determined by the position of the middle term in the premisses and there are only four possibilities.

So given any reasoning in any field of thought, change sentences to propositions, the reasonings to syllogisms, construct the syllogisms, find the Figure, and knowing what the possibilities are of correct Moods, four in the first, four in the second, six in the third and five in the fourth, know that the reasoning is right or wrong.

To complete this theory, regarding the first Figure as "Perfect" and Figures II and III as Imperfect, the attempt was made to change reasonings from the Imperfect Figures to the Perfect Figures to be further certain of their validity, believing that correct reasoning validly occurs most naturally in the First

Figure. This process of testing transformation has been called "Re-ducting." By Reduction, the validity of the Imperfect Figure reasonings can be known in Figure I and similarly for the subsequently incorporated Figure IV.

The Mnemonic lines of verse tell how this Reduction may be effected by processes called Conversion, Obversion and the combinations of these—contraposition, Inversion.

The syllogistic inference of which the type is given is "Mediate" Inference; and Conversion and Obversion and their combinations are "Immediate" Inferences.

Conversion. All human beings are immortal.

∴ Some immortal beings are human beings which is believed equally true like the other proposition in which the subject and predicate terms mutually exchange places.

Obversion.

All human beings are immortal.

∴ No human being is "not-immortal" in which the truth is expressed negatively without change of meaning; similarly from negative to positive.

It is found that Propositions A, E, I, O respectively change without change of meaning to I, E, I and nothing, O having no converse, and to E, A, O and I on Obversion respectively.

These processes are used for Reduction as indicated in the Mnemonic verses.

Incidentally,

Converted observe is contrapositive.

XY contrapositive $\bar{Y}X$

$\bar{Y}X$ partial contrapositive obverting to full contrapositive $\bar{Y}\bar{X}$.

XY contraposes to $\bar{Y}X$ because XY obverts to $X\bar{Y}$ which converts to $\bar{Y}X$ —the contrapositive.

The Inverse form (possible only for A and E) changes form XY to $\bar{X}\bar{Y}$. These transformations are made always with necessary changes to preserve original meaning.

The Inverse is obtained by obverting and converting alternately, starting with obverting for A, and with converting for E.

In the Mnemonic verses the small letters, s, p, m, k, c are used significantly as also B, C, D, F. Thus B, C, D, F indicate respectively to which of the four Moods of the First Figure the Imperfect Mood Figures are reducible.

s = simple conversion of the proposition preceding, e.g., No A is B → No B is A where Predicate term is distributed.

p = conversion per accidens or by limitation of the proposition preceding. All A is B → Some B is A, where Predicate term is undistributed.

m = (Latin, Mutare) change the premisses.

major	×	major
minor		minor
conclusion		conclusion

k = obvert.

c = conversio per syllogismi. Indirect Reduction, that is, Reduction by constructing a new syllogism in Barbara as contrasted from Direct or Ostensive Reduction, by the Mnemo-

nic letters. Baroco of the II Figure and Bocardo of the III Figure are the two moods for Indirect Reduction.

E.g., Camestres of II reducible to Celarent of I by m, s, s.

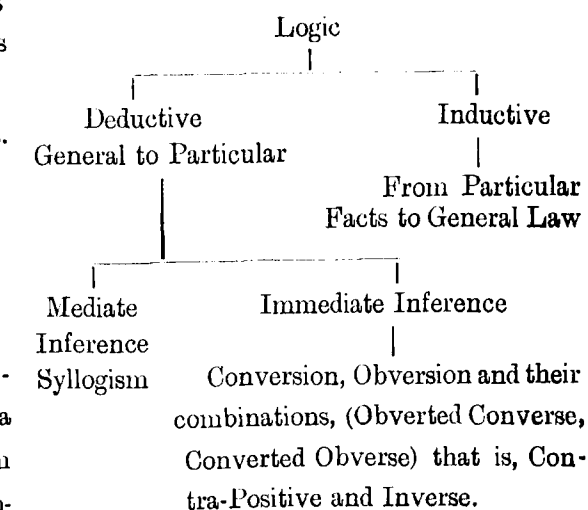
Darapti of III reducible to Darii of I by p.

Bramantip of IV reducible to Barbara of I by m, p.

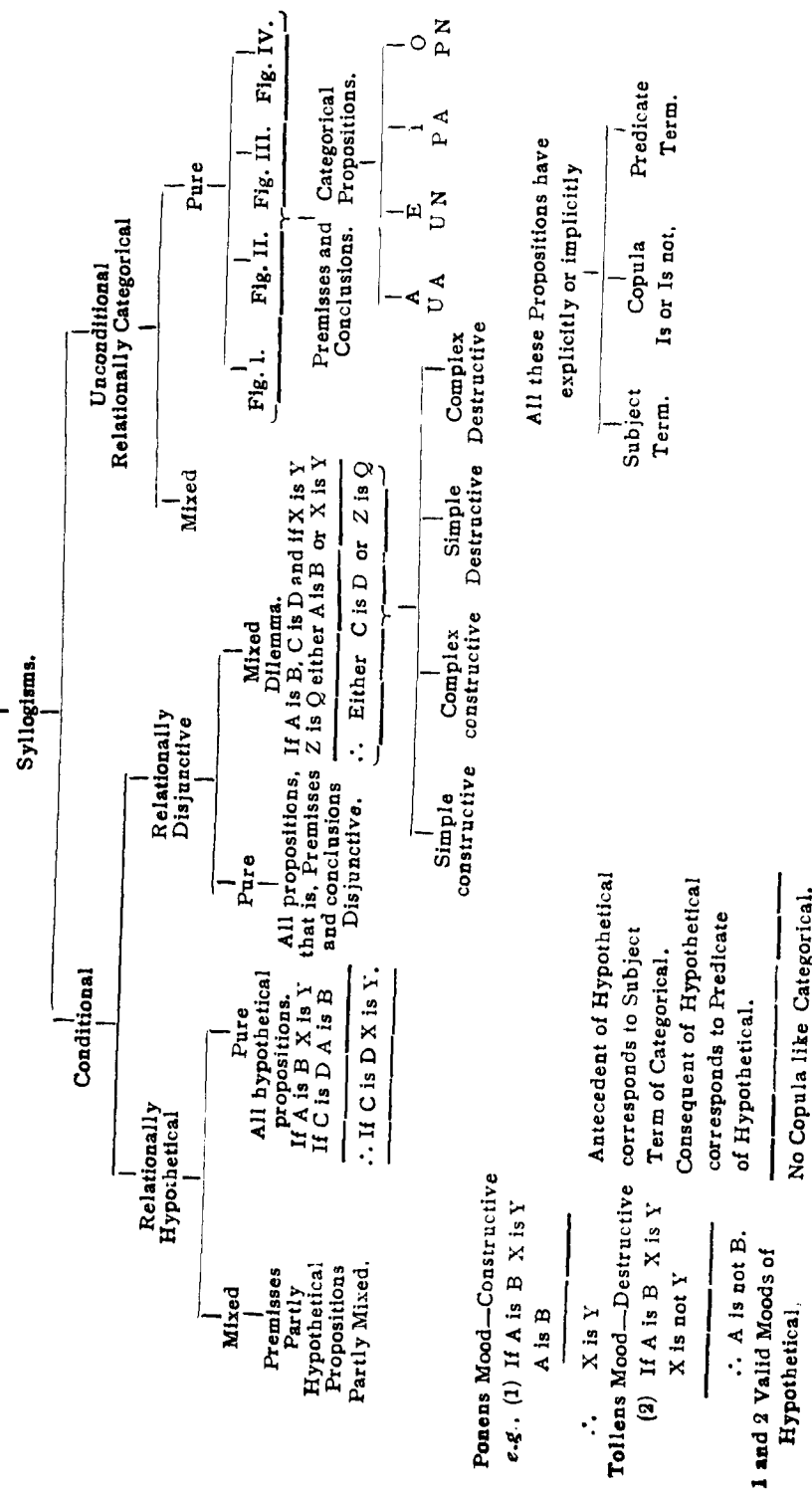
Fesapo of IV reducible to Ferio of I by s, p.

Concrete examples may be constructed.

Indirect Reduction may be seen in the examples of Baroco and Bocardo where the absurdity of the false supposition contradicting known true propositions is seen in constructing a new syllogism correspondingly in Barbara and thus the validity of the moods is shown.



ARGUMENTS. Series of Syllogisms.



TERMS.

The terms, which are individual words or groups of words, which occur as Subject and Predicate of Propositions by themselves or, while functioning as premisses of syllogisms as major, middle and minor terms may themselves be of various kinds like General or Universal, Singular, Concrete, Abstract, Relative, Absolute, etc.

In the mental apprehension of the "World" in parts, it is a matter of ordinary experience that there are things and relations of things, e.g., Sunrise is of glorious colour, Rose is red. Redness is a quality. Rose is a thing or object. Rose is a general concept. This Rose is particular and similarly other words which are literal symbols, linguistic expressions of things, qualities and relations.

For Instance,

Concrete term is the word for a thing or object. Book with its qualities.

Abstract term is the name for quality by itself like Wisdom.

Relative term—Pupil with its correlative Teacher, Disciple with its correlative Master.

Absolute—with no such necessary correlation.

Positive—indicating existence of.

Negative—denying existence of...Privative... deaf.

Collective—Library — collection of books, class of pupils, congregation in Temple of worshippers, etc., etc.

In a Proposition thus analysable into terms of various kinds, the Subject and Predicate may be related in one of four relations, according to Aristotle and five relations according to Porphyry of about 250 A.D.

These are called Predicables. A is B. How may B be related to A?

The Aristotelian Predicables are four and some differ from Porphyry.

The Porphyrian Predicables are:—Genus, Species, Differentia, Proprium — Specific, General,—Accidens, Separable, Inseparable.

In a Proposition like X is Y, the Predicate may be one of Ten Categories. They are Substance, Quality, Quantity, Relation, Time, Place, Posture, Habit Action, Passion.

The categories are illustrated in the well-known classic example regarding Socrates at Athens doing something.

Thus the Logical Theory becomes this. The Mind in its attempt to know the Universe of phenomena, Internal and External to itself, assuming that there is Mind and that there is Reality, apprehending it in parts as things or objects, qualities and relations, with Sensations, Perceptions and Judgments, frames in language Propositions of which the Subject-Predicate relations are indicated in the Predicables and the possibilities of Predications in the Categories and with the synthesis of Propositions which are verbal expressions with Subject-Predicate terms joined by the copula, with the four primary kinds of Propositions A, E, I, O and with the three kinds of relations for Propositions, Categorical, Hypothetical, Disjunctive forms, and deals with syllogisms and series of syllogisms in categorical, hypothetical and disjunctive forms, pure and mixed, and with the determination rationally and ascertainment of the limited possibilities of their valid occurrence in varying combinations, Moods, the nineteen valid Moods of the Figures I, II,

III and IV, tests any reasoning for purposes of acquisition and systematisation of scientific information and knowledge the sciences being the aim of the Logic in material aspects, and founding the Science being, in a sense, the work of Aristotle and establishes truth biologically, physically and otherwise in the several departments of existence, discriminating such truths from falsity the general method of procedure being known as Syllogism or Deductive or Mediate Inference, in which and also by themselves are also used Immediate Inferences, Conversion, Obversion and the combination of these, Contrapositive and Inversion using effectively "Reduction" of arguments, that is transformation from Imperfect Figures to Perfect.

This Deductive Inference is distinguished from the other procedure accessible to the Mind for acquisition of Knowledge—

Inductive Inference crudely stating the difference to be that whereas Deduction proceeds from General Knowledge to Particular Knowledge, Induction is from Particular Facts to General or Universal Laws.

X is a human being, immortal—Particular fact.

Y is a human being, immortal—"

Z is a human being, immortal—"

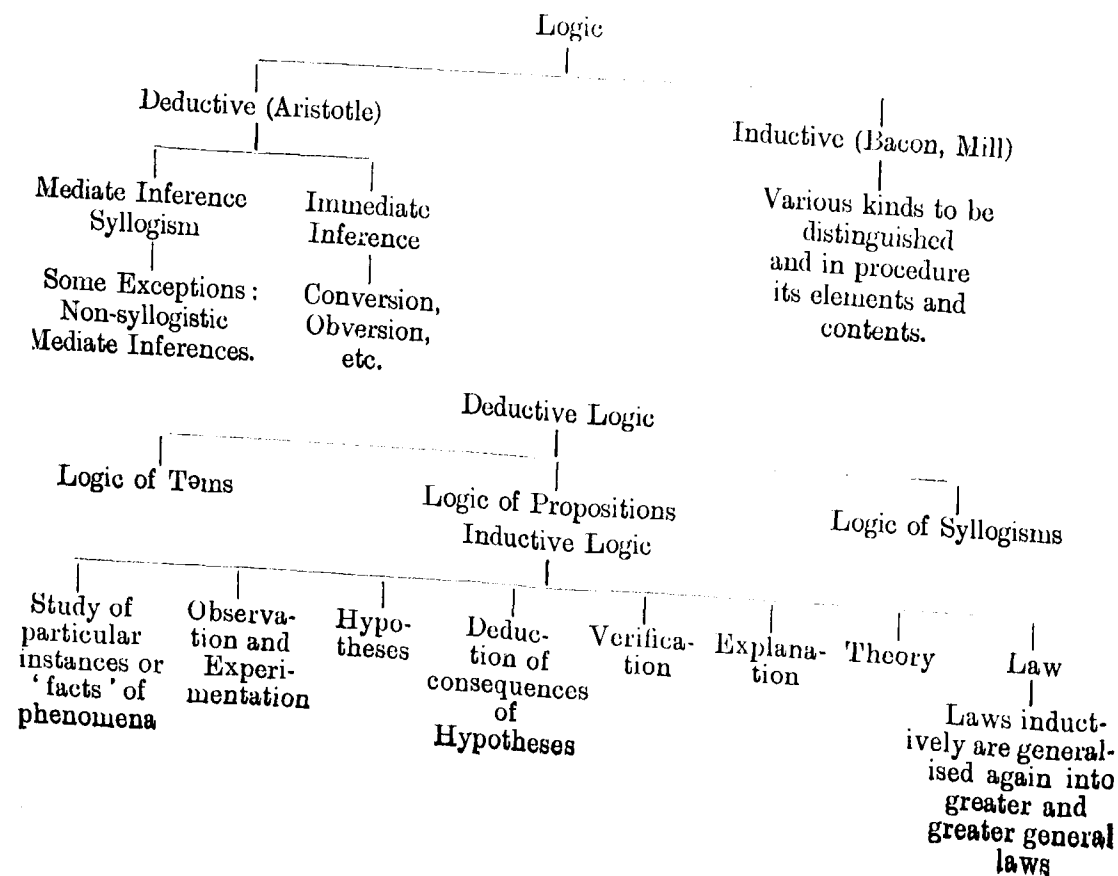
∴ All human beings $\left\{ \begin{array}{l} \text{universally,} \\ \text{including and} \\ \text{transcending} \\ \text{X, Y, Z} \end{array} \right\}$ are immortal.

An inference made by belief in causal relation.

Deduction. All human beings are immortal.

Particular fact. X is a human being

Particular fact ∴ X is immortal.



THE NEED FOR AN ALL-ROUND EDUCATION TO OUR PUPILS.

BY MR. K. S. VENKATASUBBAN, B.A. L.T.

Mysore.

THAT the present system of education has several defects, has been admitted by many. Educationists have long felt, and laymen are coming more and more to realise, that all is not well with our educational system. The charges generally levelled against it are that it is inadequate, imperfect, and ill-adapted to the requirements of the present day world, whatever need it might have fulfilled in days gone by when it first originated. This is no doubt true to a large extent. But what are the causes underlying such deficiencies in the upbringing of our pupils? The reasons generally put forward are want of equipment, want of the right personnel for the teaching profession, defective curricula and methods of teaching, and so on. Without pausing here to apportion the blame among the several contributory factors, we may say at once that the fault lies mostly on the kind of subjects chosen for study and the method of handling them. For, other things being equal, much depends upon what is studied and how it is being studied, and no system of education which fails to take into account this important factor can establish its claim to serve the cause of the country or the nation by providing the means of uplift. Hence a consideration of the true objectives of the several subjects of study forming the curriculum of schools, together with a knowledge of their respective values in the development of the individual, becomes not only necessary but imperative.

Before referring to the various defects and pointing out their remedies, let us consider what should be the characteristics of a good curriculum. A curriculum that is worth the name ought to satisfy the following conditions :—

1. *It must provide for the proper caring of the body and the maintenance of its health.* This is accomplished by suitable courses in physical training, personal hygiene and the laws of health.

2. *It must cultivate a love of reading.* Considering the part played by books and reading in the acquisition of knowledge and the formation of tastes, too much importance cannot be attached to this object of the curriculum.

3. *It must create and foster a love of poetry, music, painting, and other fine arts.* The cultivation of the emotions is a necessary function of all true education. Hence an education that is rightly conceived should take cognisance of this side of learning.

