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WELCOME ADDRESS.

BY MR. V. SARANATHA IYENGAR, M.A.,
Chairman, Reception Committee.

IT gives me very great pleasure to welcome you as delegates of the Silver Jubilee Provincial Educational Conference. As Chairman of the Reception Committee, I would ask you kindly to bear with the arrangements made by us, though we feel how inadequate they are on many accounts. We can only say we are determined to do our best to make your stay in Trichinopoly as pleasant and useful, as possible, and we hope you would forgive us our shortcomings, believing in our earnestness and our attachment to the great Brotherhood of which we are all members.

This Conference has deservedly attracted much attention, because it comes at the completion of twenty-five years of work by the S. I. T. U. The celebration of its Jubilee to-morrow will bring out all the essential credit of its achievement. To the eminent men who will help in to-morrow's celebration we give our

heartfelt thanks; for they have looked upon our Union as their child, and have come now to share our rejoicings at its Jubilee. For our own part, we ought to take stock at the same time as we exult in how many years we have gone on with our work as an active group in the country. The main Conference will thus be a proper occasion for considering all questions bearing on the well-being of education and of those engaged in it. This is the fourth Provincial Educational Conference held in this city, the last, that of 1919, being presided over by that eminent and versatile man, a teacher with a unique experience and achievement, Rao Bahadur K. V. Rangaswami Ayyangar of Trivandrum. We too are proud and happy that we have for our President, Mr. N. S. Subba Rao, one of the chief men in another Indian State, Mysore, a great fellow teacher who is happily a man of affairs as well. We are

deeply grateful to him for consenting to come over in spite of many hardships and to spend a few days right in the midst of us all, willing to know and to befriend us in every way. The earnest thanks of the whole body of teachers met here are due to him, and to the Rt. Hon'ble V. S. Srinivasa Sastri, P.C., C.H., LL.D., whom it is an impertinence to praise, and to Mr. W. M. Theobald, the first Secretary of the S. I. T. U., for their exceptional solicitude for us and for the success of the Silver Jubilee Provincial Educational Conference. I have also to thank one who belongs to us and has helped us at all times, our leading citizen, Sir T. Desikachari, Kt., whose personality and wisdom have brought success to every good enterprise in our part of the country.

My duty is confined to saying these few words of welcome; I shall not anticipate your deliberations, since the business of giving you a lead belongs to these distinguished men whom we have welcomed to the Conference to-day, and particularly to the President who will guide us in every matter coming up before the Conference after getting it under way. Yet I would touch on a few matters, though I have a chance in my proper time of taking part in the discussions as a private member.

The chief topic of teachers' gatherings is the hard lot of the teacher himself. He has greater burdens to bear, and his trials are more severe than ever before; and we know his consolations have always been of a spiritual, and so merely

fugitive, kind. But you would forgive me, a fellow-teacher, reminding you of the famous exhortation, "My brother, the brave man has to give his life away. Give it, I advise thee; Thou dost not expect to *sell* thy life in an adequate manner?" It is our duty and our honour to overcome personal disappointment and suffering in the striving for mastery of the essential duties that belong to us as teachers of men. But I have nothing to say against our strengthening our organisation at all points. Patient work with the enrolment of members, the collection of subscriptions, the arrangement of meetings in each centre and the dissemination of the teacher's faith must carry forward the work of the S. I. T. U. on the structural side, so to speak. Nay, we will be jealous of our honour and our welfare; we are going, for instance, to reaffirm at this Conference our support to "a Bill to regulate the work and service conditions of teachers and to unify the teaching service in non-Government Educational Institutions." We will leave no stone unturned in carrying out our object. Yet the teacher will again and again be called upon to make sacrifices in the cause of brotherhood and the special progress of his group, rather than look for personal gains and the direct alleviation of his own lot. I strongly hold that, in the S. I. T. U. as well as in each other sphere of our public life to-day, the one need is to lay in a stock of courage, love of our work, and love of one another. Let me add that faith in each step of our journey as well as in our success in

the end can alone bring us comfort and energy in our work of teaching and in our general public work, whatever it be.

As a matter of fact, the Teachers' Guilds, while strengthening themselves to carry out measures of benefit to all teachers, should set up an active and potent force of criticism to act on the educational institutions and the local authorities and other managing bodies, in order to keep these straight. There is no power like that of a Teachers' Guild to produce sound criticism and practical advice and assistance useful to the managers of schools and the educational committees working under the Local Boards; and this power the Guild can exercise of its own accord. If the Teachers' Guild gets the capacity for broadminded and deep thinking on all educational matters, including administration and management, and if it puts forward its views with courage and restraint whenever important questions come up, then the Teachers' Guild will become a great power in the locality. In this connection, I suggest that each District Guild should run an Educational News-Sheet, partly in the vernacular for the sake of the Elementary Teachers and partly in English, with the active support of the chief men in the teaching profession in the district. The *South Indian Teacher* as the central organ should then be devoted to the study and elucidation of the more academic aspects of the teacher's life and vocation in all places. It may be said that, as a result of such activity, teachers will become

self-centred; but it is no blame to them to cultivate their garden first.

But I think it fundamental that a teacher should attempt to cultivate a personal life and pursue knowledge eagerly and uncloudedly in the midst of all his difficulties. Even an elementary teacher has it in his power to acquire useful knowledge, a pleasant temper and a little altruism; while the secondary teachers of the land are the backbone of the intelligentsia, and they must fulfil themselves as such. If such men, acting together first in the concerns of their school and also in close association with a powerful District Guild, are able more and more in the changing conditions of our society to put themselves on an equality with the class of men who have the governance and management of our public institutions, and if also by their personal attainments they command the respect of others who are comparatively unacquainted with things of the mind and are unaware of modern movements in the world at large, then these teachers will raise their own status and cease to be mendicants for the favours of Government or of Society. Some prudence in his domestic arrangements, some enlightenment and courage in the bringing up of his family, together with a wholesome attitude in social matters and a certain simplicity of mind which goes with these, will help anyone to obtain a moderate success in life and some measure of happiness, without dependence on other people. Let me also say that the intelligent woman teacher's guide to happiness

in these matters is the wisdom of life grown old along with our race which is instinctive in her, together with the courage of the modern-hearted which she possesses today.

I also think there is room for teachers of various places coming together, drawn to each other by spiritual and other sympathies and ambitions of leadership, and devoting themselves to furthering the more ideal part of the work of the great Union of Teachers and thence of the whole community. In this sense, I am for an esoteric or inner circle of the S. I. T. U., dreaming, planning and acting for the advancement of the communal life and of the moral education of our people in all ways. The building of a tradition of citizenship is the one duty of our generation; the educated man or woman has, in a measure, to give his or her life away. We need a central national organisation, composed of all classes of educated men; but we, teachers, will be an important part of it. We may also think of bringing into such an organisation at least some of the more zealous of our educated youth, by whom we still have a duty to do. As for unemployment itself, I can only say that we ourselves cannot set up our young men in life, but can only strive to turn them out better, and in so doing save ourselves from the quenching of the Spirit at the heart of our teaching life.

You do not expect me, as I said at first, to speak in detail about the most

urgent questions of the moment. But I shall mention some of them; the question of what is to be the due proportion or balance between compulsory and optional subjects in the high school curriculum; the position of English in the curriculum; the vernacularisation of all other teaching than that of English and certain other languages; physical education; the rationalisation of schools with a view to the use of all our existing resources. These are matters for research and planning by committees of the S. I. T. U. I believe that with our existing resources in school buildings, equipment, endowments and grants, (taking the standard of the years before Retrenchment), we can give a much better high school education than we give at present. What is needed is the will to come to grips with our problems and to learn to act together harmoniously and energetically. I can only say that we have got to learn the lessons of social co-operation which the English and the Scotch people have practised for centuries. They have educated us for a hundred years, but we have not perhaps been quite apt pupils.

Friends, I will not say more now than once again call attention to the greatness of our task as teachers and citizens, and to the immortal spirit of our people, to whom all tasks which were wholesome and courageous and serene once, came natural, while they cherished the ideal of the rooting out of desire as the crown of the soul's endeavour.

PRESIDENTIAL ADDRESS.

BY MR. N. S. SUBBA RAO, M.A. (CANTAB.) *Bar-at-Law, Bangalore.*

EDUCATION IN CHANGING INDIA.