4. *It must instil a knowledge of, and a desire for, taking part in the normal duties of citizenship.* In these days of civilized government and respect for law and order, no one can say that we can over estimate the importance of such knowledge.

5. *Lastly, it must prepare the individual, in the fullest sense of the term, for the life that he is shortly to enter upon by bringing into harmony his present requirements with*

what will be needed when he becomes a full-blown citizen. In other words, the gulf that at present separates the school from the outside world must be completely bridged and the system of education imparted in schools so adapted as to secure the efficient citizen of the future.

The above catalogue of requirements is well-nigh startling. Let us now pause and examine whether and to what extent the present-day education of our schools satisfies the above needs, and if not what are the remedies called for to place it on the proper footing. First as regards the defects. The following are the chief defects of the existing curriculum of our schools:—

1. Want of adequate recognition of the place of physical training and the principles of personal hygiene.

2. Lack of attention to the cultivation of *aesthetic taste*. It is an open secret that the majority of our pupils, and even those who have left schools are unable to enjoy the beauties of nature or of art.

3. Want of training in *citizenship*. This may look an extraordinary claim, but considering the need of the situation, it is not strictly so.

4. Failure to bring school learning into line with the actual requirements of daily life.

5. Absence of attention to the cultivation of such qualities as initiative, self-help, self-confidence, etc.

Now let us turn to the means to be adopted for the gaining of the various ends postulated at the beginning and the avoidance of the evils suggested later on. The main steps to

be taken with a view to overcoming the present grave defects in the curriculum are:—

1. *Physical education*.—Now it is well known that the attention given to this branch of education is next to nothing. No doubt the pupils in schools and colleges pass through a series of exercises calculated to improve the health and maintain the strength of the body; but unless these exercises become rational and are adapted to the various ages and requirements of the several pupils, they will not be productive of much good. At present they are more a matter of routine than a deliberate effort at improving one's health and strength.

In addition to set exercises performed by the pupils to secure health and strength, there ought to be lectures on the best method of breathing, the best kinds of food, the best methods of keeping the body clean, etc. Unless theory and practice go hand in hand, the students will not derive much benefit from instruction in this subject. With a view to further the interests of this branch of education, and more especially the progress of the pupils, it should be ordained that unless a pupil shows evidence of a minimum amount of physical development, his case for promotion to the next higher class will not be considered, even though his progress in the ordinary scholastic subjects happens to be satisfactory.

2. *Aesthetic education*.—The ability to see and appreciate things of beauty both in nature and in art, the ability to hear and understand good music, the ability to be neat and tidy in one's dress, manners, etc., are qualities required of every person who wishes to call himself educated in the true sense of the term. At present it is no exaggeration

to say that very little is done to foster such qualities. Hence with a view to secure the proper powers and tastes among the pupils the following measures are recommended:—

(a) Music should be introduced as a compulsory subject both for boys and for girls. Not more than two periods a week need be set apart for this subject at the early stages; but later on four to five periods weekly may be devoted for the purpose of developing special tastes.

(b) In every school an attempt should be made to collect and preserve beautiful pictures, paintings, models and such other things solely with a view to develop the tastes of the pupils in fine art.

(c) Whenever possible the pupils should be taken to visit museums, picture galleries, exhibitions, etc., so that they may come to know the several kinds of art productions. Whenever such trips are organised, it must be borne in mind that unless there are suitable guides the excursions will be of little value as they serve merely to satisfy the curiosity of the pupils without enriching their mental content.

(d) Apart from specific opportunities provided for the development of aesthetic taste, pupils should be required to observe neatness and system in all that they do, from putting on their dress to the mode of conducting themselves in society. Systematic attention to such matters even though these be of a routine nature will leave a permanent impress which will act as a moral guide in all their future conduct.

3. *Training in Citizenship*. This is an important part of education which has been lost sight of all these years. One of the aims of real education ought to be the production

of good citizens. This cannot be achieved without bestowing attention on the inculcation of certain useful habits while the pupil is still at school. Every school or society offers such opportunities and the wise educator ought to utilize them to the best advantage. The chief sources of gaining the necessary discipline are:—

(a) Establishing school committees or councils consisting of pupils for the management of school affairs, such as school sports, school co-operative societies, school magazines, etc.

(b) Giving opportunities to pupils to criticise each other's conduct and to mete out punishment in cases of gross breaches of discipline.

(c) Entrusting pupils with the responsibility of arranging school excursions, holiday-trips, school picnics, etc., including the framing of a proper budget and the stock-taking of things after the event. No doubt in all of the above activities the teacher's help and guidance will not only be welcome but very necessary at times. Unless the school prepare the pupils to meet such situations in their earlier years the students will be at a considerable disadvantage when they have to meet similar situations in their adult life.

4. *Bringing school studies into line with the requirements of daily life*. Here there are two schools of thought—one, the old school, maintaining that the school has not, or should not have, much in common with the requirements of life, and the other, the new school, holding that the school must, far from being idealistic, be a replica of conditions obtaining in the outside world. According to the latter, the school is not merely a preparation for life but life itself. Now it is

a commonplace criticism that the present day school education caters very little for the requirements of ordinary life. The reason for this is not far to seek. The school subjects have been selected and arranged not from the point of view of the would-be learner but from that of the adult employer or citizen. In our anxiety to frame a good curriculum we very often forget the active partner, *viz.*, the pupil. We will do well to enlist his sympathies in the achievement of one of the most important objects, namely, the education of the pupil. Hence with a view to secure his co-operation and to make school life conform to life-conditions the following means are recommended :—

(a) Reading of newspapers and magazines within class hours. This will provoke the spirit of enquiry and offer valuable opportunities to the teacher for moulding the pupils' opinions.

(b) Conducting discussion classes at stated intervals, say once a month, at which selected topics are discussed and pupils' views ascertained. Such classes promote individuality and expressiveness.

(c) Adoption of the problem or project method of teaching in as many subjects as possible. This needs no recommendation because the very characteristic of these methods is that they are based upon life.

(d) Giving a practical turn to the treatment of all scholastic subjects. For instance, the problems in mathematics, physics or chemistry, the methods of purifying water, the ways of preserving food, etc., may be selected and illustrated with reference to actual conditions.

5. *Developing initiative, self-help, etc.* A criticism that is often levelled against present day education is that it does not bring out certain qualities of the mind such as self-help, self-confidence or initiative and that most of our pupils are miniature editions of their respective masters, having little

individuality of their own. This criticism is true to a very great extent. Hence with a view to combat such evil and develop the individuality of the pupil, attention must be paid to the following :—

(a) Whenever a new topic is approached, say in mathematics or science, the pupils should be made familiar with the lines of enquiry and they should be made to pursue the problem within limits before the results of the investigations of former scientists are communicated to them.

(b) The students should be trained to read for information technical or other books, and collect data and statistics, and they should be required to present these in the shape of diagrams or graphs.

(c) Every effort made at school must have a definite motive, which may be either the cultivation of the powers of the pupils or the furtherance of their capacities for 'doing' things.

(d) Group activities should be organised, such as lectures and debating societies and clubs, for improving the conduct of the pupils and laying the foundations of self-control, forbearance, justice and fair-play.

In order that the above objects may be fulfilled and a right kind of education imparted to the pupils in schools, certain changes in outlook both on the part of the teachers and the laymen are necessary. For instance, less value should be attached to the results of external examinations and greater attention paid to school-work. The public should more and more realise that school education is not merely the affair of school-masters and school inspectors, but it concerns one and all. Again, in ordering the courses of study or in prescribing syllabuses the interests of the pupils, their parents and the society at large should be kept in view. Until and unless these changes are brought about and the public feel the need for a consistent policy in matters educational, there is not much hope of an improvement in the standards of education of our school-going population. Hence the attention of all educated people is solicited for the solution of the above problems.

THE TYRANNY OF THE ESSAY.

BY MR. T. KRISHNAMOORTHY, B.A., B.ED.,

Harpanahalli.

IT is often said that examinations are no standards to judge the real capacities of students. So many candidates who appear for an examination declare with vehemence that they have not got justice at the hands of examiners.

There is much truth in what the candidates say, for they are at the mercy of the examiner who is himself in a helpless position, because he has no fixed standard to measure the capacities of students. He is carried away by what we call the "whim of the examiner." There is so much left to his discretion, so much left to his good will and patience that he can hardly do justice.

After a close examination of facts, this is attributed to the 'tyranny of the essay.' The examiner requires for every question an answer in the essay form, or in the form of a good composition. When once the boys are asked to write answers in the essay form, both the examiner and the examinee are handicapped for want of a good standard of judgment.

Supposing a boy's capacity in science or geography is to be examined. The duty of any good examiner would be to find out dispassionately if the examinee has made a close study of the subject, if he has grasped its principles and spirit. It does not lie in the sphere of the examiner of geography to give marks for the style or the language capacity of

the examinee. How many boys give out inaccurate facts, vague statements and undigested stuff in the form of well constructed sentences, and dupe the examiner, while a careful student, in spite of all his industry and actual worth, fails to get any justice!

Too much importance is attached to what is known as capacity for expression which is an essential feature of language study and not of non-language subjects. Still in almost every subject questions are asked which require answers in the form of well constructed compositions. The questions given to the student are so very vague, and very often end in indefiniteness. It is quite possible that the examiner himself may not be able to say what the actual answer ought to be.

All this would lead to two conclusions: we want definite questions leading to definite answers, which require no language skill on the part of the student in answering non-language subjects. To put it in other words we want an 'objective standard' as opposed to the subjective standard both for framing questions and answers. What we mean by an objective standard is that whoever may correct the answers, in whatever mood, should give the same number of marks; whether X corrects the answers or Y corrects the answers, the result should be the same.

A very clear and interesting discussion of this subject is to be found in Dr. Ballard's 'New Examiner' where he clearly proves the possibility of fixing an 'objective standard' which alone will save the examinees from much mischief and mal-judgment. The Americans are the pioneers in this field and have already put the scheme into practice which has been showing good progress.

According to this New Examiner the essay form of answer completely disappears and the answer takes the form of Yes or No. Sometimes it may be a mark such as ✓ or ✗. On closer examination we find that the correction work becomes extremely easy and at the same time accurate. Even the examiner would feel much relieved. The essay is a tyrant not only to the examinee but also to the examiner. What is usually styled as impression mark which is very often the cause for much heart-burning in the class-room disappears, and the student is no longer at the mercy of the 'whim of the examiner.' The examiner who would have quarrelled with his wife just then will have to give the same number of marks as he would have given if he had been happy with his wife. The prejudices and personal feelings of the examiner will have nothing to do with the marks he has to give.

In one of the experiments performed in a School Final Class (Board High School, Harpanahalli) in History a great

deal of difference was found between marks obtained by boys according to the essay form and according to the new system.

So far as India is concerned, as things stand, a good number of boys fail to get through the examination purely because the medium of expression is a foreign language which they find extremely difficult to master. There are two aspects of language acquisition: one the passive and other the active aspect. The former includes reading and understanding and the latter includes writing and speaking. Many experts like Dr. West are of opinion that so far as an alien language is concerned a mere passive aspect is all that is wanted. The questions based upon the new system will measure fairly accurately with the passive aspect of language. Therefore in the case of the English language in India a good use of this system would be found very beneficial.

Teachers would do well to throw some more light on this subject by performing experiments in the class-room, to find out the differences in the results obtained according to the old and new system. They may further investigate how far the new system would be useful for testing language acquisition. They may also carry on experimental work with a view to find out the extent to which the new system could be adopted in the higher forms and lower classes.

Results of an Experiment performed in the Sixth Form in History.

No.	Name of the Student	Marks obtained according to the Essay form.	Marks obtained according to the new system.	REMARKS.
1	A	35%	70%	The boy has a thorough grasp of the subject but lacks expression.
2	B	27%	90%	A hard working boy with good knowledge but poor in language.
3	C	20%	10%	Far below average.
4	D	55%	30%	Has a better command of the language but information meagre.
5	E	50%	70%	A student with good knowledge of the subject. Strong in expression.
6	F	33%	50%	Language not satisfactory.
7	G	25%	30%	Below average.
8	H	18%	80%	Has a good knowledge of the subject but lacks expression.
9	I	40%	50%	Above average.
10	J	22%	50%	Defective language.
11	K	30%	10%	Far below average.
12	L	43%	53%	Above average.
13	M	32%	70%	Has a good knowledge of the subject but language not satisfactory.

A TEACHER OF ENGLISH GRAMMAR AND COMPOSITION

BY SIMHADRI APPAYYA,
late of the Maharajah's College, Vizianagram.

Vol. I. Price : Rs. 1.

(Approved as a Text-book by the Department, May 1914.)

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

THE LIBRARY AND THE CHILD.

BY MR. G. KRISHNAMACHARI,

Saidapet.

ONE of the essential means for the uplift of the masses, which has long been before the Government is the question of free compulsory primary education. Important as the question of the diffusion of elementary education is, Indian educationists do not seem to have realised the equal importance of libraries as an educational factor. The relation of the school to the Library is that the former stands for the acquisition of the mere rudiments of knowledge in certain subjects, the latter for the amplification and rounding out of that knowledge. The more widely such knowledge is diffused, the sooner will dawn that happy era when well-equipped libraries will spring up everywhere, educating, elevating and refining millions of persons.

The recognition of the need of a special attitude towards children is the pride and glory of the Library. The youngest children should be tempted to enter the Library with the help of exhibitions and picture books. A juvenile section containing specially selected books for boys and girls should be provided. Books for the average children between eight and twelve years of age may contain some of the vernacular monthlies, copies of the classics of the Children's Literature, books on hobbies, tales of adventure and detective stories. Special care should be taken in the selection of books. They should be such that children would like

to read and not like those that very often adorn the shelves of Libraries without ever being asked for by children. The Assistant-in-Charge should be entrusted with the work of ascertaining the bent of mind and the intellectual need of each child that enters the doors of the Library.

If children are to benefit from books and Libraries in after-life, they must be familiarised with them and taught to use them intelligently. One of the most effective ways of doing so is the "Library Lesson." Library lessons should be given to classes of school children in libraries by the librarians or teachers. When the lessons are given by the former they are devoted to explanations of how to use the library, how to consult the catalogue and so forth; when the teachers give the lessons, they are on the subjects that are being studied in the schools. During class teaching, the teacher can show to the pupils, the books in the library bearing on the subject matter of the lesson and advise them to look them up.

Another important and popular branch of the library work with children is the "Children's Lecture" which should be illustrated with magic lantern slides. They will widen the range of the children's reading and broaden their sympathies.

By far the most important item in the programme of library activities for children is the "Story Hour". On certain

days in the week the children's librarian should read out selections from the best stories in the world's literature, and the children will evince the greatest attention to these stories and listen with sincere admiration for the same.

No library can justify its existence if it does not allow its readers to move freely amongst the books to examine them and to use them. "Open access system" is a beneficent lure to catch the young children and make them good library users. Here the desire of the children to handle books is very strong and the library is anxious to gratify it fully. Free access to the shelves allows readers to handle the particular book they wish to examine but this system is open to some serious objections. It will increase the opportunities for mutilation of books and will lead to quick and constant disarrangement of books by the readers who are generally not careful enough to replace them properly. But the library can prefer to put up with this loss rather than deprive all of its readers of this great privilege. The library should take reasonable precautions against these abuses, but the precautions should not in the least degree interfere with the reader's movements.

Another important factor that will appeal to children is suggested below. During the days of Hindu, Muhammadan or Christian festivals, the children may be asked to read all the books in the library pertaining to the festival. After reading the books they may write short essays on it for scrutiny and correction by the class teacher. In library activi-

ties the children themselves should take part, they should be taught to cut out illustrations from magazines and mount them to form a large picture collection. This will be the beginning of children's scrap-books.

An important part of the educational work of the library is the assistance given to readers in their use of the resources of the library at what is called the "Reference Desk." There should be a Reference Librarian whose duty is to answer all enquiries and to assist readers in their search after information and to some extent guide the readers by preparing lists of references on topics of the day or on subjects of general interest.

The library should spare no effort to reach those who cannot use the ordinary sources of circulation. One of the methods that may be adopted is the sending out of "travelling libraries," i.e., portable wooden cases containing collections of different classes. The book-cases should be so constructed that they can be used to hold books and also to display them whenever necessary. The period during which the travelling library may be retained at one place must depend on the demand for its books.

Library work with children ought to be the foundation of all other public library work. The librarian should select the right kind of books for the children according to their age and education. The child can begin his reading with picture alphabets, books and fairy tales and other reading suitable to his age under the direction of a kind and suitable guide. The library for the child can thus be made one of the most significant factors in the education of children.

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SIR WALTER SCOTT.

(A CENTENARY TRIBUTE.)

BY MR. R. KRISHNAMURTI,
Kandukur.

"De mortuis nil nisi bonum."

THE wheel of time rolls fast. One full hundred years have gone by. His memory is none the less dear to us.

Silence and prayer for five minutes, and then reading a few pages of any one of his novels. This is how best we can perpetuate the memory of this 'Mighty Minstrel.'

Much of what has been said and written about him on the platform and in the press, being dross and unsubstantial, may, for the present, be set aside as of no moment to us. We are merely worshippers at the shrine of literature; and we shall allow ourselves the rare pleasure of singing the praise of this great Scotchman.

At this distance of time and place we well remember him; we have heard him; we have met him; and we have talked with him. His books are more than a revelation to us and his poetry resounds with the music of his soul.

Fortune never smiled upon him. Simultaneously with his birth Mrs. Fortune went away by the backdoor and Mis(s)-Fortune came in and nursed him in his cradle. But adversity had its sweet uses as well. "Doubtless the All-wise did not afflict him without a cause; who knows but within that unhappy frame lurked vicious seeds

which the sun-beams of joy and prosperity might have called into life and vigour? Perhaps the withering blasts of misery nipped that which otherwise might have terminated in fruit, noxious and lamentable?"

His life was not without interest to us in India. His brother-in-law was "high in office at Madras on £500 a year." His own son, Walter, was Lieutenant-Colonel of the 15th Huzzars at Madras and subsequently commanded the regiment; and having badly exposed himself in a tiger hunt was taken ill on his return to headquarters at Bangalore and later died. These little facts serve to link us into everlasting intimacy with the life of one of the 'sweetest and the most pious bards.'

'Make room, men, for Sir Walter Scott, our illustrious countryman!' exclaimed a Sergeant when he heard the name pronounced by the companion of the Baronet. Indeed, he was held in high esteem by everyone with whom he came in contact, animals not excepted.

When, in the capacity of Sheriff, Tom was brought before him on a charge of poaching, the fellow gave such an account of the circumstances that led him to commit the misdemeanour that not only was he acquitted, but was straightaway employed under him; and

the benevolent Sheriff had no cause to repent of his action.

He never treated the menial staff as if they were his slaves who must toil for his welfare. On the other hand he recognized that every human being has an individuality of his own and that the moral growth of men should not be stifled. He spoke to them as if they were his personal friends, and when his little good fellow fell ill, he went to him and consoled him in his moments of agony. 'The poor fellow died with a 'Lord bless you' on his lips. During the time of his greatest financial crisis brought about by his commercial speculation, Peter Mathieson, his coachman, would rather remain a ploughman than seek service elsewhere. Dalglish, the butler, refused pointblank to quit his service. Verily Sir Walter "spoke to every man as if they were his blood relations."

He was early deprived of the use of his right leg, but this disability did not, however, chill his enthusiasm for the army. Mr. Skeene says, "It was to Scott's ardour that this force in the north owed its origin, unable, by reason of his lameness, to serve amongst his friends on foot he had nothing for it but to rouse the spirit of the moss-trouper with which he readily inspired all who possessed the means of substituting the sabre for the musket." Indeed, he was the very apple of the eye of the Edinburgh Volunteer Cavalry and Mr. Skeene bears ample testimony to his "animation and zeal (which) served to

sustain the enthusiasm of the whole corps, while his steady 'mot à rire' kept up, in all, a degree of good humour and relish for the service, without which, the toil and privations of long daily drills would not easily have been submitted to by such a body of gentlemen." We owe our literary dish, as it were, to his lameness, but for which it would be empty or at any rate not so rich and varied!

His four-footed friends were almost as numerous as his everyday visitors and guests. Camp was his parlour dog and besides, there was a 'whole garrison of dogs.' These 'furred' friends enjoyed perfect liberty with him and whatever might be the importance or pressure of work, he always found time to play with them when he would kindly pat them on their backs and speak to them as if they understood him. He always kept the door of his window open so that they might leap out or in according to their fancy. And we find the following entry in his diary on Dec. 18th, 1825: "My dogs will wait for me in vain. It is foolish, but the thought of parting from these dumb creatures has moved me more than any of the painful reflections I have put down. Poor things, I must get them kind masters! There may yet be those who loving me, may love my dog because it has been mine.....I feel my dogs' feet on my knees. I hear them whining and seeking me everywhere." While his end was drawing near, his dogs had already assembled round him and were showing their

affection and regard for him by licking his hand and fawning upon him. He was moved, and he sobbed and smiled alternately till he slept. It was a summation devoutly to be wished for.

Even as a child of five he would not tolerate the impudence of one of his relatives who made bold to wring a starling by the neck in his presence. Still less would he tolerate a group of carriers maltreating a horse. In a word he was a champion of the cause of animals. What Galsworthy says of himself may well stand for Sir Walter too. "I get from birds and animals increasing pleasure. I feel with them increasing kinship: and I wish I could do more for them."

At school he had a great many friends. In the winter when hard exercise was almost impossible, he used to tell sweet little tales of Scottish history which often gathered an admiring audience round lucky Brown's fireside. He was ever ready to help and assist his class-mates in their daily tasks (very often neglecting his own) and thus he had a "little pasty of staunch partisans and adherents, stout of hand and heart, though somewhat dull of head—the very tools for raising a hero to eminence."

His life was a continuous stream of generosity. He helped the needy and relieved by his pen what he could not by an immediate cheque. We are told how he helped a certain Miss Baillie by contributing for a volume of miscellaneous verse which she had undertaken

to compile for the benefit of a needy friend. The profits of the first edition of his "Field of Waterloo" went to relieve distressed widows and children of the soldiers killed in battle. James was in the most pitiable circumstances which fate could weave; (and here it may be mentioned that he was partly responsible for Scott's own misfortune too); and Walter says, "Well, James, depend upon that, I will never forsake you." And it is no exaggeration to say that when he left Ashestil at Whitsuntide his neighbours lost in him and in his wife "very generous protectors."

His hospitality was essentially Eastern. A constant stream of visitors poured in and out of his house in all seasons of the year. Mr. Wordsworth, when he visited Mr. and Mrs. Scott in the company of his sister, was much impressed with their hospitality, and of his visit he writes in these glowing terms: "We were received with that frank cordiality which, under whatever circumstances. I afterwards met him, always marked his manners." Perhaps the most typical example of his geniality as a host is afforded by the friendly welcome that he accorded to Mr. Irving, who, it might be mentioned, was flattered to extend his stay for an indefinite time. Surely it was this hospitality touched by a gentle and delicate refinement which made him the rare individual that he was and it was this which gathered around him a circle of admiring friends and focussed upon him the admiration of the whole world.

No parent ever did take so keen an interest and so great a pleasure in his children as Sir Walter Scott. They went and came as they pleased; and when they came he would lay down his pen, take them on his knees and tell them sweet little tales. "His manly kindness to his boy, whether expressing approbation or censure of his conduct, is a model for the parent; and his practical wisdom was of that liberal order based on such comprehensive views of men and the world, that I am persuaded it will often be found available to the circumstances of their own various cases, by young men of whatever station or profession." He never failed to impress upon them that "without courage there cannot be truth; and without truth there can be no other virtue."

Scott was nothing if he was not religious. When on his death-bed Lockhart read to him the 14th Chapter of St. John's Gospel he was all attention and devotion and was highly comforted.

Of his general conduct we scarcely can say better than in his own words: "For myself, my dears, I am unconscious of ever having done any man an injury, or omitted any fair opportunity of doing any man a benefit. I well know that no human life can appear otherwise than weak and filthy in the eyes of God, but I rely upon the mercy and intercession of our Redeemer."

The one outstanding feature of his whole life was his love of honour. It was to him more than a scutcheon. The ruin of the house of Constable and

Ballantyne involved him in a debt of £130,000. How was he to pay twenty shillings in the pound? Alas! He paid the penalty of his health, and subsequently his life too, in the endeavour to save his honour and self-respect. He paid all but £50,000. And he says in his diary: "But I could not have slept sound, as I now can under the comfortable impression of receiving the thanks of my creditors, and the conscious feeling of discharging my duty as a man of honour and honesty."

Southey, Byron, Crabbe, Thomas Moore and a hundred others have borne testimony to their liking for him. In declining the Poet Laureateship, he strongly recommended the claims of his friend of Keswick, Mr. Southey, and the latter writes in an essay "Sir Walter's conduct was, at it always was, characteristically friendly and generous." "Byron beat me," so he says. And yet this same Byron owed to him "far more than the usual obligations for the courtesies of literature and common friendship."

He would not waste a single moment of his life. His motto was "never to be doing nothing," and he always held that the capacity to labour was part of the happiness that he had enjoyed."

If Dean Swift wrote his books in order that he might be respected as a great Lord, Scott wrote his so that he might treat the public as a great Lord would.

"'Poor gentleman'—'a well-meaning man'—'nobody's enemy but his own'—'thought his parts would never wear out'—etc.—etc."

We of the younger generation shall do well to remember his parting advice to Lockhart: "My dear, be a good man, be virtuous,—be religious, be a good man. Nothing else will give you any comfort when you come to lie here,"

'THE PLACE OF DRAWING IN THE SCHOOL CURRICULUM.

BY MR. D. SANKARANARAYANA.

Madras.

NO doubt, Drawing is one of the fine arts we all know, but, we do not give it the importance it deserves. In the Secondary School curriculum, it was retained as a subject, at least under B group upto the VI Form till 1916 or so, after which it was restricted upto the IV Form. It was one of the subjects for the Training School Leaving Certificate examinations for all the grades till 1930, and now, it has been made a subject for the individual school examination, yielding place to a new subject 'Sociology.' For those who take the L. T. Degree Drawing is only a subject to be conducted by the college.

In the present era, when we hear about technical and vocational education, commercial advancement and business enterprises, anywhere and everywhere, for the regeneration of India, it is but proper that the subject of Drawing is not neglected. Will I be wrong if I say that the pen or the brush of an artist is mightier than the voluminous descriptions of a novelist, or the long verses of a poet? Cinema shows, circuses, theatres, and such other entertainments, the tailor, the shoe-maker, the carpenter, the draper, the dancer, the humourist, the automobile engineer, and a thousand and odd business-men, besides the lawyer, the doctor, the scientist and the humble school-master, who take to certain profes-

sions, feel the necessity for Drawing, either for proper advertisement of their businesses, or the clear understanding and exposition of truths. In fact, the western countries prosper, in their industries and trade, by proper advertisement of their businesses.

Not alone that: the innate tendency in children, even before schooling, is to catch hold of anything and scribble with it and be attracted by bright-coloured objects. These psychological phenomena are well provided for in the kindergarten classes. But when children come to high school classes, on account of overburdened syllabuses and on account of the peculiar aversion of headmasters for Drawing—pardon me, if I am a bit outspoken here—Drawing is much neglected, that in the end, *i.e.*, in the IV Form, it is the Drawing Master who does the drawing for all the pupils or allows the pupils to scribble something, himself seated on a chair and allowing his head to strike on the table at regular intervals thus giving perfect relief to his work and himself. I think there will not be more than a dozen Headmasters who pay at least visits to the Drawing classes and maintain syllabuses in Drawing in their schools. The subject receives a studied neglect at the hands of these heads of institutions and

so the Drawing Master too, receives a directly proportionate treatment at the hands of the pupils. I felt extremely sorry for this unsatisfactory state of affairs and hence I talked over about it with Mr. Porrett, Adviser to Government on Vocational and Manual Training, and the Chairman of the Board of Examiners Drawing, to which he expressed his helplessness to move in the matter.

Drawing is indispensable, especially to a teacher. Indian schools are too poor to equip their laboratories with the necessary apparatus and materials, and as such, the teachers should at least be ex-

perts to make chalk illustrations on blackboards, off-hand.

Our children, later on, feel much difficulty when they take to Engineering, Medicine or Science, and hence, I earnestly beg of those who are responsible, to really consider over the ways and means to make the subject receive its proper place among other subjects of the school curriculum, and to make this also a subject for the examination, as all other subjects have been brought under the test.

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By K. SUBRAMANI AIYAR, B.A., L.T.,

A Fellow of the University of Bombay ;

An Incorporated Accountant of London, and late Principal of the Byramjee Jeejeebhoy College of Commerce, Bombay

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PLACES OF EDUCATIONAL INTEREST.

XIV. ALAGARKOIL—A FAMOUS VAISHNAVITE SHRINE.

BY MR. L. N. GUBIL SUNDARESAN,

Trichy.

Alagarkoil or Vrishabagiri or Alagapuri is a famous Vaishnavite shrine situated 13 miles from Madura. It is a place of pilgrimage for the Hindus who congregate there daily in large numbers for worship. This neat little place possesses a fine temple built as it is said by the Devas, and also by the Pandyan and Naik Kings, namely Malayadwaja Pandya, Sundara Pandya and Thirumalai Naik. Arunagiri, the well known author of *Thirupugal*, styles this shrine as Palamuthur Solai and also as one of the six *Padai Veedugal*. According to Vaishnava Siddhanta this is called as Thirumal Iruncholai. The Lord is called as Sundararaja Perumal and Kalla Alagar. There are two Goddesses here who are called Sundaravalli Nayaki and Gotha Nayaki and with different other names. There are several important festivals annually, the famous being Chaithrothsavam and Adi Uthsavam. During the Chitra Festival the Lord is taken in procession to

Madura with great pomp and splendour to give darshan to one Munduka Maharishi at Vandiyur near Madura who is said to be in meditation on account of his great devotion. Here the Lord reveals his real form to the Dharma-Devatha (Yama) the agamam being Vaigai-Snanam. This festival falls on the full moon day of the month of Chitra and it would be a remarkable sight to see all kinds of people thronging in at Madura to pay their respects to the Lord. Many are the sacred hymns sung by Alwars, Arunagiri and others in praise of the shrine, the Lord, the hill and the waters. Close to the shrine there is a fine spot from where water sprinkles from a spring in one of the hills and this water is supplied to the temple. One can have a nice view of the surroundings with dales and pasture meadows and fields, hills and mountains if one cares to walk three to four miles on the roads leading to one of these hills. On the whole this shrine appeals to one as a place of devotion, piety and peace.

THE TORCH OF WISDOM.

BY 'WALKER.'

Poetry is more philosophical and a higher thing than history: for poetry tends to express the universal, history the particular. By the universal, I mean, how a certain type will on occasion speak or act according to the law of probability or necessity: the particular is, for example, what Alcibiades did or suffered.

For the family, sacrifice the individual; for the community, the family: for the country, the community; for the soul, all the world.

Freedom can only be attained through bonds of discipline, through the sacrifice of personal inclination.

A nation is not governed, which is perpetually to be conquered.

Renounce we must, and through renunciation we must gain,—that is the truth of the inner world.

It is not possible to discipline ourselves so effectively if out of touch with the world, as while pursuing the world-life with wisdom.

To disbelieve in love is to disbelieve in civilization.

As long as we are, death is not: and when death is we are not.

Give me the liberty to know, to utter and to argue freely according to conscience, above all other liberties.

Power and authority are sometimes bought by kindness, but they can never be begged

as alms by an impoverished and defeated violence.

A word is enough for the wise.

—G. A. SIMCOX.

And sweeter than sleep is death that is deep
And unvexed by the lordship of dreams.

—H. C. KENDALL.

Who would not choose to die, whose life is
And wan with wrong unto the utter most.

PAYNE.

Since rest is not with love
No joy that is may stay.

—P. B. MARSTON.

To a man it is given but once to die.

—H. D. RAWNSLAY.

The growth of love's fruit is
Most meet to eat.

—O. M. BROWNE.

The world's a dust-bin; we are due,
And death's cart waits; be life accurst!

—JOHN DAVIDSON.

Nothing is lost that's wrought with tears.

—JOHN DAVIDSON.

Man's nobler order man himself must found.

ALFRED HAYES.

For all men's soul 'twixt sorrow and love
are cast.

—O. M. BROWNE.

THE SOLITARY POET AND HIS SUNDRY MOODS.

BY MR. K. SATYANARAYANA, B. A.

Kasimkotta.

"Hence for me,
In Sundry moods 'twas pastime to be bound,
Within the sonnet's scanty plot of ground."

(WORDSWORTH.)

"The poet, the lover and the lunatic are all of imagination compact." Each has his or her own world of thought and each is insensible to the objects around. On the part of the poet, however, there is a wilful disregard of externals. Under an ecstatic stage, he knows nothing but his poetic subject and sings out tunes as the nightingale's song. The poetic mood is best aroused when the poet is left for himself when just as vibrations are produced upon the lute, the poet's mind becomes passive to the visiting influences. The impressions of the passive stage burst out under a lyrical strain. In the solitary poet, the poetic mood is supplemented by the poetic brood. 'The Bliss of Solitude' precludes such a stage. The poetry of no other bard is as much characterised by this 'poetic brood' as Wordsworth's.