It rarely falls to the lot of an official to experience, except perhaps in the matter of office in a Club or similar institutions, the excitement of an election. Such an experience has been mine in connection with the office, which, by the suffrage of the constituencies of your association, I have been called upon to hold to-day. The great honour of being called upon to preside over the annual deliberations of so important a body as the South Indian Teachers' Union is heightened by the fact that it is not due to a friendly gesture of an embarrassed Reception Committee, who are frequently forced to a sort of Dutch auction, and starting from the most eminent, end with the most easily available, of likely candidates for the chair. It is pleasant to feel I am here as the result of a deliberate choice by widely scattered constituencies, which have had before them a list of formidable, though involuntary, candidates. The non-personal aspect of the choice is also no less a matter for satisfaction. It is a welcome sign of the federal spirit of the times that a colleague from an Indian State should have been thus honoured, and an unmistakable proof that in the coming India there will be no barriers between the Provinces and the States.

FORMAL EDUCATION.

Education is a national enterprise, and educational organisation is generally considered as one of the weapons by

which society obtains continuity of tradition and culture. The day seems to be past, however, when formal education can be considered to be the whole of education, and Mr. Wells who seeks to put formal education in its proper place, makes the unkind remark that "people now-a-days have a habit of associating education with the class room, the professor, and the school master; but the professor and the school master are no more inseparable from education than the galley-slave and the mule are inseparable from transport. They are just the operators of one way of education. They are connected with education, but it is not an essential connection." He draws our attention to the fact with which we are all becoming familiar, that formal education is now-a-days supplemented, and even threatened with supplanting, by other powerful agencies of popular education,—the Press, the Radio, the Cinema, and the Theatre. We of the profession may well admit, as we have been doing all these years, that education is by no means confined to the class room or to the specific years during which the process is avowedly carried on, and yet venture the claim that formal education has perhaps also its own place in social economy. It is my purpose to-day to attempt to survey Indian Education in this chastened mood. No attempt will be made to claim for our work any monopoly of the har-

vest or even that the harvest has been plentiful. Vast changes are in the course of occurrence in our country,—political, economic and social—and it is worth while making an attempt to view the system as a whole and considering if it can be regarded as making a useful contribution to the transformation, and if the game is worth the candle.

CHANGES *versus* ECONOMY.

It is no doubt a formidable and an ambitious attempt, but there is nothing novel in seeking to place Education on the scale of values and estimating its social significance. Educational systems all the world over are being weighed to-day not only in the academical, but also in the financial balance, and found wanting. There is a change coming in Education, and we are entering upon a new age. Large changes are proposed both in the objectives of education as well as in its methods. New social and political problems have arisen, and education can no longer dwell in cloistered seclusion, but must come down from the mountain heights of academic isolation into the valley of realities. The nature of the changes in the objectives and methods contemplated is indicated, among others, by the comprehensive programme of the New Education Fellowship.

Unfortunately, financial limitations block the path. The world-wide malady of unbalanced budgets has naturally reduced the funds that can be placed at the disposal of educational authorities, and drastic retrenchment is the order of

the day. Lack of public funds makes economy inevitable, and "the greatest problem confronting the educators of to-day is to see that the childhood of this generation is not robbed of its right by lowering educational standards, reducing salary schedules and lessening the educational offering" (Sutton). As another writer has remarked, "We must invest in the intellectual and spiritual resources of youth. The children of this depression are not, by our neglect, to be the lost generation but are by our faith, to be the generation who will rebuild a fairer world" (Graham).

EDUCATION UNDER DISTRUST.

This no doubt sounds well, but it has to be admitted that the world has become somewhat critical of expenditure on education, and this is perhaps not altogether an unmixed evil. Instead of being merely accepted, and receiving crumbs of support from the table of a prosperous Treasury, we are forced to prove to a distressed world that expenditure on education is not a luxury to be safely indulged in during periods of prosperity, and to be reduced mercilessly when things go hard with public finance, but a vital necessity not only of civilized existence but even more a necessary support of the economic framework of society, whose maintenance in an unimpaired condition during these years of depression is vital, if a revival of prosperity is to take place. Our two masters, the bureaucracy in immediate control, and democracy ranging itself rapidly behind our immediate masters

have both to be convinced that expenditure on education is really an investment not only metaphorically, but as a matter of cold fact. As a writer has put it, "People have to be convinced that the basis of business is Education, the barometer of business is Culture, and the background of business is Knowledge." It is not enough to argue in a general way the cause for expenditure on education. Educationists have said that "education is the eternal debt of adulthood to youth" (Fisher), that "the purpose of education is giving the young people the fullest possible equipment of civilized ideas and civilized methods of thinking and behaviour" (Judd). It is also true that even practical men of affairs, like ex-President Hoover, have borne testimony to the value of education: "It is our biggest business. It is our only indispensable business. . . . If we were to suppress our educational system for a single generation, the equipment would decay and most of our people would die of starvation, and intellectually and spiritually we would slip back four thousand years in human progress." The case for national outlay on education has, however, to be less sentimental and more concrete. As has been said aptly, "In the long run, the test of any institution must be its usefulness as an instrument. If it claims to live a life of its own and to grow according to the laws of that life, it must be the more prepared to justify that claim by showing that its growth enables it to fulfil larger purposes in each new genera-

tion than would be possible if it had been nicely adapted from the first as an instrument for a narrowly defined object. This is the challenge which the whole educational system has now to meet," and in answer to the reluctance of educationists to face realistic criticism of this character, it is pointed out that "when we remember the amount of money from central and local funds expended upon public elementary education, we cannot deny the right of the tax-payer to enquire what he is receiving in return. It is useless for educationists to blind themselves to the fact that, generally speaking, the public elementary schools are not considered to be 'delivering the goods'." This is a sceptical age and well-established social institutions like Capitalism, Parliamentary Government and the Family, to mention a few, are all under the fire of merciless criticism, and educational systems can hardly either expect or claim to be exempt. Misgivings as to their social utility and as to the appropriateness of their objectives have been expressed even by those of the household. The curricula, methods of instruction, and even the objectives are being examined with a critical eye by distinguished educationists all the world over, and it has been pointed out that "education involved in the problems of unprecedented expansion has had scant opportunities to re-examine its old objectives. . . . In the flood of money and students that have poured into educational institutions in the past thirty

years the intellectual processes of administrators have been almost wholly directed to accommodating the students and spending the money. As long as both continued to roll in, we did not have to care very much what we did with them. Now that the flow of both is diminishing, we are wondering about our methods, our curriculum, our research work . . . The consequence has been all kinds of experiments, findings and surveys. They have revealed principally how little we know about what we are doing." One audacious critic has even ventured to ask, "Is education worth saving?"

CAUSES OF DISTRUST—APPARENT AND REAL.

It is not my purpose to examine the causes of these misgivings and doubts. It may be that they are only the expression of the eternal dislike of the school master by the child, which is repressed during the years of education, and comes to the surface when the child has grown into a citizen and is in a position to "pay back." It is also possible these misgivings are an indication of weariness and disillusionment on the part of the public, as "new" method after "new" method has been announced, heralding the long-awaited revolution in teaching, only to recede after a short spell of notoriety into the background, duly labelled as an exaggeration or even a caricature of one of the several methods that the great masters had indicated long before the modern innovators were born. Or, (uncomfortable thought!), is

the educational organization a convenient but unnecessary interposition—convenient for its practitioners and unnecessary for its victims—between the individual and the real world, where alone real education is possible? Has not Mr. Wells been anticipated in his depreciation of formal education by one greater than he, the immortal Sam Weller, senior?

"Beg your pardon, Sir," said Mr. Weller, senior, taking off his hat, "I hope you've no fault to find with Sammy, Sir?" "None whatever," said Mr. Pickwick. "Wery glad to hear it, Sir," said the old man; "I took a good deal o'pains with his eddication, Sir; let him run in the streets when he was wery young, and shift for his-self. It's the only way to make a boy sharp, Sir."

Again,

"I ought to ha' know'd better, I know," said Sam. "Ought to ha' know'd better!" repeated Mr. Weller, striking the table with his fist. "Ought to ha' know'd better! why, I know a young 'un as hasn't had half nor quarter your eddication—as hasn't slept about the markets, no, not six months—who'd ha' scorned to be let in, in such a way; scorned it, Sammy."