No poet, perhaps, in English has a larger record of his conversations with shepherds, little girls and children as Wordsworth and none possibly could have been stirred with the same thrill of joy at the daffodils, the celandine and many like flowers. 'The world was too much' with this man who beheld 'visions of celestial light' in his childhood and who realized that they collapsed later

on. There was ample recompense nevertheless still, and Nature beckoned him into her midst. The sounding cataract haunted him "with a passion, the tall rock, the mountain and the deep and the gloomy wood, their colours and forms were then to him an appetite, a feeling and a love that had no need of a remoter charm." The imaginative sympathy that this emotional poet could feel for the smallest and the slightest creatures, such as the bee, the spider or the dog or even the hart, found poetic expression earlier or later in life and with him poetry is nothing but 'emotion recollected under tranquility.' It is under the solitary 'poetic brood' that the whole of Wordsworth's poetry had shaped itself but the influences were received under 'sundry moods.' The highland country through which he roamed furnished 'sweet sensations' felt in the blood and along the heart, passing next into the mind under a purer stage and there they are carried into that 'blessed mood,' when the heavy and weary weight of all the world is lightened and when his body lay asleep and he became a living soul. The transmutation of poetic material through the 'poetic brood' is not to be found so well in any other poet and nowhere is poetry webbed into such a definite shape as in Wordsworth, bearing the impress of his poetic personality.

As we have noted elsewhere Wordsworth had sundry moods. The reflections to which he subjects his 'natural objects' first belong entirely to Wordsworth the boy. 'The Romance of Wonder' that singularises and cheers up boyhood is nowhere better pictured than in the poem of the 'Cuckoo' where he says

'The same whom in my school boy days
I listened to with ; that cry
Which made me look a thousand ways
In bush and tree and sky.'

The same cry of a cuckoo was to him a wondering voice, a mystery and an invisible thing which haunted him with a romantic passion. Elsewhere in his 'Sparrow's Nest,' he says that the 'chance-discovered sight gleamed like a vision of delight' and its content was nothing but pure joy. Under this mood, he beheld a 'privacy of glorious light' and the simple joyous emotion eluded adequate expression even. 'It was the banquet of nature' that he enjoyed in the 'Nutting' poem in that mood 'breathing such a depression of heart as Joy delights in.' Under the glorious mood, there is a renewal of fresh and fresher beauty in the objects of his sense-perceptions as when he says

'Thirty years or more, and yet
It was a face I did not know
Thou hast now, go, where I go
Fifty greetings in a day'

This pretty little flower which inspired with such a childish passion is acclaimed as the herald of spring, as the only joyous creature

'Telling tales of the sun
When we've little warmth of the sun.

The reveries of childhood constitute this pleasant mood when

'Meadow, groove and stream
The earth and every common sight
To me did seem
Aparalled in celestial light,
The glory and freshness of a dream.'

This 'sensorialphotism' exhibits how his perception of nature was radiated with a rare frequency and intensity.

The ecstasy of the vision itself and the splendid beauty which its reflection cast upon the natural world were both denied him, as he grew older. The glory and freshness of his boyish dream have melted away. His life-boat has come to be moored along the rocks and cliffs of earthly existence and earth's freight is already descended on him. Wherever he went, he felt that a glory passed away from the earth. The youth under which he has tried to record his fleeting visions is gone and now he is a man, with the 'Light faded away into the light of humanity.' His own life became thorny and rugged. The ideas and ideals that he stood for were going to prove defective. He himself felt and realized the want of something that shall have duly qualified him for ideal life. The fretful stir of life's existence no longer pleased him and in his solitary walks he was led to 'natural objects' and he tells us of an experience never to be forgotten. The sensory stimuli are characteristic; a craggy ridge was the horizon

'Far above
Was nothing but the stars and the
grey sky'

until suddenly the grim shape of 'a huge peak, black and huge,' towered up between him and the stars and seemed to pursue him as he rowed away from it. Here is the conclusion.

* * * 'after I had seen
That spectacle, for many days, my brain
Worked with a dim and undetermined
sense

Of unknown modes of being: o'er my
thoughts
There hung a darkness, call it solitude
Or blank desertion. No familiar shapes
Remained, no pleasant images of trees,
Of sea or sky, no colours of green fields;
But huge and mighty forms, that do
not live

Like living men, moved slowly through
the mind
By day, and were a trouble to my
dreams.'

This culminating experience is clearly differentiated from that which set it in motion, the senses or more precisely aesthetic intuition, coupled in this case with troublous emotions of an uneasy conscience. Here it is evident that Wordsworth feels himself to have passed from aesthetic experience to another qualitatively different, from the apprehension of the stern and noble beauty to knowledge of something beyond aesthetic intuition and which we cannot describe or name. Though the object of these numerous experiences is not identified with the God of theism by Wordsworth,

yet the felt connection between the conscience of the individual and the nature of the numerous objects is made with the same certitude as in all the higher forms of religious experience. The sorrowful fate of the hart in 'Hart Leap Well' is linked with the

'Being that is in the clouds and air
That is in the green leaves among
the grooves

Maintains a deep and reverential care
For the unoffending creature whom
He loves.'

The divorce between the Neoman and the God of orthodoxy accounts for Wordsworth's obvious failure to find in the earnest theism of his later years, any real consolation for the decline of his faculty of divination, 'full early lost and fruitlessly deplored.'

'The unknown modes of being' into which the subject is beaten out in the poet's brain bring out the personality of the poet. Before the definite shape is attained any object has got to undergo various shapes and it is also with the best poetry, especially that of poetic brood. The spontaneous outburst of a Shelley is different with its singular idealization but with Wordsworth the passion undergoes many forms and the same object is seen through a many-sided vision. The individuality of poetic brood is Wordsworth's special tribute to the lyricism or romantic poetry. The unknown modes are suggested in the various visions that rise in the mind when he compares the daffodils with the crowd, the stars etc. The cuckoo was never a

bird with him. It was transmuted into unknown haunting forms of a wondering voice, a darling of Spring, a mystery, an invisible thing because the objective reality of the bird is never half so grand as the imaginary reality of his thoughts and what often impressed him was its haunting music. Each thought must have undergone various shapes before it burst out as is evidenced by Wordsworth's evident attempt to record all his fleeting mental images. Even the skylark rose up before the imagination of the poet in unknown modes of being. He calls it an ethereal being at first and next it is linked with the high purpose of the Lark to soar up. The same bird rose also before the imagination of his brother-poet Shelley. But the poetic vision is different with him and the poem is cast altogether in a different mould under his outlook. The Skylark to Wordsworth is a denizen of our world, but the Lark of Shelley has its home in heaven and it is a professed 'scorne of the ground.' The Skylark of Wordsworth is more human and less of an imaginary reality in that it is true to the 'Kindred points of heaven and earth.' Both pour out upon the world a flood of harmony. The difference of poetic conception and poetic method illustrates how Shelley is a mere idealist losing himself altogether in imaginary realities and soliloquing upon earth's futile ways; but Wordsworth seeks comfort and finds it. At least he believes that "Nature did never betray the heart that loved her" and draws out the pantheistic

metaphysics under sober thought that becalms his restlessness of a moment but Shelley's spirits are always restless as also his poetic objects. (It is therefore that Arnold calls him an uneffectual angel beating his wings in the void.) But Wordsworth had always a firm creed before him, a creed which deepened and fructified compensating for the loss of divinity in man.

The wild ecstasies of the grave and serious mood are next matured into a sober pleasure when the mind is a 'mansion for all lovely forms' and memory is the dwelling place of all sweet sounds and harmonies. Now he was well pleased to recognise in "Nature and the language of sense, the anchor of his purest thoughts, the nurse, the guide, the guardian of his heart and soul of his moral bring." He says

"I have learned to look
On Nature and as in the hour of
Thoughtless youth but hearing often times
The still sad music of humanity
Nor harsh nor grating though of ample
power
To chasten and subdue. And I have felt
A presence that disturbs me with the joy
Of elevated thoughts a sense sublime
Of something for more interfused"

Wordsworth is of a definite creed that Mother Earth makes up for the past glories in filling her lap with pleasures of her own and now in old age 'we shall not grieve but rather find strength in what remains behind in the primal sympathy, which, having been, must ever be, in the soothing thoughts that

spring out of human suffering, in the faith that looks through Death in years that bring the philosophic mind."

Sympathy and faith are two cardinal tenets of his creed and he consecrates nature as a foster-mother who always tried to compensate for the lost glories of the Imperial palace from whence he came. To him even

'The clouds that round the setting sun
Do take a sober colouring from the eye
That hath kept watch over Immortality.'

The clouds refer to Death that only seems to devour life but actually does not and he says: "Nothing was more difficult for me in childhood than to admit the notion of Death as a state applicable to my own being" and this view of immortality eventually matured.

In his old age, he "walks by faith and not by sight." It is indeed an active faith. It is a faith with the memory of the Vision to sustain it. It can face with calmness the spectacle of pain and suffering and be strengthened by the thought of nobility which they have in them to evoke in Man.

"More able to endure
As more exposed to suffering and distress
Then also more alive to tenderness."

It is a faith which can still find joy in the beauty of Nature and in "the moral life," "the still sad music of humanity" which yet accompany its more habitual sway." And it is precisely because Wordsworth is not simply a mystic, in the narrow sense of the word, ignoring

all save his 'ecstatic vision,' mistrusting his senses and shunning the strife from which alone can emerge victorious, the Happy Warrior, that the supreme value which he attached to his visionary experiences possesses such importance. We respect his evaluation—whatever its objective validity—because we know his standards of comparison. He tells us that he has lost something which neither goodness nor beauty can adequately replace.

The poetry of Wordsworth is developed thus through the constant poetic brood under these three moods and has for its subjects, the three eternal themes, God, Nature and Man. According to his pantheistic conception, he beheld a spirit always moving in nature and that was always a source of fresh and fresher inspiration. This Deism, on the other hand, led him into the firm belief that

"Trailing clouds of glory ever come from Him who is our Home" and that Earth's life grows up as a crust on the purity of soul, blurring and distorting its divine vision. Nevertheless he sought relief and pleasure in the spirit of Nature, and sympathy for life. So Wordsworth's creed is spun out of a regret that is constantly borne on his mind for the loss of 'god-life' and a relief the old Earth could afford in her pleasure-house vast, where moral training is yet obtained. His poetry exhibits therefore a pensive pleasure but never is the melancholy of it so depressing as it is in Shelley for the reason that it is

tempered with sobriety of thought and the soul is unvariably elevated by intimations of Immortality and the means wherewith spiritual relief may be secured. The poetry of Wordsworth is of an inspiring kind: it is not cloying with sensuousness as that of Moore or Keats nor is it lifeless like that of his Augustan predecessors who were imitators and plagiarists at best. It stirs up serious thoughts affording much relief when we are distressed or care-worn and it cheers us in solitude as it had done Wordsworth. Like the nightingale's music, it cheers us even to a greater extent though it is evidently intended to cheer up himself. There is a halo of piety and purity around Wordsworth's poetry. The solitary poet in his sundry moods represents an evolution of poetic thought which must have passed along all our minds at seeing natural objects and which never finds poetic expression in us for the lack of that enormous poetic faculty of a Wordsworth. Man is therefore by his very nature, a solitary poet under sundry moods and Wordsworth can be taken to represent this Eternal Man of a poet with his sundry moods.

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NEWS AND NOTES.

FOREIGN.

NICE CONFERENCE.

TIME-TABLE.

(1) Each morning from 9 to 10 three lectures will be given simultaneously either dealing with the general theme or with the problems of a particular section.

(2) At 10-10 the Conference will split up into small groups attending either sectional discussions or study courses.

(3) No meetings are being arranged for the early afternoon.

(4) From 5 to 6-30 there will be (a) lectures on progress in national systems of education; (b) films of new schools; (c) instructional films from different parts of the world; (d) private meetings of the Commissions of the Fellowship, which will report their findings on the last day of the Conference.

(5) Two main lectures, preceded by music, will be given each evening from 8 to 10 p. m. in Palais de la Méditerranée.

TRANSLATIONS.

French, English and German will be the official Conference languages. The evening lectures will not be translated at the time of delivery, but summaries in the three languages will be on sale. Whenever demand is great enough, translations will be arranged for in the sectional discussions and courses.

MONTESORI CONGRESS.

A Montessori Congress is being held within the General Conference. It will meet from 10-30 to 12-30 each morning with a practice period from 5 to 6-30 each afternoon. This will enable members of the Montessori Congress

to attend the morning and evening lectures of the Main Conference.

SPECIAL GROUPS.

Two special groups are meeting during the Conference:—(a) A group dealing with History and Social Science. (Chairman—Dr. Harold Rugg); (b) A round-table group discussing Changing Philosophies of Education for Changing Cultures.

RECREATION.

(1) *Fêtes*.—Two fêtes will be given on Sunday, July 31st, and Sunday, August 7th. On one of these Sundays there will be a fête organised by the French Section of the New Education Fellowship. On the other there will be a fête among Conference members themselves. Members who have special national costumes are asked to bring them and to wear them on this occasion.

(2) *Displays*.—A demonstration of the work of the Margaret Morris Movement will be given during the Conference, and Margaret Morris herself will speak. There will also be a Boy Scout display.

(3) *Excursions*.—There will be two official all-day excursions. Wednesday, August 3rd: Vance, Gorges du Loup, Gourdon, Grasse and Cannes. Picnic luncheon, visit to the Perfumeries in Grasse. Tuesday, August 9th: Along the Grandie Corniche to Mentone, San Remo, Monte Carlo. Luncheon at San Remo. Return by Lower Corniche.

(4) *Bathing*.—There is good bathing at Nice. Members are warned to be cautious when sun-bathing.

LONDON.

MEETING OF HEADS OF PRIVATE SCHOOLS.

A meeting of representatives of non-grant-aided Experimental Schools called by the New Education Fellowship was held at the English

Union on 25th May last. Thirty-two schools were associated with the meeting including such well-known pioneer schools as Abbotsholme, Abinger Hill, Bedales, Bembridge, Bryanston, the Caldecott Community, the Hall School (Weybridge), Maltman's Green, and Summerhill. Most of the schools represented had concurred in the memorandum of the New Education Fellowship presented to the Department Committee of the Board on Private Schools.

Lord Allen of Hurtwood was in the Chair. In opening the meeting he said that after studying the Report of the Departmental Committee he had come to the conclusion that they were entitled to approach it in a spirit both of sympathy and vigilant caution—sympathy because the attitude and recommendations of the Report seemed on the whole fair and reasonable, and vigilant caution because they must beware lest the dead hand of bureaucracy should rest on the right of experimentation.

The following resolutions were proposed by Mr. W. B. Curry (Dartington Hall), and seconded by Mr. Lyn Harris (St. Christopher School, Letchworth):—

(1) This meeting welcomes the Report of the Departmental Committee of the Board of Education on Private Schools, and considers that its recommendations, if put into effect in the spirit of the Report, offer a basis for a satisfactory solution of a difficult problem.

(2) It notes with satisfaction the view of the Committee that the freedom of the non-grant-aided schools 'to pursue novel aims and methods' is 'very valuable to educational progress'. It wishes, however, to stress the point made in the Report that, if this freedom is to be safeguarded, the compulsory inspection enforced should be sympathetic and 'undertaken by inspectors appreciative of Private School aims and circumstances,' who carry no power to restrain or

prevent the freedom of such schools to continue new methods.

(3) It regrets that in view of the admitted value to education of experimental work in such schools more such work is not being undertaken, and records its opinion that this function of the non-grant aided school might be fruitfully extended and strengthened, if all schools pursuing new aims and methods and not in receipt of grants from public funds were to unite in a common association in order to pool their experiences and discuss common problems.

After an interesting discussion the resolutions were put to the meeting and carried unanimously.

Mrs. Ensor (Organizing Director of the New Education Fellowship) then proposed that a Committee should be appointed to confer with the New Education Fellowship about the formation within the Fellowship of the association referred to in the last resolution. This was agreed to, and a Committee consisting of the following persons was appointed from among the members of the meeting:—

Lord Allen of Hurtwood, Miss B. Chambers (Maltman's Green), Mr. W. B. Curry (Dartington Hall), Mrs. Ensor, Mr. G. J. K. Harrison (Abinger Hill), Miss Janet Jewson (Hurtwood School), Mr. F. Knight (Friends' School), Mr. O. B. Powell (Bedales), Miss Rendel (Caldecott Community) and Mr. Wyatt Rawson (Assistant Director of the New Education Fellowship).—"New Era"

LEAGUE OF NATIONS COMMITTEE FOR MORAL DISARMAMENT—EDUCATION.

We should like to direct our readers' attention to an important proposal laid before the Committee on Moral Disarmament of the Political Commission of the Disarmament Conference by Mrs. Corbett Ashby on behalf of the United Kingdom delegation.

AUG. 1932.]

1. (Elementary Education).

(a) That a place be secured in the programme of elementary schools for teaching aimed at instilling a better knowledge and comprehension of foreign peoples.

(b) That the teaching of elementary economics be linked with the teaching of history and geography so that in these three subjects children should learn the definite contributions made not only by their own, but by other, countries to the cultural and material wealth of the world so as to show their mutual interdependence.

(c) The Government of educational associations be requested to exchange posters, free from political propaganda, illustrating their industries, occupations and scenery.

2. That no training of a military character either of formation or drill be given to children or young people under the age of conscription or of voluntary enlistment.

Insufficient notice has been taken of this valuable memorandum, which included a specific proposal for the abolition of a military character for children or young people under the age of conscription or voluntary enlistment. We understand that the British Government has now withdrawn the memorandum.—"New Era."

GLASGOW

The attention of our readers is drawn to the fact that in Glasgow there is a well organised body of Indians called the "Glasgow Indian Union."

Realising the difficulties met by the newcomers in this country and also the lack of information to those who intend to come over here, the Glasgow Indian Union has taken up the task of offering help to them. In case any individual student wishes to consult, we will be glad to supply full information about the University and the various colleges in Glasgow.

Some general information regarding exemptions, etc., can be had of the Principals of most of the colleges of India.

INDIAN.

BOMBAY

It will interest the readers of the 'Educational Review' to know that the eminent Sanskrit Scholar, Professor Hermann Jacobi, is now the Hon. President of the Deutsche Gesellschaft, Bombay. Those who are interested in the Sanskrit language and literature know how great is the contribution made by Prof. Jacobi in this vast field of knowledge. Prof. Jacobi is seventy years of age, and it was a great inspiration for a young student to see his devotion to and love for Sanskrit. Why should not a group of Indians do something for the German language and literature in India? In Bombay we have now the Deutsche Gesellschaft, German Society, and we hope that in other big cities also there will be groups of Indians who will encourage the study of German.

Geheimer Hofrat, Professor Salomon-Calvi, Director of the Institute of Geology, Heidelberg University, is an Hon. Member of the Deutsche Gesellschaft. Prof. Salomon has helped many Indian students and those who have studied with him know what a great teacher he is! Indian students of geology who would like to go to Heidelberg for further studies have only to write to Prof. Salomon for advice and guidance in their studies.

Professor J. G. Robertson, Prof. of German Language and Literature, University of London, is also an Hon. Member of the Deutsche Gesellschaft. Our readers will be interested to know that Prof. Robertson was elected the President of the English Goethe Society last year. Max Muller was President of the Goethe Society in his time. Lord Haldane was also President of the Goethe Society.

Many of our readers will remember Dr. Magnus Hirschfeld who delivered lectures on the important problem of sexology. Dr.

Hirschfeld, when he was in Bombay, delivered two lectures at the Seth Gordhandas Sunderdas Medical College, Parel, on sex problems. Dr. Hirschfeld was pleased with the work of the Deutsche Gesellschaft. Dr. Hirschfeld is the Director of the Institute of Sexology, Berlin. Indian students who are interested in this subject will do well to write to Dr. Magnus Hirschfeld for any information they require. Dr. Hirschfeld is also an Hon. Member of the Deutsche Gesellschaft.

Prof. Dr. Otto Strauss has helped the Deutsche Gesellschaft by securing interesting articles for the Deutsche Rundschau (German Review) published by the German Society. In his last letter Prof. Strauss wrote that he had secured a stipend of RM 250 for an Indian student at the Breslau University. Prof. Strauss is the Professor of Sanskrit and the Director of the Institute of Indology, Breslau University.

Dr. Karl Kiesel is the Editor of "Passing Through Germany." Those who would like to receive copies of "Passing Through Germany" free of charge should write to Dr. Carl Kiesel at the following address—Terramare Office, Wilhelm Strasse 23, Berlin. Those who write should send a cutting of this article with their letter. "Passing Through Germany," 1931, is an interesting book full of information which will be useful as well as instructive. Dr. Kiesel is also an Hon. Member of the Deutsche Gesellschaft, Bombay.

Father Friedrich von Bodelscowigh is another Hon Member of the Deutsche Gesellschaft. People who go to Germany sooner or later, rather sooner than later, hear about the Colony for Epileptic patients at Bethel, near Bielefeld. The founder of this colony began with one patient whom he cured. The founder is dead but the work he started lives on and thousands of

patients thank Father Friedrich von Bodelschwingh. The very idea of kindness is good in itself. But the actual deed is even better and gives help and consolation to thousands of sufferers. Indians who go to Germany should make a special point of visiting Bethel near Bielefeld.

With the help and co-operation of such Hon. Members, many Life-members and ordinary members the Deutsche Gesellschaft is making steady progress.

The Senate of the University of Bombay has been recently taking greater interest in University finance and the passing of the University budget is no longer a formal affair which it used to be. It seems this interest of the Senate will tend to shake off the inertia of the University which has shown almost no progress during the last twelve years. The Syndicate has at present two schemes under consideration; one for the inauguration of a Technological Department, in association with the Royal Institute of Science, and the other for conducting a Department of Psychology and Education, in association with the University Department of Sociology. It is not unlikely that both these projects will be well on their way by June 1933.

Besides passing the annual budget estimates for next year the Senate in its meeting on 13th and 15th of June, recommended the extension of the affiliation of the Samaldas College, Bhavanagar, in Inter. Science, A and B Groups, and provisional affiliation of the Naorosji Wadia College, Poona, as a First Grade College in Arts teaching upto Inter. Science, A and B Groups, —in Science. The latter college is a venture of a new society called the Modern Education Society, formed in Poona, chiefly through the efforts of the life-members of the Deccan Education Society who retired in January last.

The college has a qualified staff and it is expected that it will soon be like other colleges in Poona a prosperous institution.

The All-India Shivaji Memorial Committee has from this month opened in Poona, a preparatory school, for those who would choose the military career. It is a boarding school, the teachers and the students residing in the same compound. It is too early to speak about the future of this institution. It will however not only supply a much needed want but may also have a salutary effect on the other schools in Poona and Maharashtra.

When the communal riots in Bombay began in May the schools were all closed for the vacation; but the riots have with short intervals of peace, continued for two months now and have had no adverse effect on the primary schools in the city, particularly those in the riot area. Even when the riots stop the attitude of mutual suspicion fostered by stray attacks on innocent persons will survive for some more months and the education of the children will suffer.

During the last three years the City of Bombay has witnessed the rise of half a dozen high schools in the city, of a proprietary or semi-proprietary character. Two or three of these have proved good additions. Owing to the inability of Government to offer grant-in-aid to these institutions, it can have but indifferent control on them and this freedom can be both a curse and a blessing. This is a development which needs anxious watching on the part of the University and the Department.

The Secondary Training College, Bombay, is perhaps the youngest Training College in India. Started in 1906 it remained outside the influence

of the University upto 1922 and was little more than an arrangement for introducing the teachers in the Government High Schools in the Presidency, to the elements of training. The staff of the college consisted of the Principal and the Vice-Principal only. It admitted 40 students per year mostly teachers from Government schools and granted a Diploma (S. T. C. D.) to those who passed the annual examination of the college. In 1922 the college was affiliated to the University for the B. T. degree, its staff was strengthened and it was allowed to admit 60 students per year of whom not more than 10 were teachers from Government schools. In ten years the college has sent out over 400 B.T.s, but this is extremely inadequate inasmuch as it means it has provided approximately one B. T. for every high school in the Presidency. Last year the college admitted 75 instead of the usual 60; and from this year the accommodation is still further increased to 100. It is thus an institution of decent size now and it is expected that the schools will have hereafter a better supply of trained graduates. It is to be noted however that the presidency of Bombay has still no provision for the training of the under-graduates of whom there are about 5000 working in different schools.

The Indian Women's University held its annual Convocation on the 18th of June and although it had this year the biggest number of graduates, the convocation was held under a shadow of misfortune cast by the sudden stoppage, since February last, of the annual grant of Rs. 52,500 from the endowment made by the late Sir Vitthaladas Thackersey. The University activities are thereby seriously crippled if not paralysed and it is hoped that the trustees of the endowment will realise the importance of continuing the grant during the period of negotiation between them and the Syndicate of the University. The Convocation

Address was this year delivered by Mr. Rama nand Chatterjee, Editor of the "Modern Review," Calcutta.

UNITED PROVINCES.

U. P. Secondary Education Association.—The 11th Conference of the Association will be held at Agra on Oct., 6, 7, and 8. During the last three Conferences the Presidents of the Conference selected were from among the Associationists. There is a feeling this year that a distinguished educationist should be asked to deliver the address.

English History Syllabus—High School.—Till last year the period before 1485 was not included in the syllabus. This year (for 1934 examination) early and middle ages also have been added. There is a wide difference of opinion on this matter amongst teachers of the subject. It is rumoured that at the last meeting of the Subject Committee of the Board of High School and Intermediate Education it was almost decided that in view of the necessity of teaching early development of constitution, teachers would in future be instructed to deliver a few informal lectures on the topic and the present course of early and middle ages will be dropped. It would be interesting to know the practice in other provinces.

Cut in Schools.—The Secretary, U. P. Secondary Education Association, shortly before the summer vacation had announced that a deputation of the Association had met the D. P. I. in this connection and hopes had been held out that the cut of 10% in schools would take the form of a cut from the grant-in-aid. This the Association wanted to be done. But it now appears that the original proposal of cutting 10% of the salaries of teachers is being acted upon. It is worth while noting that this does not seem to be so in all provinces.

Salaries.—As the Govt. have reduced the scale of salaries in their schools the managing committees of privately managed institutions also have followed suit. Salaries in these provinces were reputed to be much better as compared with any other province. Now in the average a B.A., L.T. cannot hope to get more than the start of Rs. 75 with no certainty of a grade. This year much fewer posts were announced to be vacant.

Lucknow and Allahabad Universities.—The problem of having or not having an Honorary Vice-Chancellor had been engaging attention recently. Even some University teachers have contributed their views to the papers. On the whole they seem to be opposed to the idea of an Honorary Vice-Chancellor.

Medical Inspection of Schools.—This has been carried out for some time past now in an organised form. Bigger towns have the privilege of whole time officers while smaller places have part-time men. The idea of Children's Clinic in bigger towns has not yet materialised, perhaps due to financial stringency. In official circles it is being gradually recognised that periodical conferences with teachers will go a long way to improve the present unsatisfactory conditions. Rai Saheb Ramsaran Misra, the Inspector of Schools, Bareilly Circle, has given a lead in this matter by going round the centres in his circle and meeting the teachers of schools to discuss the medical inspector's report. This is a commendable practice.

Industrial Schools.—It will be regretted by some that due to the need of retrenchment several industrial schools are being closed down, e.g., that at Nagina. People are not wanting who hold that it was a mistake to have spent any amount of public money on such schools for they believe that no good can come out of them unless the industrial concerns are ready to

absorb those who are thus trained. Our students do not find any other opening but service after a formal training for arts and that most of them cannot invest any money in independent ventures towards which the State also does not help them.

A Headmaster involved in Politics.—Mr. Duncan Greenlees, M.A., Headmaster of the City Anglo-Vernacular High School, Allahabad, is the first headmaster here who is undergoing trial in a political case. He was appointed last year on probation and has not been confirmed.

J. A. S. High School, Khurja.—This is the only school in U. P. which has been making experiments on a large scale. They began with the Dalton Plan. They found the Plan unsuitable in certain respects and consequently made modifications. Soon after they discovered the need of greater modifications and they took up another experiment. At present they are working on the House System with an element of Dalton Plan. The result of the whole experiment made here is that partly due to the bogey of the Final Examination and partly due to other causes it appears that the experiment may have in the end to be given up, although it must be said to the great credit of the teachers in the school that they do not yet appear to be on the downward course and have not yet given up courage, conviction and enthusiasm with which they began the work.

Recognition of new High Schools.—The number of schools given recognition this year has beat the record so far. The Board has apparently come round to the view that by giving recognition to more middle schools for the High School examination it would give greater impetus to the spread of education in the provinces.

BENGAL.

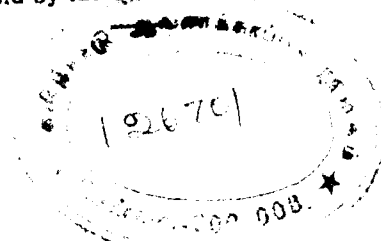
Forty-three teachers passed the proficiency test of physical training held at the Physical

Training Camp for Teachers at Rajshahi in the month of June last organised by the All-Bengal Teachers' Association. Mr. J. Buchanan, Director of Physical Education, Bengal, went personally to Rajshahi and held the test for four days along with three other examiners. He expressed great satisfaction at the work done in the training centre. As the experiment has proved successful, it is hoped the A. B. T. A. will open a few more such training centres.

The Government of Bengal has also opened on 1st July a physical training centre for teachers: only graduate teachers below twenty-five have been allowed to join. Out of 110 applicants 16 candidates have been selected. The selected students will receive stipends of Rs. 20 per month during the course of training which will last one academic year.

It is understood that as a measure of retrenchment Government will abolish the David Hare Training College for Teachers.

The Report of the Special Committee appointed by the Syndicate for suggesting changes in the Matriculation must have come up before the Senate for final adoption on July 23. Besides recommending the vernacular as the medium of instruction in all subjects except English, it has made History, Geography and Elementary Science compulsory subjects which were so long in the optional list. Age restriction will also be abolished. The Committee further propose a Register for qualified teachers. No teacher will be allowed to teach English unless he registers his name. The minimum qualification for an English teacher has been either an M.A. degree in English, History, Philosophy and Economics or Honours in those subjects or B.T. degree or the passing of a special examination to be held by the University for this purpose.



MADRAS.

ADDRESS BY MR. Z. DAVID, B.A., L.T. AT THE
TEACHERS' ASSOCIATION CONFERENCE
AT RAYADRUG.

Education is the catch-word of every one but it is few who bestow any thought upon it in these days of hurry-burry. It is not realised what the goal of education is nor what its means are. Some state that a knowledge of the Three R's or literacy is sufficient; some that reading *purnanas* is what is wanted; but few are able to say what is the real test of education. It is high time that some thought is bestowed upon it—especially in view of the changing conditions and the difference in the outlook of education in ancient and modern times. It is with a view to create an educational atmosphere and stimulate the interest of the public and the teachers that this Conference has been arranged. I need not dwell at length on the purpose or advantages to be obtained from the Conference as the Secretary has already given an account of it in his report. Suffice it for me to say that the programme includes firstly, an exhibition which calls forth the instructive skill of the teacher through expression in the concrete which is of use to to him in his daily work; secondly, physical drill and games which are the basic factor of all education and thirdly, exchange of ideas between the teachers and inspecting officers on the one hand and the public on the other.

2. Before I deal with the last aspect with which I am concerned it would be better if I give an idea of the conditions obtaining in elementary education at the present time. Although the number of schools has been increasing more or less steadily during the past decade still the conditions are not what they ought to be. There is a great wastage in many schools as noticed in the annual reports and returns. Now it is to be noted that literacy implies study up to the IV standard but

few pupils attain to this level. Taking the figures for the presidency it is noticed that pupils are distributed in the various standards as follows:—

I	52%
II	19%
III	14%
IV	11%
V	4%

Figures anticipated are as follows:—

I	30%
II	20%
III	18%
IV	17%
V	15%

It is to be seen that 85% of the pupils remain in the first three standards and do not attain literacy and it is only 15% that are able to utilise their knowledge gained at school.

Now let me take the figures for Rayadrug. The case of a Board school first. They are distributed as follows:—

I	80	} 151
II	35	
III	36	

They are typical of the figures for the presidency but are short of the required level.

One of the aided schools in the same locality is composed of as follows:—

	Strength.	Percentage	What it ought to be.
I	93	72%	30%
II	14	11%	20%
III	9	7%	18%
IV	13	10%	17%
	129	100	85

The margin of wastage in the 1st standard is large. While the normal figure should have been 30 it has gone upto 72. In the 2nd standard it is low and is 11 instead of 20. The wastage in

energy and money is enormous. This is the crux of the educational problem confronting us to-day. Now, what are the causes and what is the remedy? The causes have to be traced to two factors—to the public including the parents and the staff. It is apt to be overlooked that the public have no responsibility whatever for the education of their children. I would, however, remind you of the saying that we get the sort of government we deserve. The public can both actively and passively influence, though not control, the school; directly they could bring about efficiency by sending their children regularly to school instead of sporadically. They would be helping the teacher if they were to provide their children with the necessary material like books and slates. They could also, I am bound, to observe refrain from criticism of methods and cease dictating to the teacher about the subjects to be taught. They might actively help the school by offering their co-operation to the teacher in the matter of accommodation, celebration of school day and form Parents' Associations for enquiries, for discussing the needs of the school and bringing their grievances before the teacher or the management. Parents may watch the progress of their pupils by occasional visits to the school and enquiries from the teacher. They might see that their children stay in the school till they complete the IV standard, *i.e.*, attain the point of literacy. In this connection I wish to suggest that an Education Week with a suitable programme like the Health Week may be celebrated for the whole District by the orders of the D. E. O. May I seek the co-operation of the public for this effort and make the celebration in Rayadrug a successful one?