It is not necessary to dig so deep into the foundations. Two factors which were in operation even before the war have come to be of immense importance after it, and it is because the educational world has not come to terms with them that much of the present maladjustment and

discontent has arisen. One is that the full implications of mass education have been realized but recently. Educational opportunities were extended from the classes to the masses, but the need for diversity of courses to suit variations in individual capacities was not simultaneously realized, and the courses and the methods appropriate for the few were continued without a realization that radical changes were called for. Almost simultaneously, Industry has been undergoing great changes, and is no longer able to train recruits within its gates. A revolutionary recasting of the educational organization is called for, with a strong vocational basis at an appropriate stage in the general schools along with an adequate supply of vocational instruction as a follow-up. "The very existence of a nation, and indeed, the preservation of Western civilization may well depend on the training of the individual to follow a vocation suited to his capacities and fitted to the new conditions of society. That, at least, is the feeling which is forcing the problem of technical education into the foreground of educational policy in every country" (Lord Eustace Percy).

The other factor that has come to the front of the world stage is Internationalism. The tremendous changes in transport of men, things and news have brought the world together, and human interests and activities are overflowing national frontiers. The political framework as well as the prepossessions of men lag behind the imperative need for a world

organization, sustained by an international outlook on the part of all. As Mr. Wells has remarked, the old traditions remain strongly established, particularly in educational institutions. The result is fruitless attempts at Conferences to achieve international co-operation at a time when quickness of decision and action is vital. The need of the hour is a world-wide movement towards peace and co-operation. In Mr. Well's language, what is wanted is "a movement of men of ability and understanding towards world-wide concerted effort.....political, economic, and social service, that is free and unhampered by patriotic limitations." How dangerous a thing unregulated nationalism has become in the post-war world may be learnt from the suggestive lecture by Prof. Laski on "Nationalism and the Future of Civilization." It is a serious indictment of educational work in recent years that it has not helped to curb misguided nationalism and promote active consciousness of world citizenship.

INDIAN EDUCATION.

It is against this background of discontent, ferment, and efforts for reform in the wider educational world that I propose to examine the problem of the relation of the Indian educational system to the social economy of the land. No justification is needed for doing so. The educational system of India, as we have now, is an exotic, introduced into the land by the well-meaning Lord Macaulay and his co-workers among whom our own Ram Mohan Roy must be included,

and gradually acclimatized in the following years. The plant is bound, therefore, to have striking similarities to the type elsewhere. Indian institutions, social, political, economic and cultural, are all subject to world influences, and any reorganization and change in the country in any of these spheres can only be in the light of world factors and subject to their influence.

WASTAGE.

Let us ask ourselves whether the prevailing system of education in India does not present its own features for dissatisfaction, and call for reform and remedy. Two features of a formidable character spring to the eye, and comprehend all that can be said against the system of education in India: the first is the enormous wastage practically at all stages, and the other, the unfortunate unemployment of the successful output, even after the enormous wastage involved in the successive processes of production. Neither of these requires any special elaboration, but it may be as well to draw attention to a few well-known facts. The greatest wastage is perhaps in the Primary stage, and the Hartog Committee has collected the familiar data bearing out the fact that, on the assumption that at least four years of schooling are necessary for acquiring literacy, it is seen that not more than 20% of those who enter the I year Primary class complete the IV year course and can be accordingly considered literate. It may be added in passing that even this small contribution to literacy in the land

is diminished by the inevitable lapse into illiteracy for want of facilities in villages to keep up the habit of reading and writing, while the Royal Commission on Indian Agriculture has made the startling statement that "when calculations are made on the basis of information supplied by the census reports, it appears that the total number of pupils in recognized schools who pass through class IV is a little more than the normal loss due to death among literate males of 20 years of age and over," while in three provinces, it is even a little less. This, it must be admitted, calls for drastic and immediate remedy, because, quite apart from what primary education ought to be, the bare framework of culture and progress should be ensured by our educational system, if it claims to contribute to social progress and thereby to vindicate its claim to assistance from public funds.

The tale of wastage, rather of wasted effort, at the higher stages is not very different. The abolition of the public examination at the end of the eight-year course in most of the Provinces and in several of the Indian States makes it impossible to study the wastage at this stage though it concentrates it at the next higher stage, *viz.*, at the School Final examination. The experience of Mysore shows that not more than 40 to 45% of those who appear for the public examination at the end of the eight-year course, are declared fit for the High School course. The enormous failures at the School Final stage are notorious. Those who qualify for admission into the

Mysore University do not exceed 35% of those that appear for the public examination, and the percentage of passes at the Intermediate examination is again low, not more than 35%, while at the B. A. Degree examination about 50% pass at the first attempt. These figures are not very different from those in Madras or other parts of India, the only notable exception being Bengal, where, for various reasons, the percentage of successful candidates at the Matriculation examination is very high.

It is obvious that this successive sifting of pupils at every stage involves great waste of effort and time on the part of both the students and the teachers. The length of the several courses is automatically increased by a year a stage in most cases, and by two years in a large number of cases. Therefore, although a student is expected to complete his secondary education in eleven years after he has been admitted to the I year Primary class and obtain his first degree in fifteen years, the fact is that in a very large number of cases an additional three or four years must be postulated. The intellectual effort, the loss of funds, and, above all, the disheartening effect on the moral of the pupil, all these must be considered and weighed in the balance, when the merits of the Indian system of education are appraised. The system cannot possibly be intended for the average student, since it would be absurd to speak of a small group of less than 30% of the school population as constituting the average talent of the country.

UNEMPLOYMENT.

The other discomforting feature of our work is the fact that even when the ambitious youth has succeeded in climbing the academical heights, he finds, as the Hartog Committee have said, that they have now become somewhat barren. It is significant that whereas in other countries the problem of unemployment takes the form of lack of work for the artisan class and manual labourers generally, with us it is a case of "middle class" unemployment. It was remarked not long ago that "Year by year thousands emerge from the Elementary and Secondary Schools; the majority of these are anxious to be employed either as clerks or as teachers. It is the tendency of these to seek employment in the offices. If this tendency of the pupils of public schools is not curtailed, the time will come when the greatest evil of our present educational system will be the production and creation of social parasites. So large a class of academically trained in a population almost wholly agricultural in its basic industry and native wealth, cannot possibly find employment in the ordinary professions and Government offices without at the same time reducing the great mass of the people to a condition of exploitation. If dissatisfaction of the exploited classes does not arise, the discontent of the large academically educated class for which there is no reasonable support and no normal occupation will undoubtedly result." This was written of conditions in the Philippines, but the statement of facts and the apprehension

of a social danger are no less true of India. At the same time, it is a startling comment on the economic condition of the country that a comparatively small number of educated young men and women cannot be readily absorbed into ancillary occupations as they would be, if Agriculture, Industry and Trade were prosperous. The number of graduates and winners of higher degrees in 1930-31 was comparatively small :—

(1) Arts and Science	...	10,960
(2) Law	...	2,503
(3) Medicine	...	663
(4) Engineering	...	230
(5) Education	...	736
(6) Commerce	...	294
(7) Agriculture	...	166
Total	...	15,552

The number of successful candidates at the Intermediate Examination in Arts and Science was 13,800, while of those who completed the High School course successfully was 63,000. It is evident that of these two classes of educated youth, the majority would proceed to higher studies and it would be a generous estimate if we assumed that 40% did not continue their studies but sought to enter gainful occupations. Therefore, we have the significant fact that a population of 330 millions cannot readily find work of a soft-handed character for such a comparatively small number as 50,000 (in round numbers) per annum. Is it a case of over-education or under-economic development? Corresponding figures for persons who completed a course of

vocational training for occupations other than Law and Teaching are equally significant :—

(1) At Art Schools	...	649
(2) At Medical Schools	...	1,105
(3) At Engineering Schools	...	1,013
(4) At Technical and Industrial Schools	...	3,622
(5) At Commercial Schools	...	2,261
(6) At Agricultural Schools	...	178
(7) At other Schools	...	5,039
Total	...	13,867

FOREIGN MEDIUM OF INSTRUCTION.

These then are the glaring evils of the system, excessive wastage and wasted effort during the process of production, and unmarketability of the comparatively small output, to employ the language of industrial production. Their causes must be ascertained and suitable and prompt remedies suggested if the tax-payer is to get value for his money. The task calls for co-operative effort on the part of a body of experts and men of the world, and what I propose to say should be considered only as in the nature of tentative suggestions by one who has given some attention for a number of years to the study of economic problems and has been engaged latterly in educational administration, and has learnt, therefore, to realize the urgency of the problem of educational adjustment to economic change.

Take first of all the problem of wastage. Putting aside for the present the wastage at the Primary stage and the necessity

for devising measures for rapid promotion of literacy, I have no doubt whatever that the main cause of wasted effort in the subsequent stages is the prevailing practice of instruction through a foreign medium. It is not suggested that there are not other causes,—I have sat at the feet of a master who taught us to see “the one in many and the many in one”,—and I have no doubt that improvements in curricula, better staff, better equipment, and not least, more effort on the part of the students themselves, will all contribute to an appreciable reduction of the wastage, which, let us remind ourselves, is not here a case of pupils dropping off but of repeated and fruitless efforts to pass the examinations. It is a familiar fact that the largest percentage of failures is in English, and if the failures in other subjects are not so large, that is because examiners mark mainly for substance and treat lapses of grammar, etc., indulgently. It could not be otherwise, and happily the long controversy over the relative claims of English and the Vernacular as medium of instruction has terminated in favour of the latter, at any rate so far as the High Schools are concerned, and it is a question of time,—it is to be hoped, not of eternity,—before the change-over is made. Let me add, to prevent misunderstanding, that those of us who desire that instruction should be through the Vernaculars are not unmindful of the signal service English has rendered to the formation of Indian unity, nor do we ignore the fact that English will remain, at any rate for a generation to come, the federal

language of the country, while it will always remain the instrument of communication with the larger world of which India is becoming a more intimate part. We are agreeable to any reasonable safeguards for the efficient study of English as a compulsory second language. The plan of action is clear. Without further delay, we must vernacularise instruction in the High Schools, while taking all care that the study of English is effectively maintained, specially for those who desire to proceed to the University. The process will be facilitated and parental apprehensions allayed if the Universities will co-operate in this most important and inevitable reform by vernacularising instruction in some, at any rate, of the numerous optional subjects. That the subject bristles with difficulties, I am not anxious to deny. For example, vernacularization in the Universities raises the question of linguistic Universities, and vernacularization should not be used in the battle of rival vernaculars as a convenient weapon for the suppression of the mother-tongue of a minority by the majority, or what is still more objectionable, the suppression of the mother-tongues of the more numerous sections by a powerful minority enthroned in the seats of power.

ABSENCE OF DIVERSITY OF COURSES, AND THE UNIVERSITY COMPLEX.

We have seen that the provision for vocational training is altogether inadequate in India, while even the relatively small number of the successful products of our general schools and

colleges find difficulty in securing jobs. It seems an obvious inference that the unemployment is due to absence of facilities for vocational training. The position is not so simple, nor is it to be inferred that we have only to scatter with a profuse hand all sorts of vocational institutions throughout the length and breadth of the land, and a solution will have been found. This is a delusion, as pointed out by the Hartog Committee: "The extension of technical training, which is far more expensive than literary training, has been widely advocated. We fully sympathise with the desire to develop such technical training, though we feel bound to point out that the training of technical experts only creates more unemployed, unless there are industries to absorb them." The problem of vocational education is highly complex, and unless it is viewed against the background of an economic plan for the country, failure and disappointment are inevitable. Like other countries, India must survey her economic possibilities in their international setting, and devise an appropriate plan of development. It is only when this has been done that we can decide what kinds of vocational training, and how much of each, should be provided, and make an attempt to supply industry and trade, the kind and number of recruits required for their different branches and stages.

Therefore, the lack of opportunities for vocational training by itself can be an explanation not of the unemployment of the products of our schools and colleges,

which is due to inadequate development of the economic life of the country, as of wasted effort. Because our school programmes are not sufficiently diversified to serve the varying needs of different groups of pupils differing in interest and aptitudes, but force them all to march through a uniform course, a large number find themselves baffled and have to spend more years at schools and colleges than they need otherwise. It is both unsound and sonobish to label them as lacking in I. Q. It has been said that "the only ethical basis for social organization is that every individual should obtain the place in society which his native capacities justify in having, regardless of birth, wealth, or social position. The educational system should be so organized as to enable the individual at once to serve society and find his own best mode of life in accordance with his own abilities and interests." This ideal can be realized only when each individual is provided with that form of training which will enable him both to discover himself as well as serve the community. It is the task of the educational system to fit the training to the individual, avoid disharmony between the two, and thus eliminate wastage. Whether the trained individual will be able to find his appropriate niche in life depends entirely on the intimacy of contact of education with industry, and the ability and prescience with which the latter has planned for itself and formulated its personnel policy.

Therefore, speaking from the side of educational organization, one can say

that there is a lack of variety in the courses available in our institutions, while the bias of the single bookish course is all towards the University. "In the present system, all sections of the community, with their ambitions and aptitudes, have little, if any, choice of the type of school to which they will send their children. In fact, the present type of High and Middle Schools has established itself so strongly that other forms of education are opposed or mistrusted and there is a marked tendency to regard the passage from the lowest Primary class to the highest class of a High School as the normal procedure for every school. There is nothing corresponding to the exodus from many English Secondary Schools into practical life or into a Vocational institution." The Hartog Committee add that the main educational problem is "how to provide varied forms of training for life and employment, suitable for the large numbers of boys of varied attainments and circumstances in the Secondary Schools;" they might have added, to deviate them from the single path, strewn with intellectual wreckage, that leads to the University.

The problem of diversification of courses at the Secondary stage to suit varying aptitudes and capacities with appropriate vocational outlets thereafter is by no means peculiar to India, and is being faced by all Western countries and has been solved in several. Seeing that our educational system is a replica of the Western type, it is probable that

the changes and reforms made in the West will offer valuable guidance in our own task of reform. The main idea is to offer in the Secondary Schools, after a period of common instruction, parallel courses, some of which may be called bookish and the others realistic. The former are intended to prepare students for further studies in the University, while the latter including, as they do, courses like engineering practice and commercial practice, are intended to fit them for admission into post-secondary vocational institutions, which are known in Great Britain, for example, as Technical Colleges. It is at this stage a difficulty of considerable importance presents itself in India, though it cannot be said that it is altogether absent in other countries. Our educational system, as is notorious, has a University bias, and every student that passes through the High School expects to proceed to the University, and it is a matter for serious doubt if the provision of realistic courses, whose avowed purpose is to divert him from the University, will attract him. To my mind there is only one solution, and that is that the Universities should themselves provide post-Secondary Vocational courses, on the successful completion of which Diplomas will be given. In the case of affiliating Universities, institutions that prepare candidates for the Diplomas should receive University recognition as competent to prepare candidates for the purpose. Only then will it be possible to give the realistic courses the stamp of respectability and equal status with purely academical

courses. After a time there is no doubt that the market value of the Vocational courses, if they should be organized in co-ordination with industrial needs, will suffice to remove the badge of inferiority even without University recognition.

DEEPER CAUSES OF DISCONTENT.

Sometimes a note of deeper discontent is struck. Dissatisfaction is expressed not only because there is wastage or because our successful products cannot find situations. Our finished products are considered not to be what they should be. Sometimes the complaint is that our educated youth are growing to be godless, and the blame is laid at the door of the educational system which makes no provision for religious instruction. Others speak of "uneducated" graduates and deplore the narrow field of specialized study which is fashionable in the Universities. I have no desire to embark upon the treacherous waters of controversy regarding religious instruction, nor is it my purpose to consider whether our Universities are encouraging premature and undesirable specialization. It is, however, pertinent to enquire what kind of recruits to the great task of social progress we are letting loose upon the country after so much of agony and tears on our side and theirs. The question may be asked whether the young men and young women we send forth from our institutions are persons of character. Let me hasten to add that I do not intend by this phrase to enquire whether they keep the commandments and are able to look the policeman and the judge squarely in

the eye. The character one is thinking of is something positive, and its nature is indicated admirably by the following extract :— " Ordinarily we are not tempted, most of us, to commit the grosser outrages. More often we are tempted either to waste our lives in triviality or to live parasitically at the expense of those who do the good work of the world without adding our own. It makes all the difference what we keep foremost as the thing to be striven for. We can have our youth go through life with eyes open for every chance to grab what they can get, and without a thought of whether, wittingly or not, they are hurting other lives or neglecting their share of the collective business. We can, on the other hand, have them go through life scorning to live on such terms. We can train them from their earliest years to know in their hearts that the best way to square their accounts with life honourably is to do their full share in promoting the march of mankind upward." It has been said that the inability to feel moral indignation is perhaps the worst ailment against which the present educators have to contend. It must be confessed that in our country there is far too much placidity, indifference, and even callousness in regard to the glaring evils in society—to enumerate some of them, child-marriage, enforced widowhood, the slum problem, untouchability, the drink evil, and so on. There is no doubt the dead weight of ancient tradition and passive acceptance for years to contend against, but one looks in vain for a spirit of

'discontent shot with the colours of hope.' The world has never made any progress, it has been remarked, without a crop of honest and cheerful rebels, and the younger generation must make up its mind to be "unorthodox, and troublesome, and even disobedient to their elders." (Keynes) Troublesomeness and disobedience there are already perhaps in considerable measure in directions that do not always lead to social welfare, and one would fain wish that the spirit of social discontent and reform were more alive in the country than they can be said to be at the present time.