Next to the parent is the influence of the teacher. The basis for all his work is to be found in the organisation of the school—arrangement of classes, time-table and following the

prescribed syllabus. If the teachers should only follow the last two his work will be easier.

A common but nevertheless serious defect is the work in the 1st standard. This is neglected chiefly because of the old time-honoured custom of making the child scribble the alphabet. Failure to bring about results is due in great measure to inability to understand child-psychology and adopt right methods of education. If the teachers only follow the recent circulars sent by the Department and bestow greater attention, the progress in education is bound to be greater as the 1st standard veritably forms the back-wheel in the engine of the elementary classes.

I would here like to draw the attention of the teachers to their own responsibilities and duties. The teachers task is really great. As he is the fountain bed of education he should be able to have a good general knowledge himself. If, by some misfortune, he has not obtained good general education he should try to improve himself by study and application. The books in the school library may be made use of. Cheap daily or weekly newspapers may be subscribed for by circles of teachers if individuals are unable to send for them independently. Teachers' Clubs may be formed for recreation and reading where there is a fairly large number of teachers at localities like Hirehall, Kanekall and Rayadrug. I do hope that Rayadrug will be the first to set up the example to the Taluk in this respect and trust that the public will give their co-operation in this endeavour.

Finally, gentlemen of the teaching profession, let me remind you of the nobility of the profession. Remember the sacredness of your task. In ancient days we teachers were held in the highest reverence. The teacher or *guru* was regarded as worthy of worship with God and parent. The nation's destiny is in your hands. Children are kept in your charge at the most impressionable

age of their life. You can shape their character for the better or worse. Remember it is character, which means personality, rather than knowledge, that counts in life—this and next. See therefore that in after-life your pupils say of you that if they are happy it was due to their masters.

It is no doubt true that though your profession is the noblest, it is the poorest paid. Do not be discouraged by the thought. The Master said he 'who is highest among you let him be the servant of all.' In other words service brings honour and nobility; Nay more, for has He not again said 'seek ye the kingdom of god and its righteousness and all these things shall be added unto you'?

The S. S. L. C. Board recently invited from heads of secondary schools and from teachers' associations, suggestions for suitable modifications to the revised S. S. L. C. scheme. It is now said that the Syndicate of the University of Madras has instructed the Board not to make any modification in the scheme till 1935.

It is reported that teachers employed in certain Taluq Boards in Malabar have not been paid their salaries for the past six months. A few days ago, Mr. V. P. Narayanan Mambiar, M. L. C., interviewed the Hon'ble the Minister for Education and in the course of the interview described the great hardship and suffering of the teachers in the employ of the Taluq Board of Kurumbanad in Malabar. The Minister is reported to have promised sympathetic consideration.

All schools and colleges have reopened after the summer recess. The prevailing economic depression is acutely felt by managers of several educational institutions. There has been a general fall in the strength ranging from 10% to 25%.

As a measure of retrenchment the Government have ordered the temporary abolition of the post of the Deputy Directress of Public Instruction. They have also reduced the number of Inspectors by two.

The authorities of the National Girls' High School, Mylapore, have opened a Montessori class early this month. Miss Helen Veale, the Principal of the school, is taking a great interest in the new class and it is reported to be very popular.

SPECIAL UNIVERSITY CONVOCATION.

For the third time in the history of the Madras University and after an interval of about a quarter of a century, a special Convocation was held on the 3rd of August to confer Honorary Doctorate Degrees on twelve distinguished personages. His Excellency Sir George Frederick Stanley, the Governor, presided.

The recipients of the degrees include an enlightened ruler of a progressive Indian State, persons who had made valuable and original contributions to Science and Literature, a founder of a new University, eminent educationists, publicists and high officials.

The following are the persons on whom Honorary Doctorate Degrees were conferred:—

Doctor of Laws:—Her Highness Sri Padmanabha Sevini Vanchi Dharma Vardhini Raja Rajeswari Sethu Lakshmi Bai, C.I., Senior Maharani of Travancore; Sir C. Sankaran Nair; the Rev. E. M. Macphail; Dewan Bahadur Sir R. Venkataratnam; Sir P. S. Sivaswami Aiyar; the Right Honourable V. S. Srinivasa Sastri; Sir Akbar Hydari and the Honourable Diwan Bahadur Raja Sir S. Rm. M. Annamalai Chettiar.

Doctor of Literature:—Mahamahopadhyaya V. Swaminatha Aiyar; Sir Joseph Henry Stone and the Rev. William Meston.

Doctor of Science:—Sir C. V. Raman.

The Annual Convocation was held on 4th August at the Senate House, His Excellency the Chancellor presiding. The Minister of Education, the Hon. Mr. S. Kumaraswami Reddiar delivered the Convocation Address.

RETIREMENT OF MR C. S. RAMASWAMI IYER.

Mr. C. S. Ramaswami Iyer, Headmaster, Primary Department, the Kellett High School, Triplicane, retired after a long service of forty-three years, on the 30th of June, 1932.

Mr. Ramaswami Iyer was appointed as a teacher in the year 1889. In 1893 he was made the Superintendent of the Primary Department. In 1898 he was one of the Sub-Editors of the "Swadesamitran" for eight months. He was a staunch member of the Madras Hindu Social Reform Association. In the same year he published "The Aryan Reformer, a bi-monthly in Tamil, which existed for about three and a half years. Again in 1899, he started the Tamil Zenana Magazine, "Mathar Manoranja," a Tamil monthly journal, devoted to female education, and continued it till 1915.

As the Superintendent of the Primary Department he introduced the kindergarten system of teaching the different subjects combined with play and work in the school.

He started the Madras Elementary Teachers' Co-operative Society in 1918; and in 1923 he requested the Council of the Madras Teachers' Guild to take this up extending its scope to all teachers in the Madras city. In accordance with the request the name of the Madras Elementary Teachers' Co-operative Society was changed into the Madras Teachers' Guild Co-operative Society.

The late Rev D. G. M. Leith and Mr. Ramaswami Iyer started a Free Night School in the Parthasarathy Kuppam, Triplicane, in 1913 under the auspices of the Sociological Brotherhood, for the benefit of the fishermen and other working class people in the Triplicane area. As one of the members of the Brotherhood and as its Secretary for some years Mr. Ramaswami

Iyer's services were invaluable. He started a Tamil Sangam in the Kellett High School and was its President till he retired. Mr. Ramaswami Iyer, though old, always took a keen interest in the Scout Movement and was responsible for starting a Cub pack for his boys in the Primary Department.

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REVIEWS AND NOTICES.

THE CAMBRIDGE SCHOOL GEOGRAPHIES, BOOK VI, THE NORTHERN LANDS, BY E. D. LABORDE, PH.D., F.R.G.S., CAMBRIDGE UNIVERSITY PRESS, LTD. AGENTS: MACMILLAN & CO., LTD. Price 3s. 3d. 298 PAGES.

In the preface the author says "Each continent is given first a general discussion of its physical character, then a detailed analysis of its separate natural regions and lastly a survey of its political and historical geography. This general plan has been varied in detail with each continent, for special circumstances in each which call for special treatment"—e.g., European settlement in North America, the clash of civilizations in Asia and the industrialization of Europe. The claim has been fully carried out. Other useful features in this book are (a) the placing of four climatic maps of a region in a single page to enable the eye to focus all at once and to compare without effort, (b) the temperature and rainfall curves are drawn on the same scale throughout, to enable accurate comparisons to be made, (c) the insertion of a large number of photographs illustrating physical forms, human activities and typical scenery, (d) the inclusion of a select number of study questions on the matter covered in each chapter, and (e) an index for help in pronouncing difficult place names [Angora has been printed as Ankara and Himalayas as Himar-layas].

A stimulating book of human interest written according to approved pedagogical methods and therefore a very welcome addition to existing geographical literature.

GRADED COURSE OF GEOGRAPHY, BOOK IV, PART II, EUROPE, BY L. S. PRICE. GEORGE PHILIP AND SON, LTD. AGENTS: LONGMANS, GREEN & CO., LTD. 1s. 9d.

The first part of the fourth book dealing with Asia was reviewed in these columns a few months back. The second part contains all the valuable features of the series, (a) Great prominence is given to individual work intended to stimulate the self-activity of the pupil; (b) descriptive matter from standard authors is cited; (c) correlation with other aspects of Geography as well as other subjects of the school course is suggested at all stages. The continent is divided into a large number of regions and detailed questions have been set on each aspect of the region. The book is enriched by a number of useful and clear sketch maps. It is really a very helpful series to our high school teachers and pupils.

ENGLISH READERS FOR SECONDARY SCHOOLS, BY BENJAMIN BRADY, B.A. (HONS.), ALEXANDRIA. I, II, III. PRICE RE. 1-6, RE. 1-6 AND RE. 1-9, RESPECTIVELY MACMILLAN & CO., LTD. 1931.

These readers, written and compiled by an Englishman in the Egyptian educational service, are apparently intended for the higher secondary forms of Egyptian Schools primarily. They are written "in good everyday English, neither too literary for ordinary speech, nor too easily colloquial for imitation in the writing of simple English essays." Many of the selections in Books I and II have been specially composed by the author, while in Book III suitable extracts from the works of writers like Addison, Leigh Hunt, Irving, Dickens, Kingsley and Darwin preponderate. The subject-matter of the selections is properly varied; history (ancient and modern), science (in all its popular aspects), civics, pure adventure and moral tales find representation. The books are provided with neat illustrations and brief notes also.

Amidst the mass, well-nigh plethoric, of 'English Readers' flooding the educational book-market to-day, it is refreshing to meet with books like these which are distinguished alike for the discrimination with which the selections have been made and the care with which they have been arranged and graded.

The absence of topics of purely Indian interest may be urged as a deficiency from the standpoint of Indian requirements, but, apart from the fact that no one of the extracts is parochial or provincial, this slight deficiency is more than counterbalanced by the positive merits that these books can lay claim to.

CHILDREN'S ENGLISH UNSEENS, BY RAI BAHADUR A. C. MUKERJI, M.A., I.E.S. MACMILLAN & CO. LTD.

These "Unseens" are intended for pupils whose acquaintance with English is only of two or three years' standing. The author's aims are to encourage the habit of voluntary reading as a source of delight, to enlarge the general knowledge of juveniles, to strengthen the learner's vocabulary without enlarging it, and to familiarise him with the elementary principles of grammar. Each lesson is followed by a series of questions with reference to these aims.

Most of the lessons are suitable, but we wonder whether lesson 31 will be properly comprehended by the young pupils for whom this book is intended. The absence of suitable illustrations and lack of appropriate titles for each lesson, we think, are serious defects in children's books like these.

HARDER ENGLISH UNSEENS, COMPILED BY A. C. MUKERJI, M.A., I.E.S. FIFTH EDITION, REVISED, MACMILLAN & CO., LTD.

This is a collection of prose extracts, mostly of the "abstract" variety, aimed at providing suitable "Unseens" for the students of the

collegiate classes of the Allahabad University. The author, an ex-professor of English in that University, tells us in his *Preface* that these exercises are "based on his own experience of teaching 'Unseens' in B.A. and B.SC. classes" and that the collection has proved useful to him. The book evidently enjoys popularity in Allahabad, as it has run into five editions already.

The extracts are all such as would supply the students with exercises in Paraphrasing, Parsing, Analysis and Figures of Speech. Each extract is followed by a set of questions relating to these particular aspects of the study of the English language.

Apparently in Allahabad insistence is laid on the need for college students to master some of the more intricate principles of English grammar sought to be illustrated by these selections. The syllabus of the Madras University relating to "Set Books" for college students does not envisage instruction in formal grammar of this nature. Whether this is due to the presumption that college students would already have mastered grammar in their high school career, or to the feeling that after a certain stage we have no business to make a fetish of grammar the fact is there, that grammar is completely left out of account in our college classes.

Some college teachers deplore this state of affairs and try to do some teaching in grammar in the junior University classes during the hours set apart for composition. To them this book may be recommended as a useful guide.

OXFORD CLASS BOOKS OF HISTORY—JUNIOR SERIES III-A.—SAINTS AND KINGS (CARADOC TO EDWARD THE CONFESSOR), BY K. W. LATHAM. OXFORD UNIVERSITY PRESS, LONDON. Pp. 96. Price 9d.

This is the third of a series of eight books intended for the students of the primary classes

of British Schools, where attention is devoted to the study of interesting personalities and characters, written in simple, attractive style and illustrated from very good sources. This book takes in the heroes and saints of early Britain as well as other great personalities like Alaric, the Prophet Muhammad, and Charlemagne, besides St. Augustine and others. There is a list of exercises at the end of each chapter. The book can be used in conjunction with other textbooks and can be taught to the pupil at home as well.

OUR WORLD, A HUMAN GEOGRAPHY (ABRIDGED EDITION), BY CAMERA MORRISON. REVISED BY K. S. VAKIL. MACMILLAN & CO., LTD. 1931 PP. 575. Price Rs. 2-8.

We had occasion to review the book when it first appeared and stressed on its new method of presentation as well as its essentially human interest. The abridged edition has altered the arrangement of chapters to suit the demands of teaching, reduced the length and also furnished information regarding methods of government in the chief countries as well as about the Hindu, Muhammadan and Christian calendars. A suggestion has also been given by the Editor to take chapters in a particular order, so as to suit the needs of the Geography syllabus of the Madras S. S. L. C. course. The Examination questions given at the end of the book have also been added to by the inclusion of questions set for the Matriculation examinations of Bombay and Madras and the S. S. L. C. examination of Mysore. The treatment with reference to the Indian Empire continues to be good and up-to-date and covers nearly a hundred pages. There is an improvement in the arrangement of the maps also.

SREEDHARAN, (A TAMIL NOVEL) BY MRS. N. SWAMINATHAN, MADRAS. Price Re. 1.

'Sreedharan' has an interesting plot which is cleverly delineated by the author in simple living Tamil. Sreedharan, Seethayammal, Rajan and Yogambal are characters worth a study. The work is interspersed with moral anecdotes and quotations which in the hands of our boys and girls will exercise a lasting chastening influence. Questions of Foreign Travel, Marriage Reform, Women's Education and ordinary Domestic Economy are treated with a capacity and insight which greatly adds to the value of the book. Mrs. Swaminathan's first Tamil novel was 'Jaya-seelan.' This was well received and also prescribed as a text book for the School Final Examination. It is very nicely printed and is priced at a cheap price of one rupee. Copies can be had from the author, at 91, Thambu Chetty St., Madras.

ATHLETICS—HOW TO SUCCEED BY LT-COL. W. K. DICKETT, PUBLISHED FOR THE NATIONAL UNION OF TEACHERS BY EVANS BROS. LTD. LONDON. 3d.

This is an excellent little book, neatly got up, on school athletics and the correct style, which we should think should easily find a place in every school library. We await with interest the rest of the volumes on the subject.

THE TRUTH OF CHRISTIANITY, BEING AN EXAMINATION OF THE MOST IMPORTANT ARGUMENTS FOR AND AGAINST BELIEVING IN THAT RELIGION BY LT-COL. W. H. TURTON, D.S.O. LATE ROYAL ENGINEERS. WELLS GARDNER DARTON AND CO. PP. 499 Price 2sh. NET.

The book is the eleventh revised edition of an old favourite and is in its 55th thousand. It is remarkable that a professedly religious book

which first made its appearance in 1895 should have issued in successive editions from the Press, revised and brought up-to-date, whenever a new impression was called for. It has been translated into Japanese, Chinese, Italian and Arabic and has passed through a second edition in the latter.

The popularity which the book has enjoyed may be due to the fact that the author is a layman and a military officer to boot. Its chief attraction, however, lies in the fact that it is lucid in style and readable throughout. There is no trace in it of the *odium theologicum* nor does the author dogmatise in the course of his exposition. Arguments for and against are clearly stated, reason is appealed to, and the reader is left to draw his own conclusion.

The thesis is cast in a different mould as compared with Butler's *Analogy of Religion*, Paley's *Evidence of Christianity* and Stanley Leache's *Grounds of Christian Belief* which defended the truth of the Christian religion against attacks made in the 18th century and subsequently. Col. Turton's book is modern in treatment and presentation and is eminently a 20th century production, although first published at the end of the last century. The author has laid under contribution modern historical research and recent archaeological and scientific discoveries in the discussion of the subject.

The book is divided into three parts. 1. Natural Religion, 2. the Jewish Religion, 3. the Christian Religion, and consists of 25 chapters, the subject of each chapter being put in the form of a proposition and discussed as such. The following propositions will give the reader an idea of the nature and contents of the book :—

- Chapter 1. That the Universe had a Creator.
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Chapter 13. That the Christian Religion is credible.

Chapter 21. That the character of Christ confirms the truth of Christianity.

Chapter 22. That the history of Christianity confirms its truth.

Chapter 25. That the truth of the Christian Religion is extremely probable.

To admirers of Christ in India and they are growing in numbers and to enquirers into the truth of Christianity the book is recommended as a trustworthy guide as also to professing Christians, European and Indian, to have their faith in Christ well grounded and confirmed.

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V. RANGACHARYA, M.A.,
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Aug. 1932.]

THE EDUCATIONAL REVIEW.

The authorities of the University of Calcutta deserve to be congratulated on their inviting Rabindranath Tagore.

Tagore to occupy the Chair of Bengali at the University, in succession to Rai Bahadur Dinesh Chandra Sen. From one standpoint, it is perhaps unusual to invite a poet, without the usual academic training and experience, to occupy a University Chair, but Rabindranath Tagore's interest in Bengali is vital, himself being the founder of several new traditions in the language. His interest in the problems of its language and literature may be compared to that of the late Mr. Robert Bridges in English. It will therefore not be surprising, if he is able to do some real University work apart from the inspiration his mere presence will produce on the minds of the students of the department. We trust that the University of Calcutta will have every reason to rejoice on this bold step they have taken. In any case, they have done something which other Universities may also emulate on occasions, without being hide-bound by academic conventions and regulations.

It is gratifying to note that attempts are being made even in Afghanistan to introduce the benefits of higher education to the people. The fiat has gone forth that a number of educational institutions are to be opened at Kabul, some of the palaces being handed over for the purpose and a University is also to be established. Whatever virtues may distinguish the average Afghan, love of books and intellectual life is not one of them, but we hope the foundation of a University will

mark a new epoch in the country's history and introduce an element of peace and refinement into the lives of the people. The idea of rugged independence may attract the imaginations of some, but in the modern race for progress, there is no hope for people lacking in intellectual enlightenment and scientific progress. His Majesty Nadir Khan has acted in conformity with the highest ideals of modern development in resolving upon founding a University at the capital of Afghanistan and we hope the time is not far distant when that country will be associated with India, not on account of problems of frontier warfare, but because of ties of intellectual communication and comradeship.

We are sorry to find that the Women's University of Poona is faced with a serious financial crisis, in spite of the strenuous exertions of its founder, Prof. D. K. Karve who has been busy collecting funds for the institution and who has just returned from East Africa after a tour for the purpose. The late Sir Vithaldoss Thackersay endowed the institution with Government Securities of the value of fifteen lakhs of rupees, attaching to it the condition that the authorities of the institution should find a similar sum. Pending the collection of such a sum, it was also arranged that the trustees of the endowment should pay the interest accruing from it towards the expenses of the institution. The money has been paid regularly all these years, but intimation has been just received that further payments will stop as a similar sum has not been collected by the authorities of the University. Prof. Karve has managed

to collect four lakhs of rupees, but the prospect of being able to find the full amount does not seem to be near. It seems a pity that such an excellent institution which has been founded with so much sacrifice, should be thus handicapped in its work, in spite of the fact that its name has been changed in accordance with the wishes of the donor into the Srimathi Nathibai University and it has embarked on a policy of opening high schools and colleges outside Poona, to be affiliated to the institution, also as desired by the donor himself. We hope that the trustees will reconsider their decision and restore the grant and the people of India will also come forward with generous financial help to save the institution from the impending disaster. It is true Prof. Karve has not succeeded in establishing a real University for women and the lady students in the college classes are only a handful, being less than the number of their sex who flock to the men's colleges in Poona, but it must be remembered that he has succeeded in establishing a number of high schools all over Western India, affiliated to the University and brought the benefits of education to a number of girls who would otherwise have probably remained in ignorance. Prof. Karve has laboured all his life for the good of the country and he deserves encouragement of the highest kind at the hands of his countrymen.

The axe of retrenchment has fallen heavily even on education in many parts of India, but some of its activities in Madras have been specially unfortunate. There will be no more philosophy taught at the Presidency College, Madras, and some members of the philosophy staff have been

either discharged or absorbed into other appointments. It is not of course the personal aspect of the matter with which we are concerned here, but with the very grave fact that in the premier Government institution of the Southern presidency, it will no longer be possible for a student to undergo a course in advanced philosophy. If there is one subject more than any other, in which the South Indian mind has shown special talent, it is philosophy and it seems a pity indeed that the axe of retrenchment should have fallen on this subject, on the ground that there are not a sufficiently large number of students. It is strange that in a part of India distinguished by memories of some of the greatest philosophers and religious founders of the country, Sankara, Ramanuja and Madhva, it should have been necessary to curtail the facilities open to the study of the eternal problems of life and death which have been the primary concern of philosophers in all ages.

Special attention deserves to be drawn to some recent developments in Nagpur in the department of the higher education of women. It was

A Women's College for Nagpur.

felt, and rightly too, by some of the leading residents of the city that they should have a college for girls as there was no such institution in the province. They did not go about making pathetic appeals to Government requesting it to open a girls' college, but set about it themselves and have just opened an institution with a small number of girls. They have received support from all sections of the people and Government will of course give the usual grants for the maintenance of the institution. The organisers deserve to be congratulated on the expeditiousness with which they

have carried out the idea and on the self-reliance which they have displayed in the matter. There is great need all over the country for the awakening of special interest in the education of women, without which the progress of this country can never be an accomplished fact and there is perhaps need for similar institutions in some other parts of the country as well. It is time the wrong notion is given up that the purpose of a girl's education is only to qualify her for marriage and it is universally recognised in India as it is recognised in Western countries that higher education and economic independence is as much the right of woman as it is of man.

The establishment, in recent years, of five Universities in the United Provinces in place of the single University of Allahabad, has raised some problems peculiar to the area which had better receive the attention of all interested in education. A certain amount of co-ordination is certainly possible, so as to eliminate over-lapping and also make educational conditions more efficient by greater concentration. It is difficult enough to run a single centre of advanced studies in an Indian province comparable in efficiency to the great University centres of the West, but it seems a hopeless task to conduct five of them in practically all branches of learning. Another problem relates to the maintenance of proper academic standards. It is doubtful if, with the exception of the University of Allahabad, the Universities are anxious to maintain the proper standards and if they have not fallen in efficiency in comparison with the old University of Allahabad. In any case, there is a good deal of disquiet in the minds of the public

regarding these matters and they will probably appreciate an authoritative finding on these and similar matters. His Excellency Sir Malcolm Hailey happens to be the Chancellor of three Universities and Visitor of the remaining two and we hope he will look into the matter in spite of the present pre-occupations of his administration with problems of politics.

It is interesting news that Lord Irwin has been chosen to preside over the Board of Education in England. It is unusual for one who has held the high office of Viceroy of India to occupy the position of President of the Board of Education, but it will be remembered that Lord Irwin had been President of the Board of Education before he came to India and by training and temperament, he is probably particularly well-fitted for the office. The present financial depression has affected educational conditions in England also badly and the Board of Education has had to go back on the provision made, on a generous scale, during the Presidentship of the Rt. Hon. Mr. Fisher for educational efficiency. It is difficult to say if Lord Irwin will receive any funds for educational expansion in the present state of affairs, but it is hoped he will be able to see that there is no set-back to educational work during his regime.

The ways of the Calcutta University are often curious, but one of its curious doings at present is the recommendation of a committee that special certificates should be issued by the University to teachers who, in its opinion, are qualified to teach English. If this decision applied only

**Lord Irwin
and the Board
of Education.**

**English Teachers
in Bengal.**

to those who are to enter the service of secondary schools in future, it may not be very objectionable, but the idea is to insist on this qualification even in those who are already in service, exempting only Headmasters who have taught English for ten years. Assistant-masters who have taught for a similar period are however to be recommended by the Director of Public Instruction before they can claim such a certificate. All this constitutes a hardship which is naturally resented by members of the teaching profession in Bengal and we trust that the grievance will receive adequate attention in the proper quarters. We have of course nothing but cordial approval for any proposals for raising the standard of teaching in secondary schools in Bengal, but that is to be achieved by improving the quality of its graduates, the standards of the Training Colleges and the holding of periodical "refresher" courses for teachers already in service. We are not sure if better results cannot be secured on such a voluntary basis, without raising a hornet's nest in the shape of teachers who may be disqualified under the operations of this new rule.

With reference to our editorial remarks on the undesirability of having honorary and part-time Vice-Chancellors, especially in the more recent unitary and residential Universities, it is interesting to note that the recommendation of the Committee appointed by the Government of the United Provinces was passed for the proposal, only by four votes against three, the four votes including those of the President and the Secretary! We are in complete agreement with the opinions

expressed by Dr. Ganganatha Jha who has been the elected Vice-Chancellor of the Allahabad University for the last nine years and who is strongly of opinion that only a full-time Vice-Chancellor can be expected to do justice to the duties of the office, whether he is paid or honorary. In a note which is appended to the report Dr. Jha has said:

"It is my firm conviction after my nine years' experience of the work that the functions and duties of the Vice-Chancellor of a residential unitary University cannot be duly performed by a part-time man. The functions of the Vice-Chancellor at Allahabad at least consist of all that was done by the Vice-Chancellor of the examining University, plus all that was done by the principal of a first grade college like the Muir Central College. Even under the former category the functions of the present Vice-Chancellor are much heavier than in the olden days. I do not remember a Vice-Chancellor of old being member of so many Committees. Under the present arrangements, from July 15 to the end of April, the Vice-Chancellor has got to convene and conduct no less than 200 meetings of all sorts of duration, ranging between half an hour to eight hours. The Principal of the Muir Central College had charge of only about 500 students, the present Vice-Chancellor has charge of nearly 1,800. This certainly involves duties that cannot be adequately performed except by a whole-time Vice-Chancellor. Nor will it be right to divide these functions among various persons. The result would be as disastrous as if the functions of a Principal of a college were divided among a number of persons. It seems clear to me, therefore, that it is absolutely essential to have one man as the central authority who alone would be able to co-ordinate the work of the

various departments and also intelligently to conduct the meetings of the various bodies of the University. A man who has not seen through the work of the entire machinery will make a very poor President of the Executive Council or the Court, for instance. These two functions must be combined in one person.

We are also glad to find that he has protested against the attempt to reduce the proportion of teachers among the members of the Executive Council of the University. We have of course always been of opinion that academic bodies should be controlled, in the main, by members of the teaching profession. Dr. Jha has said: "To my

Teachers in
University
Councils.

mind if teachers have a preponderating voice in University matters, that is as it should be. It is as essential for the University to be run by teachers as it is for the High Court to be run by lawyers and much interference from outside is likely to have disastrous results. Exercise the strictest control in the providing of funds; but after the funds have been provided, the matter should be left in the hands of the experts on the spot, associated of course with such outsiders as are men of high attainments and character, fully conversant with educational matters, with the requisite amount of time, to enable them to take to their work at the University seriously."

Madras University.

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BY THE HON'BLE DEWAN BAHADUR S. KUMARASWAMI REDDIAR, B.A., B.L., M.L.C.
Madras.

NO distinction that I may ever attain can be greater to me than the high honour of being called upon to deliver the Convocation Address of this University—my *Alma Mater*. I am very grateful indeed to His Excellency the Chancellor for this signal honour that he has chosen to confer upon me. Not any pretensions to academic eminence, but the irresistible summons of the Chancellor, the responsibilities of my present office, and my life-long enthusiasm for the cause of education are my excuses for undertaking a task to which I do not feel equal.

To you, graduates of the year, let me, on behalf of the University, offer our hearty congratulations on the degrees and titles that you have this day received and welcome you to the brotherhood of its *alumni*. I note with satisfaction a seemingly small but significant change; the new and impressive robes worn to-day by the holders of oriental titles are, I trust, an outward symbol of the admission in their own right of the Indian languages to full academic status.

POLITICAL CHANGES AND EDUCATION.

We are on the eve of great constitutional changes in our country; and we are looking forward eagerly to the early assumption by our people of the full responsibilities of its government. Political reforms of the magnitude we anticipate must needs have a profound and far-reaching influence on our institutions and outlook. It is in education, more than in any other sphere of our national activities, that an early readjustment of the present system to suit the needs of the new

order of things has become imperative. The old systems of instruction must yield place to new; and education must be brought more and more into harmony with the national instincts and traditions of our people.

Speaking of the effect of the war on the educational policy of the Government of India the Hartog Committee observed:—

“It was felt that the time had come for a policy of political reform and for a greater devolution of responsibilities on Indians and that the Indian Universities were not giving the right type of education to the directing classes. It was with a view to the improvement of that education that Government in 1917 set up the Calcutta University Commission under the chairmanship of Sir Michael Sadler.”

These observations still hold true and have indeed acquired added force.

FUNCTIONS OF THE EDUCATIONAL SYSTEM.

In order to meet the requirements of representative government, the educational system of the country should be designed to produce:—

1. a wide electorate capable of intelligently exercising its vote;
2. a smaller body of people capable of representing the electorate on local and legislative bodies; and
3. a still smaller body of persons fit for leadership.

The elementary school should remove illiteracy and raise our people to that level of understanding at which they may, with a

reasonable amount of discrimination, choose their representatives. The secondary school should aim at the production of a smaller but still large class of well-educated citizens. But for the creation of that limited body of men and women with high talent who would be trained and equipped for leadership, it is on the University alone that we have to rely.

MASS EDUCATION.

The needs of the future call for improvement and reform in all these grades of education. Mass education requires the most urgent attention, as its problems have till recently been comparatively neglected; but, despite their great importance, these are not, I imagine, an appropriate topic for a detailed discussion in this address. I may, however, say, perhaps, a word in passing to correct the misunderstanding, prevalent in some quarters, that any increased efforts of Government in furtherance of mass education imply an antagonism to higher education. These two forms of education are both undoubtedly, conducive to the good of the people; and so far from being mutually opposed are really inter-dependent. The work of primary education is not a matter of arithmetical calculation to be measured in terms of the sums of money expended. "Were it so," said a distinguished Governor of Bombay "a single decree of a Parliamentary grant would solve the question of popular education and banish ignorance of at least the elements of learning for ever, but we know that it is not and never can be." It is not money alone that is required, but human hearts and heads to apply the money intelligently to the work of teaching; higher education alone can supply these hearts and heads. While thus the two branches of

education are closely correlated to each other, it is no invidious preference to attend earlier to the more neglected of the two.

UNIVERSITIES AND TECHNICAL STUDIES.

A controversy as old, at least, it is said, as Aristotle, has been raging in western countries between the advocates of purely cultural education and the advocates of practical and utilitarian education in Universities. Orthodox educationists there are still to whom it would be a heresy to regard University education as anything but pure, disinterested learning undefiled by practical application: but modern opinion—both expert and lay—has revolted against academic puritanism of this extreme type; and the newer Universities of England have embraced, in theory as well as practice, the utilitarian doctrine. It is now recognised that the segregation of professional and technical studies has serious disadvantages. It would be the denial to those engaged in such studies of the benefits of University life with all its influences in the formation of intellectual standards and in the building up of character. Such studies are not considered now alien to the purpose or derogatory to the dignity of a University so as to be excluded from its sphere. In India, more perhaps than in any other country, and now more than at any other time, it seems to me that economic development and prosperity depend very largely upon the growth of technical education. The application of science and its methods and resources to the organization and technique of industries has made rapid advance in western countries; and for our economic regeneration nothing is more urgent than such application of science to the industries of our country. Our educational system must be modified to subserve

this genuine national purpose; and the University, which is at the head of the system, should organise its studies with this end prominently in view. The criticism, so often advanced against our University, that technical as distinct from cultural studies have received little attention at its hands has not, so far, been without justice. What is now required is a vivid recognition and rapid translation into action of the principle now fairly well-established that Universities have a two-fold function of providing not only for the pursuit of pure culture, but also for such other studies as the practical requirements of the community demand.

EXAMINATIONS.

From its very foundation as a University of the affiliating and examining type, Madras has been forced to narrow its scope and functions and to limit its activities. The educational system, inaugurated under its auspices and controlled by it, was necessarily, therefore, dominated by exaggerated emphasis on examinations. On this subject, the refreshingly frank remarks of that eminent teacher, the late Professor Walter Raleigh, may be quoted here. Addressing the students of the University College at Aberystwyth in Wales, he said:—

"By the accidents of life I have had to do with many Universities in many places; in London where they examine without misgiving or remorse; in India where the University of London found a congenial soil for multiplying all its worst vices....."

"I have never taught in Wales. I have examined, but that perhaps demands an apology. It is the poorest and least fruitful work that falls to the lot of an academic

teacher. By the irony of circumstances, it is also the best paid."

The Marquess of Linlithgow again, in his recent address before the Empire Universities Congress, described "Examination" as a crisis; and, indeed, an examination is useful in testing not so much the candidate's knowledge and proficiency in the subject under examination as his capacity to face a crisis—a capacity which you, graduates of Madras, must certainly have acquired if you have made use of the ample opportunities provided by the University.

An examination is really an insignificant, though necessary, part of the educational machinery. The achievement of a graduate in his examination is not the tape with which to measure his capacity for leadership: nor is the production, in any profusion, of aimless graduates a proof of a University's success.