CARE OF THE BODY.

"In modern organized school education," says Sir Michael Sadler in his recent Metcalfe Memorial Lecture, summarising the views of D. H. Lawrence, "we over-specialise in training the mind and do not integrate at every point of education the training of the body and of the emotions with the training of the mental powers." This weighty observation may serve to introduce us to two serious lacks in the educational system of England but even more in that of our country. This expression of discontent may appear to be unreasonable when we consider the very great advance made in England in the last quarter of a century in respect of the care of the body, and the physical well-being of pupils in schools. The proverbial encouragement of games and sports in schools, well-organized school medical services, nursery schools, open air schools, and provision of meals for children in schools—

all these bear striking testimony to the great advance made in Great Britain in recent years. That those in authority are fully alive to the extreme importance of physical education may be illustrated by the remarks made recently at the opening of the College of Physical Training at Loughborough: "Physical education is education; it is not merely a physiological reaction. In controlling health, it controls everything, it controls our moral qualities of initiative and perseverance, and our spiritual qualities of loyalty and endurance. The central nervous system is as active in the gymnasium as in the class room. The health of the mind depends upon the health of the body. There is no antagonism, even no separation of process, but rather the most intimate of relationships between the culture of the mind and the culture of the body."

In our country we have yet to cover a great deal of ground. It is true that some attention is paid to games and sports in our schools and colleges, but these are looked upon as merely ornamental frills, necessary for exhibition on College and School Days, and neither the public nor those in authority seem to realize the national importance of adequate provision for the care of the body. Physical training, dietetics and medical inspection of pupils must all become integral features of educational organization. Ours is after all a poor country, and it is neither possible nor necessary that physical training should involve such expensive apparatus and equipment

as are to be seen in Western countries. There are a number of well-tested indigenous methods of physical culture like the Asanas, Suryanamaskar, and indigenous games, as well as several forms of physical training of foreign origin, any of which may be utilized to give the pupils in schools and colleges systematic physical education without large outlay on apparatus. Nothing has been so gratifying a feature of youthful life in recent years as the rise and progress of private gymnasiums and the enthusiasm with which large numbers of our students attend them. Let me also say in passing that more attention should be paid in hostels and other places of common feeding to correct food values. Cheapness of living is not the same thing as indifference to food values.

ARTS AND LEISURE.

A phrase that has come into considerable vogue in the last year or two is education for leisure. Not only have numerous articles and even several books been written on the subject, but this was considered a matter of sufficient importance to have a World Conference devoted all to itself. It is unhappily true that to the great majority the suggestion of leisure appears a mockery, their lives being crowded with drudgery. We are promised by recent developments in technology an early era of reduced hours of work and extended leisure, and we are told that the problem has already arisen of finding suitable occupation for the leisure hours of those who are comparatively free from grinding labour.

I quoted a little while ago from Sir Michael Sadler to the effect that emotions were taken little account of in our educational system, and one sign of this is that the Fine Arts play so small a part in the educational organization of most countries, at any rate of India, and certainly in the lives of the so-called educated classes in our country. Cultivation of music, painting, drama, and other fine arts as a main occupation in life must naturally be limited to a comparatively small group, but it is the right of all, not to say a duty, to cultivate a sense of beauty of form, sound, motion, and speech. In the case of most of us, our daily occupations, if not positively repugnant to our aptitudes, do not afford scope for the cultivation of our artistic sensibilities. It should therefore be an important function of educational organization to train the young in their charge to appreciation of beauty. Whether this is to be done by inclusion of appropriate subjects in formal discipline or whether the needs indicated can be adequately met by what are known as extra-curricular activities is a matter that I do not propose to discuss. It is sufficient for my purpose to draw attention to this important defect in our educational objectives and to express a hope that the gap will be filled by whatsoever devices may be considered adequate.

ILLITERACY.

It is rather a jump from the fine arts to illiteracy, the consideration of which I postponed when speaking earlier of the wastage in our educational work. The

problem of illiteracy is one that educationists, social reformers and political leaders have to face and co-operate in solving. Democracy is vitally interested in primary education, for it knows that political progress is hardly possible without literacy. The problem of literacy may also be considered as a problem of the country-side, of rural reconstruction. As the Hartog Committee have remarked, "The aim of every village school should include not merely the attainment of literacy, but the larger objective, *viz.*, the raising of the standard of village life in all its aspects. A well-attended school directly related to the surrounding conditions can do much towards training the younger generation in ways of hygiene, physical culture, improved sanitation, thrift and self-reliance. The school itself can also claim a leading and respected place in the village community by directly assisting, in however simple a manner, in the provision of simple medical relief, adult instruction, vernacular literature and attractive recreation." These observations indicate in unmistakable language the close connection between spread of literacy and rural development. If the national importance of literacy is so great, it is also unfortunately a fact that not only is the present provision for teaching the Three R's altogether inadequate, but, as I have pointed out already, the greater part of the expenditure is further thrown away. We are all familiar with the various palliatives and subsidiary measures of efficiency which have been indicated among others

by the Hartog Committee, but as they have observed, the fundamental need from which there is no escape is *compulsion*, and one has only to look at the figures of attendance in the higher classes in countries like England and the U. S. A. where the correspondence between the strength of the first year class and that, say for example, of the sixth year class is very close (in U. S. A. it is 974 against 1,000 in the first year class), to realize the inevitability of compulsion if the present wastage is to be eliminated and illiteracy eradicated in the country in the measurable future. Also, in the light of the comprehensive programme of work for the village school suggested above, it is important the four years of instruction are not spent merely in painfully spelling one's way through the primer and the copy book. It is essential that new methods of attaining literacy in far less time than now are created and utilized, so that the time set free may be devoted to other and vital elements of primary education. Opinion is not unanimous as to how the time and effort now spent on the acquisition of literacy can be reduced, but it is the belief of a good many that the project method enables children to combine mastery of the Three R's with a good deal that is real education, specially for the purpose of life in rural areas. The application of the project method means large expenditure on our schools and on the training of teachers to handle the method, but there is no escape from this necessity. Primary education, which is the birth-right of all, has to be

paid for, and its adequate provision must be considered one of the obligatory duties of the State and its needs a prior charge on public finance.

All this sounds very well, but what are the facts? We know only too painfully that Governments and popular bodies in our country are not in a position to meet even the present demands of primary education, let alone the needs of expansion. Competent authorities tell us that no great improvement in public finance may be expected during the next three or four years, even if we pin our faith to schemes of inflation so much in the air at present. A not altogether rash conjecture may be made that the present decade will not see any considerable augmentation of educational finance. If that be so, are we to be content with stagnation in this most vital department of national life? There is no escape from the position, unless some scheme of voluntary effort is set in motion. We know that large numbers of villages lack schools, while others would fain have more teachers. On the other side, there are large numbers of young men who are passing through high schools and colleges, who lack employment, and to many of them employment is a matter of bare existence. Cannot some organization bring the supply and demand together, and enable unemployed young men to live in villages teaching the young ones in return for payment in kind, which the villagers are more able to afford than payment in money? It is a very rough suggestion I have made,

which requires further consideration. To my mind there is no alternative between some such scheme, practically a reversion to the old type of the village school but under better conditions, and a callous acceptance of the impossibility of educating the village folk. India cannot wait.

EDUCATION OF WOMEN.

"We are definitely of opinion," remark the Hartog Committee, "that in the interest of the advance of Indian education as a whole, priority should now be given to the claims of girls' education in every scheme of education." They also remark elsewhere that "the middle and high classes of India have long suffered from the dualism of an educated manhood and an ignorant womanhood—a dualism that lowers the whole level of the home and domestic life and has its reaction on personal and national character." These are wise words, and the chastening influence educated women may exercise even on educated manhood is foreshadowed by the remarkable attitude of the All-India Women's Conference, which has repudiated communal electorates, and has supported the Sarada Act.

While there is general agreement that the education of girls should receive all support and far larger funds than hitherto, the objective is not equally a matter of general acceptance. Most men advocates of girls' education would have no hesitation in defining the

objective to be to fit girls for the home and the married life, and would repudiate the suggestion that girls should have equally available to them the educational facilities open to boys, so that they may not be debarred from equality of culture or equality of occupational opportunities. Happily, educated women have not left the matter in doubt, and claim for their sex equality of educational and occupational opportunities, from the pursuit of which they are not likely to be deflected by any specious suggestion that the home is their appointed sphere of duty, and study of domestic science their ordained preparation for it.

It is as well to clear our minds of cant on the subject. It serves no purpose and deceives no one if men attempt to narrow women's orbit of life, however cleverly masculine selfishness may be camouflaged. As in other countries, women of India will claim and succeed in obtaining equal opportunities for self-expression, which is not to be found in marriage alone. As in other spheres of conflict of vested interests and denied rights, it will save bitterness and strife if the position is forthwith accepted that women are entitled to education and entry into all or practically all occupations, on the same terms as men, the choice being left entirely to them.

PLACE OF DOMESTIC SCIENCE.

Whether they enter on gainful occupations or marry and settle down to a family life, it remains true that, with few exceptions, on women will devolve

the task of managing the home. For, not every woman on marriage will be able to enjoy home life without making the home, while most employed women will not be in a position to transfer the responsibility to others. Therefore even after we have accepted in full the claims of women to equality, it remains yet necessary for most women to receive *also* a training in the elements of home-making and home maintenance, which is, after all, what domestic science stands for. A woman may well be expected to clothe and feed her husband and children in good health and nurse them when ill, and generally supply an atmosphere of cleanliness and comfort. In other words, needle-work, cooking, nursing, and hygiene are the sort of things that appropriately come under domestic science for purposes of home-making. The amount of instruction in these subjects that is necessary for daily use in home life can be adequately given during the course of the secondary stage, specially if we include in the stage all the six forms. More advanced instruction of a professional character for teachers or for social workers will have to include subjects like Physics, Chemistry, Biology, and Principles of Education. For this purpose, as in Western countries, or as has been organized at the Lady Irwin College at Delhi, a self-contained course leading to a degree and extending over three years, will be necessary. It is important to keep the two objectives distinct in our minds, for there is a considerable amount of confusion of thought in most discussions on the subject.

EXAMINATIONS AND WASTAGE.

"It is possible to become highly educated," says Bertrand Russell, "without endangering health and spontaneity. But this is not possible while the tyranny of examinations and competition persists." This observation calls our attention to a very dangerous form of wastage that is not easily discerned. What unhealthy impress examinations leave on the minds of the youth may be readily realized when we recall the familiar examination dreams, in which, years after we have passed our quota of examinations, we experience the unpleasant sensation of sitting for them over again with a helpless sense of unpreparedness. That some method of testing the work done during the period of study and the proficiency attained in a subject is necessary, no one will deny, but whether formal examinations by means of question papers should begin so early and be so numerous, and whether the type of questions does not need a change are all matters that are yet the subject of controversy. Examinations are in the melting pot, and a radical transformation may be the outcome, thanks to the valuable work, among others, of Ballard and Valentine. An important question in this connection, to which I can only make a passing reference, is one that is vexing high school authorities all the world over: what should be the relation of the Universities to work in high schools? Is it desirable that by fixing standards for entrance to their courses they should practically

dominate the work of the high schools and narrow their objective to mere preparation for University courses? The answer is not easy, and those interested in the problem may well study the report on the School Certificate Examination published by the Board of Education. If the suggestions I have offered earlier in regard to the diversification of studies in the high schools and extension by Universities of their range of interest find favour, much of the difficulty, so far as we are concerned, will be eliminated, and high schools will have all the freedom to suit their curricula to aptitudes, while the Universities will not feel that their standards are sliding down. The undoubted fact of variation in talent and aptitude must receive recognition in courses and examinations, if wastage of effort, unhappiness, and consequent social loss are to be avoided.

AN ALL-INDIA ADVISORY ORGANIZATION.

Problems relating to examinations, vocational training, and a number of other subjects, all require systematic study and scientific research. It was suggested the other day that the need in Great Britain was for a Central Research Institute. The need in our own country is no less urgent, but I think we require an all-India organization with somewhat wider functions:

(i) It should act as an Information Bureau. For this purpose it should maintain a well-equipped and up-to-date

Library, and be prepared to answer enquiries.

(ii) It should organize, support, and co-ordinate research in the training departments of the Indian Universities.

(iii) It should help to co-ordinate the educational activities of the Provinces and the States, in particular help to prevent overlapping and duplication of work in regard to the expensive branch of vocational education.

(iv) It should offer a forum for discussion of educational problems by organizing annual Conferences, whose work would be carried on throughout the year by standing committees.

(v) It should aim at the formulation of an All-India Educational Plan and Policy, with which the work of the Provinces and the States would be brought into harmony.

A Central Educational Advisory Board was in existence for some years, but was 'axed' during the last spell of frenzied economy. Its revival has been recommended both by the Hartog Committee as well as by the Simon Commission, and the Government of India, some months ago, agreed to the revival as soon as financial conditions improved. That time is not yet come, but the creation of such a central body with the ampler functions I have suggested will be a measure of real economy in the long run, as by its activities wastes will be eliminated and efficiency of the existing educational institutions promoted.

FALLACY OF

In a recent issue of the *Society*, under the title of *The Payer's View of Science*, a writer deprecates the expenditure on buildings and equipment on the supreme value of the teacher's personality as far as it goes in teaching. "Passing on to a pair of imposing ing cascades of grand beneath an antique and through heavy staircase led up to a bronze busts of great the teachers greeted me and other gymnasia, the alumnus lunch-room, the medical assembly hall, the tea club rooms and the one door I looked perfectly appointed waffle iron; and caught a glimpse of theatre." He then a specialist in school the immense attention "They are especially several subjects. drawing rooms have easels, and usually to are covered with coral cupboards for each music room there are chairs instead of desks a victrola. Cork boxes the display of instruments, photographs

musicians, etc. The nature-study room is usually placed near the geography room with sometimes a conservatory adjoining both rooms. Both the nature-study and the geography rooms usually have tables and chairs rather than desks, and in the nature-study room there are also sand tables, an aquarium, plants, and often pets in cages." The writer goes on to say that if one were to seek the fundamental necessities of a school, it is doubtful if he would first visit a conservatory or a zoo, and insists that the basic elements in a school are "the teacher and a boy on a log. The log, the more commodious it is the better, as long as teacher and boy sit astride it. Unfortunately, there is reason to suspect that the log has swollen to such a size that its occupants have become mere ants crawling about in the shadow of a material phenomenon." He concludes by saying that it is high time for taxpayers in every community to ask whether their school funds are being sensibly apportioned between the tangible and intangible aspects of education. These long extracts will have served their purpose if they help to show that even in the U. S. A. there is a strong reaction against the over-emphasis on brick and mortar, and equipment, and the diminished importance of the human element.

THE TEACHER—HIS ROLE AND RIGHTS.