DEVELOPMENT OF PERSONALITY.

Education is much more than intellectual training or the mere acquisition of knowledge in a form useful to the passing of examinations: it is the development and perfecting of the whole man. The most important part of this education is not carried out by the "official teacher": it is "a gracious light" absorbed by the student without any consciousness of his doing so. It is a spark struck out by the contact of mind with mind. The potent effects of this contact are "a secret none can utter;" but they are unfolded in the development of character, discipline, comradeship and all those virtues which are "not in the world's market bought and sold" but which are seen to spring, as from their natural soil, from University life in Oxford and Cambridge.

The heavy emphasis now misplaced on examinations must be laid on those University

activities that would train the student all round and would yield us, not a mere graduate, but a full man before whom 'Nature might stand up and say to all the world, "This is a man."'

It is men of such fully developed personality that our country will soon need in abundance, when it will have, even more than at present, Parliamentary institutions requiring not only members but ministers and other high officers, equipped for leadership and equal to immense responsibilities. Where are they to come from except from amongst you and your brethren of the University? The increasing demand for such men has throughout the British Empire been met by a great expansion of University education in recent years.

Such is the patriotic purpose of University education which we shall have to keep in view in the future development of our University activities.

PROGRESS OF MADRAS UNIVERSITY.

It is indeed very gratifying to note that our University is courageously departing from the narrow path of affiliation and examination on which it was first set and is steadily endeavouring to expand on the right modern lines. Nearly twenty years ago Departments of Research in Indian History and Indian Economics were instituted. More recently Departments of Mathematics, Indian Philosophy and of Oriental Languages have been placed on a permanent basis. The Zoology and Bio-Chemistry laboratories are nearing completion; and these and the Botany laboratory will be fully equipped for advanced research. Besides these provisions for research in various subjects, the University is also engaged in teaching Economics, French, German, Geo-

graphy, and Indian Music. The academic work of the University is thus found to be considerable and varied. The projected University Athletic Club and Students' Union will meet a want long and sorely felt. Provision was made a decade ago in the new University Act for the establishment of such institutions, but no definite step was taken till now to carry this provision into effect. Undeterred by the difficulties of the present financial depression, the University has resolved to start these institutions; and it is hoped that they will meet with ever-increasing success. In these and in several other directions the University has begun to re-adjust and improve its work and is evolving itself into an effective instrument of co-operation in the great and growing task of our national regeneration.

DIVORCE OF EDUCATION FROM NATIONAL LIFE.

No feature of our present-day education has incurred stronger or more wide-spread criticism, in recent years, than its divorce from the life of the people. The criticism is by no means ill-founded. The neglect of the mother-tongue, which is so obviously the proper medium of education, and the estrangement of the educated classes from their rural associations, are chief amongst the causes which have led to this unfortunate result.

MEDIUM OF EDUCATION.

Education in the mother-tongue is a matter of the most vital concern. Education means an understanding and knowledge of things and ideas rather than of words; and instruction imparted through a foreign language is apt to become parrot-like cramming rather than intelligent understanding; it exercises the memory and forces on the pupil a new vocabulary but obscures his intellect and

starves his emotion and imagination. "Knowledge and thought," said Sir Michael Sadler, "depend on the instrument of language. The most intimate and expressive of all languages is our mother-tongue." The words of childhood, charged as they are with one's earliest and dearest memories, have an aroma and rhythm of their own. The thrilling appeal of the birth-tongue is of incalculable value in releasing the higher energies and sustaining the growth of the mind. The emphatic reiteration of these plain truths, which would be regarded elsewhere as the needless advocacy of mere platitudes, is in our country necessary propaganda against the superstitions still lingering in our midst on the subject of the medium of education.

EDUCATION NOT A MERE MEANS TO EMPLOYMENT.

In modern times the education of its people is counted among the primary duties of the State irrespective of the number of such educated persons for whom the State can give or find employment: and this conception of education as a thing desirable in itself and as a necessary corporate activity has been current in India throughout the ages. The movement for an "English education" in this country was purely non-official in origin and was related to this conception of education; and its protagonists had never in their minds the manufacture of recruits to Government service.

ORIGINAL OBJECT OF ENGLISH EDUCATION IN INDIA.

The policy of Government in regard to this education was never left in doubt: it was declared by Government in unambiguous terms on more than one occasion. The instruction of the mass of the people through

the medium of their own language was declared to be the end that Government had in view. They conceived the formation of a vernacular literature to be the ultimate object to which all their educational efforts must be directed. The upper and middle classes were first to be educated so that they, "as leaders of the people," would become teachers, translators and authors and educate the rest of the people.

FAILURE OF THE OBJECT.

Moved by these noble intentions, the pioneers of a hundred years ago—Indian and English, official and non-official—originally founded the system of English education. Have those intentions been fulfilled? The answer must be an unequivocal negative. The education that the system gave floated at the top and failed to filter down to the people at large.

ITS CAUSES.

It is of little profit at this hour to indulge in melancholy reflections on the causes of this distressing failure. It must be remembered, however, that it is not right to lay at the door of the Government, as many do, the blame for this unexpected diversion of education into wasteful channels. The novelty, in the beginning, of the study of a rich foreign language, and, later, the attractions of Government service, the elevation in social rank of the English-educated person and the prestige of English as the language of the rulers, were amongst the many causes that led to the neglect of the living languages of India and have lured away the English-educated upper classes from the appointed task of spreading through their medium the light of western knowledge from end to end of the country.

THE CHIEF CAUSE AND THE REMEDY.

The failure, colossal though it be, is yet not irretrievable; and the remedy lies in our own hands. The substitution of the mother-tongue in place of English as the sole medium of instruction in secondary schools has for many years been strongly favoured by the highest educational authorities. The advocates of the compulsory use of the mother-tongue as the medium of education are moved, not by mere linguistic patriotism, but more powerfully by their earnest concern for the right kind of education, inasmuch as it tends to educational economy, prevents waste of educational effort and creates a fuller and clearer comprehension of the subjects taught. This vital question of the medium of instruction and examination was investigated most thoroughly by the Sadler Commission, who recommended that the medium should be the vernacular in all the high school classes except in the subject of Mathematics. They were not then prepared to recommend the medium of the vernacular in the University classes. Later examination of the same question by the "Lindsay Commission on Christian Higher Education in India" disclosed the development of a considerable body of opinion in favour of introducing the vernacular in the University classes as well. Enlightened public opinion is moving rapidly in the direction of vernacularisation in all stages of education; and the Andhra University Act has made statutory provision for the ultimate use of the vernaculars as the media of instruction and examination. The objection based on the absence of suitable technical and scientific terms is, I am afraid, greatly exaggerated. English, by adopting words from various sources, has become, perhaps the most powerful, precise and copious lan-

guage in the world; and following the English example, we, too, can enrich our languages by absorbing technical and scientific terms from European and other foreign languages. It is needless to translate them all; they can be easily naturalised by giving them suitable suffixes and inflexions which will invest them with a Swadeshi form.

IMPORTANCE OF ENGLISH.

It has at the same time to be remembered that English is the established *lingua franca* of the civilised world. It is the language of Government in our country, and of Indian and Imperial politics. It has, again, to be gratefully remembered that modern Indian nationalism is the outcome of the study of the English language and literature and that the English tongue is the key with which we have unlocked the treasure-house of modern science and European thought. It is unthinkable, therefore, that we could, for a long time yet, give up the study of the English language and literature and face the impoverishment which would result from the folly of such rejection. The study of English should be made compulsory from a suitably high standard in all our schools and colleges.

VILLAGE LIFE AND THE EDUCATED CLASSES.

All around us we see at present evidence of a mal-adjustment between our educated few and the community at large. The supply of English-educated men has far out-grown the demands of the services. Young men who sought English education solely as a means of entering service find themselves unemployed. In the course of their education they have cultivated urban habits and tastes which disincline even the unemployed to a reversion to their rural homes and environments; it must be said at the same time that the

community, in its turn, is not eager to absorb them again. Their education, mainly literary and in English, with no potentialities for increasing rural wealth and resources, makes no appeal to the villager. The consequent drift of the educated rural inhabitants to urban areas is an unhealthy growth that will sap the vitality of our people, the bulk of whom live in villages, with all their interests, traditions and ideals centred round village life. It is gratifying to note, however, that steadily and surely a change is now coming about. Manifestations are present everywhere of a desire to close up the breach and bring the flying columns of our intelligentia into closer contact with the rank and file. Much of this rapprochement is undoubtedly due to the high sense of duty that the young graduate has begun to cultivate and the simplicity of life and manners that is fast spreading among the educated classes. The educated young man is now approaching his fellow-villager as an equal in rank, with sympathy and in a true spirit of service. The attractions of urban pursuits, that took away our educated men from their rural homes, are all on the decline; and let us hope that the day will soon arrive when they would engage themselves in the noble task of conveying modern knowledge to the great masses of the people through the medium of the languages of the country, refined and enriched by the infusion of European thought and culture.

NATIONAL CULTURE AND FOREIGN INFLUENCE.

Education must be national both in its practical and cultural aspects. As I have said before, it must be related to the actualities all round and meet the needs and

demands of the community at large. On its cultural side, it must nourish the distinctive genius of the people and develop their traditional culture by the use and absorption of wholesome foreign material. Here I should like to sound a note of caution. The new narrow spirit of parochialism or false nationalism threatens to invade the province of education. We must guard our frontiers against the peril of this invasion. In the fostering of our own culture, it would be equally futile and disastrous to attempt to exclude western culture and knowledge. The healthy assimilation of foreign elements is both desirable and necessary; but this is possible only if the indigenous cultures are themselves living and virile: we can graft only on a live plant.

The impact of western knowledge and civilisation on India has in reality just begun. The best work and thought of contemporary Indian poets, philosophers and scientists are no longer weak or second-hand reproductions of western models. The distinctively Indian thinkers and statesmen of to-day do undoubtedly owe a great debt to the west, but they are not "mock Englishmen" or Europeans. They are no more English than Keats was Greek, or Matthew Arnold was French or Max Muller was Indian. It is along this "Middle Way" that the march of our cultural progress should proceed.

EXHORTATION TO GRADUATES.

I have tried so far to sketch, in brief outline, some of the directions along which our best thoughts may guide the future of our education. I should now, as by the statutes directed, exhort you "to conduct yourselves suitably unto the position to which, by

the degrees conferred upon you, you have attained."

RURAL RECONSTRUCTION.

In relating your conduct to the great responsibilities of that position, I would ask you to regard as the first and foremost of your duties the task of rural reconstruction, which, as I have already indicated, is the most urgent need of the country to-day. It is to this noble task that you, the educated young men and women of our country, should apply yourselves with the utmost devotion and thereby render back to the community at large some at least of the wealth of knowledge which you have acquired with the aid of its resources. It was the village that formed the cradle of Indian civilisation in the past; and in the future it will undoubtedly be the village that will serve as the centre from which must radiate the light and life of a greater India.

At no time was our country so much in need of a band of elfless workers as it is to-day: and believe me when I assure you how deeply and gratefully our countrymen are beginning to appreciate such services. Turn to the great missionary organisations around you, and you would, doubtless, be struck by the simplicity and self-sacrificing spirit in which they work, be it for education, health, religious revival or mass uplift. May it not be that some at least of you will be fired by the same missionary zeal and dedicate your lives to the service of your fellow-men?

NEED FOR ENQUIRY AND REVOLT.

To the Indian mind are usually attributed—and not always by malevolent critics—the inveterate characteristics of indolent deference to the *status quo* and unquestioning

acquiescence in it. These qualities are imputed to us, not in relation to any one individual aspect of our life, but in relation to all. "The placid, pathetic contentment of the masses," says the Montagu-Chelmsford Report, "is not the soil on which Indian nationhood will grow; and in deliberately disturbing it we are working for the highest good." These observations were confined by the authors of the Report to the problems of political India, with which we are not concerned on this occasion; but the truth in these wise and sympathetic words teaches us a general lesson of profound value. We can no longer be minors and invalids in a sheltered corner, inaccessible to those immense world-forces working all around us. Placid, pathetic contentment is a soil unsuitable for any growth—not alone for political growth. Social injustice and oppression thrive on inertia and can never resist and survive determined challenge. Will you not, my young friends, offer this challenge, and mobilise your energies in a crusade against these insidious forces of corruption and decay? Will you still sit with folded hands and allow mere antiquity to sanctify and save man's inhumanity to man? Do not regard any practice as ideal merely because it is ancient or any action as good because others have done it before. Submit every custom to a rigorous test before you accept it. Let not the motto of our young men and women be—

"Theirs not to reason why,
Theirs but to do and die."

Rather is it yours to reason why and yours to question and defy. It is this spirit of eager enquiry and deliberate revolt that should inspire your social work.

DEBATING SOCIETIES.

We are living in an age of discussion, in days when to articulate is to succeed. You should therefore continue to participate, as I am sure you did in your college life, in organised debates and discussions. It should be your endeavour to cultivate the art of persuasive speech, the habit of associated deliberation and the practice of forming, and acting upon, a collective judgment without the weakening of individual mental effort. These qualities will serve you as trusty weapons of offence and defence, not only in the battle-fields of politics, which you may or may not enter, but in the unceasing warfare which you must wage against social evils.

GAMES.

I would beseech you, my young friends, to remember what a great part games play in the building up not only of the individual but of the nation as well. More valuable than the physical development that they give is their contribution to character. To set the game above the prize and one's side above one's self,—these are virtues which only games can inculcate and which are indispensable for combined action and progress. Should not games then evoke even greater interest in you than they at present seem to do? We cannot recall, without humiliation, that this province has not contributed even a single member to that distinguished team now fighting on English fields the battles of Indian cricket. Many a 'Ranji' is there amongst you still unseen and resting quiet and inglorious. Such talent for games is too precious to be wasted or hidden. Nothing would elevate us higher in the eyes of the world than a marked distinction in games and the display of true sportsmanship.

BOY SCOUTS AND GIRL GUIDES.

I would add a special appeal to you on behalf of the Boy Scout and Girl Guide movement. It is a wonderful movement and has a great future. It gives the kind of training which our boys and girls do most require and develop characteristics which have won universal approbation. His Excellency the Chancellor, from his own personal experiences, has borne loving testimony to the resourcefulness and the spirit of service that distinguish the Boy Scout. His Excellency Sir Montagu Butler, has, in his recent Convocation Address at Nagpur, paid a similar tribute to the service rendered by the Boy Scouts of his province in the cause of rural amelioration. He had, in the course of a tour, seen a party of Boy Scouts clearing up a village with their own hands. Wherever you may go and whatever positions you may occupy, reserve a warm corner of your heart, and a hand ready to help, for this band of boys and girls who, in well-disciplined service, are devoted to work of the highest value.

CONCLUSION.

My young brothers and sisters of the University!

I must now conclude. No words that I can frame will express to you how deep and sincere is my regret that I can deliver to you no more cheerful or inspiring message than what is already implicit in my address. Your future does not lie along any cut and dry path leading into the larger world that awaits you. The problems of unemployment which many of you will have to face might dispirit you; many might experience, in your own persons, the bitterness which Dr. Johnson knew: "Slow rises worth, by poverty depressed." Many amongst you will, nevertheless,

engage yourselves soon in the search. To those who succeed in this search, I wish God-speed in their careers. But I beseech those who do not, not to spend their lives in stagnant retrospect or sullen discontent, but to go back to where they came from and dedicate their lives to the service of their fellowmen, enlightening their mind and uplifting their condition; for, after all, it is by service which expects no reward, that man fulfils his mission on earth and attains the highest happiness. Remember all through your life the solemn obligations you have to-day undertaken and be

true to all those to whom you have sworn allegiance. "Remember that on you and such as you depends whether India is ever to regain the place of leadership that she has lost."

With you, my young friends, who are setting out on life's pilgrimage, I would like to leave the golden saying of the ancient philosopher, "Try to enjoy the great festival of life with other men."

Go forth, my friends, upon your pilgrimage, cherishing the comfort of this noble thought, and God will help you to find your portion.

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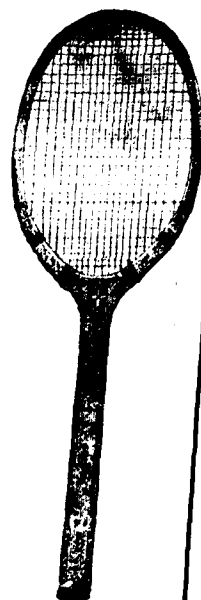
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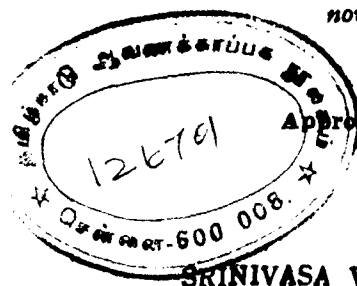
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