The teacher must always remain the central figure in a school or a college. As has been happily said, "it is not what he does that stamps the teacher; it is

what he is, and how full and rich is his understanding." We all know the story of the Oxford graduate, who said that he had learnt most from two teachers at the University, from Jowett who taught him nothing at all, and from Thomas Hill Green who tried to teach him things he could not understand. The ideal teacher has been described in noble language by Emerson: "He has too much imagination to exaggerate the importance of his own field of labour, but his enthusiasm for it is honest, and he has no regrets for the choice he made. He is disturbed when he cannot develop the potentialities of his students, and uneasy when they merely learn his subject without learning to like it. He has a soul as well as a head: he is a man as well as a teacher: he is as far as possible the incarnation of the truth he espouses." In spite of the usual gibes against the teacher, such as "Those who can, do, those who cannot, teach," or "Those whom God dislikes He makes teachers," the teacher has a very important role in social economy, and if the teaching profession is to perform its duties adequately and in tranquillity, there are certain essentials which the community must guarantee. To name the chief: The *first* is that the economic position of the teacher must be placed beyond anxiety and worry. It is true that the teaching profession can never offer the attractions in point of wealth, prestige, or influence that other callings do, but it should not be expected that only the unambitious, the ascetic, or the improvident will enter it. A *second* is that the administration should see that

the position of the teacher is consistent with self-respect and exercise of initiative. Inspection is a necessary evil, but inspectors should remember that uniformity in details of practice except in the mere routine of school management is not desirable even if it were attainable. On the other hand, teachers should realize that freedom implies a corresponding responsibility in its use. The *third* essential is that the public should realize the sacredness of the vocation of the teacher. It has been caustically said: "No vocation has received such lip service as that of the teacher. Orators at commencement of post-prandial addresses and authors of educational volumes emphasize his pre-eminence. He is referred to as the very core of the school or college. It is to him we look to inspire the students with fine ideals of life and to stimulate in them an admiration for things intellectual. His reward, however, is to be in the conspicuousness of work well done. One is reminded of Milton, the most praised and least read of our poets." *Lastly*, it is of supreme importance that the freedom of speech of the teacher should be maintained in all its integrity. This does not mean that a teacher must needs be a propagandist either for or against the existing order of things, or espouse any particular scheme of reform or change. The great aim of education is to train the young to think for themselves, and it is

important that the teacher who claims freedom of speech for himself should allow a similar liberty to his pupils, and encourage them to ask inconvenient questions even when he cannot answer them. In the eternal battle between stability and change, it is inevitable that each individual should have his own prepossessions, but the attitude of the teacher should not be one of blind conservatism or rash advocacy of change for the sake of change.

The social purpose of education and the formidable task of teachers cannot be better expressed than in the words of George Washington, with which this address may appropriately conclude: "The best means of forming a manly, virtuous, and happy people will be found in the right education of youth. Without this foundation, every other means, in my opinion, must fail. Knowledge is in every country the surest basis of public happiness. To the security of a free constitution it contributes in various ways—by teaching the people themselves to know, and to value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority; to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy but temperate vigilance against encroachments, with an inviolable respect to the laws."

PAPERS PRESENTED.

EXAMINATION REFORM AND THE DUTY OF THE TEACHER.

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IT is common knowledge that everyone concerned, the pupil, the teacher, the parent, the general public and even the Government, is dissatisfied with the present system of examinations, though not all for the same reason. But no one seems to have taken any very serious trouble to find out the root cause of this dissatisfaction and discover real remedies. This apathy may be excusable in the lay public. For the lay public in India, the object of education is, at present, fully vocational. The vocation is generally a clerkship. Here, a pass is more important than real education. Again communal struggle for the loaves and fishes of office makes getting through examinations, somehow or other, more important than real proficiency in any branch of knowledge. In this connection, it will be interesting to know what some people thought when the School Final System was first introduced in India. At that time I was a teacher in an European High School in Madras. One day, during the course of a conversation, the senior-most teacher in the school, an Anglo-Indian gentleman, asked me whether I knew the real cause of the introduction of the School Final System. I was one of those that were enthusiastic about the introduction of the School Final System and gave him the usual reasons, *i.e.*, it is unfair to test the pupils by a single final examination and all that kind of things. But he said, "No, no, you are too young to understand things. Let me let out a secret. The prime movers in the matter

are the Mylapore gentry. These vakils and officials have a large number of never-dowell sons and nephews and wherever they went, the invariable reply was whether they had at least passed the Matriculation Examination. And therefore the one object of the Mylapore gentry was to do away with examinations altogether and if they could not do that, the next best thing was to declare nobody to be a pass or a failure. In that case the appointments can be made to depend purely on influence." Well! That may be true or not. But I have no doubt that that is how the mind of the lay public works. And that is why, in the agitation, both in the press and on the platform, about these examinations, the cry has always been for more passes and not for any real efficiency. As soon as the percentage of passes is increased the public is quite satisfied. It does not matter what the boy is; it does not matter what he learns or what he is capable of learning; all that matters is that he must get a pass at the end of the prescribed number of years.

Again, this apathy of the public towards the improvement of examinations is also partly due to ignorance. Even the Calcutta University Commission, though they recognised many of the evils of the present system of examinations, were not in a position to suggest remedies that were anything more than mere patch work.

But this indifference towards examination reform is a failure of duty on the part of the

teacher. The teacher, when it affected his pocket, was ready enough to agitate and do away with the system of what is called the *Result-Grant*. We were ready enough to say that it was unfair to judge our work by the number of passes in the examinations. But we are quite prepared to judge the pupil by the same examination. If the examination is not a good thing to judge the teacher with, it cannot be a good thing to judge the pupil with. It will not do for us, teachers, to say that the examinations are a necessary evil. "Let us rather bear those ills we have than fly to others that we know not of." It is neglect of duty on the part of the teacher to leave the matter at that as so many of us do.

Examination is not an evil. Examinations as such, are neither good nor bad. They are as neutral as scientific truths. You can make a good use of science to save men and you can make a bad use of it to kill men. Exactly in the same way, you can make a good use of examinations to improve education and a bad use of the same for killing education as we do here. It is ignorance if not laziness or dishonesty, to talk of getting rid of examinations altogether.

By means of education, the teacher is expected to produce certain changes in the educated—changes in their knowledge, skills and attitudes. The only way of finding out whether the teacher has done his duty and really produced the required changes, is by examining the pupils. Though we may not go so far as the Chinese were supposed to have done, *i.e.*, to hang the teacher if his pupil committed murder, we, as teachers, cannot but accept the idea that our work should be judged by the article that we

produce. In order to assess the real value of the article it must be examined and tested.

Secondly, examination reform is important not only from an educational point of view but also from a social point of view. Tests and examinations form one of the three great unsolved problems of society. They are not new things. They are at least as old as organised society. The essence of organised society consists in a division of labour and in the division of labour efficiency requires that we should find out the fittest man for the particular piece of work and put him to do it. There is hard work to be done and hard men must do it; there is nice work to be done and nice men must do it; there is brain work to be done and brainy men must do it; how to select the required man for a definite purpose is the first problem. When selected how to reconcile him to the work and how to divide the products of labour thus gained are the two other unsolved problems of society. It is certainly one of the duties of the teacher to help in the solution of the great social problems, especially in the educating and selecting of the proper men for particular duties. But selection means examinations and tests.

Thirdly, these are days of democracy. "Equal opportunity and no favouritism" is the slogan. Therefore, how this selection could be done without a suspicion of nepotism or favouritism, is another problem which it is the teacher's duty to help in solving.

Lastly, when we ourselves come forward and say openly that we cannot teach any subject effectively, we cannot make the pupils interested in our teaching if the subject is not for the public examination, it cannot be said that both the teachers and the pupils do

not require the stimulation of an external examination to make them put forth their best efforts. Therefore, the only problem left is to find out whether the present system of examination really tests what we want to test accurately, reliably and economically and if it does not, 'how can we reform it?' We cannot abolish examinations and cut the Gordian Knot in that way.

EFFECT ON TEACHING.

The Government of India, in 1904, said: "Examinations as now understood are believed to have been unknown as an instrument of general education in Ancient India. In recent years their influence has been allowed to dominate the whole system of education in India that the teachers and pupils are tempted to concentrate their energies not so much upon genuine study as upon the questions likely to be set by the examiners."

The following are typical of the evidence given before the Calcutta University Commission.

"The teacher who can best coach and who can give notes most suitable for answering probable questions in the examination is considered to be the best teacher." "To get the largest number of passes is the only function of the teacher." "Good teaching is done at a risk" as it does not pay in the examination. We are not altogether devoid of professor examiners that would go even to the length of writing down the questions on the black board. The external question paper setter has not altogether got rid of the hunting for the notes of the members of the Board and the like. Manipulation of marks is not altogether unknown. The Examination Board should

fight the Chittore student, tooth and nail, in order to keep the valuation of his paper secret, does not enhance the reputation of the teacher or that of examinations.

Thus we see that, for a long time, both laymen and teachers have been suspecting that these examinations do not fulfil the purpose for which they were intended. The life career of too many of our High School and College products showed this. Only in recent years educationists began to study this question seriously. The result is disastrous to the present system of examinations. The defects are too many and too substantial to be ignored.

* * * *

Firstly, our present system of examinations is unfair from more than one point of view.

THE CHANCE ELEMENT.

Take the Matriculation or the School Final Examination. It is the first public examination that the candidate sits for. It is supposed to test the knowledge gained by him in his *eleven* years of schooling. A two hours and a half or a three hours' paper cannot possibly cover the whole field even in those subjects like the texts in English for which one year is allowed, let alone other subjects like Mathematics, which the boys were doing for the previous eleven years. This means whether a candidate is able to answer a particular question or not, is frequently a matter of chance. It has been found that a candidate who fails in one set of six questions may pass *creditably* in another set of six questions, both sets being framed by competent teachers. I know of a student who failed in the April Examination, and passed in the first class in September. Is it any

wonder that the result of almost every public examination is a source of disappointment to both the teachers and pupils. The element of chance is too great.

THE ROLE OF MEMORY.

The system is unfair from another point of view. In a written examination of the present type, it is next to impossible to distinguish between knowledge that is the result of capacity and understanding and knowledge that is the result of more or less rote memory. However much the examiners may frame their questions in order to avoid memorized answers, ingenious methods are invented by pupils and their coaches to defeat the object of the examiners.

When I was studying for my M.A. Examination I found in the proof of a Theorem on the Differential Equations I was not able to understand how a particular step was derived from the previous one. I referred the matter to my professor. He, in turn, referred me to a bigger treatise on the subject. It did not improve matters. A few days later I happened to meet the student who had just passed his M.A. Examination with credit. He was the prize-man of the year. I asked him about it. He said, "Oh! Yes. I myself had the same difficulty. I merely mugged it up. This may not be asked in the examination. But if it is asked you had also better write 'hence it follows, etc.' Nobody is going to question you about the how of it."

This is certainly not an unusual thing in preparing for an examination. You meet with any number of such instances. In fact that is the main complaint.....about our educational system. Memory is exalted to a supreme position. Hartog says: "One extremely successful candidate told me that having to pass examinations in English (which, although he is a British subject, is not his mother-

tongue) he learnt off by heart answers which he did not understand to questions which he recognised by catch-words and passed a series of examinations in this way. He assured me that his case was an extremely common one in his own part of the British Dominions. An Englishwoman who was first or second in each of the four subjects of a first year University course in Natural Science at one of the largest University Colleges in Great Britain a few years since, has also assured me that in Physics, in which she took the second place, she would have been quite incapable of explaining some of her own answers; and that her personal success gave her a rooted disbelief in the results of examinations as now conducted." You will get a number of such instances given in the report of the Calcutta University Commission.

Try howsoever, no examination of the type we are having, can separate a mere memorizer from a really capable candidate. In all our examinations it is the crammer that can and really tops the list. Poor indeed must be the stuff of which we are made, if we had not realised, by now, that our examination system gives the crammer an undue advantage over the more capable candidates who would not or could not cram. And recent investigations seem to show that what Binet called the great stimulator of intelligence, *i.e.*, memory, has not much in common with general ability (the 'G' of Spearman). No wonder therefore the life careers of many of our school products falsify the results of our examinations.

Again, under the present system, it is impossible to allow for the abnormal conditions of the candidates such as temporary indisposition.

These are the defects pertaining to the setting of the papers and the answering of the same. There is the third aspect of the

question. The answers have to be evaluated. Now we come to the marking system.

It is here that the essay type is most vulnerable. I am not concerned here with the carelessness and even the dishonesty of some of our examiners. Though we hear a good deal of these in an informal manner, the rules and regulations are such as to prevent anybody getting official information on such matters. Naturally, the authorities do not want the public to know the inefficient way in which the work is being done. In Madras, the Honours papers have to be valued by two examiners independently of each other. But, more often than not, I am told, the second examiner is made known of the marks given by the first examiner before the marks are sent in to the Chairman. The marks given by the two examiners are not preserved. They are not even sent to the University. But I happen to know that in one case for a history paper, one examiner gave 140 marks and the other 80 marks. Some correspondence took place between the two. The two could not agree. They could not even agree on a set of principles that might be used by a third person—say the Chairman of the Board—to see which of the two marks was nearer the fact. The inference is obvious. There are a number of such instances.

The University is unwilling to have their marking system tested. I offered to make an experiment and the University refused to give me the facilities for the same. We have yet to realise that for an Examining University, it is more desirable to get a name for impartiality and fair-play than to get a reputation for efficiency by failing a large percentage of candidates. But there are other parts of the world and other methods of investigation. The important point is that almost every investigation made on the matter goes to prove the utter unreliability of

the marks given under the present system. It is most unfortunate that many of our prominent men in the educational world refuse to recognise this fact.

As far as I know, the earliest investigators in this field were Starch and Elliot. 142 examiners valued an English paper, the marks varied from 64 to 98. For a second English paper, the marks varied from 50 to 98. When these results were published, the teachers began to cry that it was most unfair to take the English paper in which the judgment was most subjective; the mathematics and the science paper would give better results. At once similar investigations were made with regard to these papers. The results were worse. For a Geometry paper (118 examiners) the marks varied from 28 to 92 and for a History paper the marks varied from 43 to 90 (70 examiners).

These investigations so startled the educational world that numerous other investigations were made. All these only confirmed the results of Starch and Elliot. During these investigations a number of humorous incidents, all at the expense of the examiner, came to light. I shall mention only two.

In a certain University College, the same subject happened to be set for an essay in two different years. An essay which secured a mark of 80 in one year was copied by a student in the second year and handed in as his own. This time the mark given was 39. The first year, it was a first class essay, the second year it became a failure.

In some of the Western Universities the papers of the border-line candidates have to be valued by a number of examiners, five or six, before the final marks are awarded. One of these examiners wrote out for his own convenience what he considered to be a model answer paper. By some mischance

this paper was mixed with the others and sent to the other examiners. This model paper was valued by the others in a *bonafide* manner. The marks varied from 40 to 90. The examiner ran the risk of being failed by his own model answer. No wonder that most of our examiners refuse to give model answers.

I may be allowed to add that an experiment made by us in the Training College at Tiruvandrum confirmed, in every way, the results of Starch and Elliot.

The causes of this variation in the marks are very many. But if we do not consider some of the avoidable causes such as the haste with which the papers are valued and the temper in which the examiner was at the time, the causes of this variation fall under two heads :—

Examiners do not agree as to the relative value to be attached to each of the questions. We found that out of the 100 marks for the whole paper, the maximum fixed for one of the questions by the different examiners varied from four to fourteen and for another from two to ten. The important point is not that the range of variation was so great but the distribution was such that one is led to believe that the maxima given were not based on any principle but only the result of chance.

Secondly, examiners do not agree as to the merit to be attached to a particular answer. For one of the questions we found the same answer getting all the possible marks except zero from one to six. For another, we found that whereas four examiners thought that the answer deserved full marks, three thought that the answer deserved only zero. One of the main causes of this discrepancy is that different examiners consciously or unconsciously lay different

emphasis upon the different elements that go to make up the full answer. Knowledge of the subject matter, ability in composition, handwriting, spelling, neatness, etc., influence different examiners in different ways. A paper in history was scored 50 (60 less ten the maximum allowed to be deducted for misspelling). The paper was copied out without the spelling mistakes and was valued again. This time the marks were 70—0 for misspellings. The misspellings have influenced the examiner unconsciously more than it should. Another investigator found ability in composition weighed four times as much, in the final marks as knowledge of the subject matter. We very often do not know what exactly the final marks stand for. We may sometimes label a candidate as having failed in physics or history, but he might really have failed in composition or spelling. Under the circumstances, it is certainly amusing to see our educational fathers fighting over the question whether a candidate should pass in all the subjects separately or whether some of the subjects could be clubbed together.

These vagaries of marking are not due to the incompetence of the examiners but to the type of examination—the essay type. However detailed the Chief Examiners' instructions may be, it is impossible to do away altogether with the personal equation of the Assistant Examiners. And the Chief Examiners do not always agree.

This unreliability of our examinations affects our educational system in a very insidious way. It throws doubt on the integrity and the *bonafides* of our examiners. The result is a loss of faith in education itself.

The remedies suggested for this unsatisfactory state of affairs are of three kinds :—

One is, take into account the school or college records of the candidate before you

decide finally about his ability. This is based on the principle that the school record of a pupil, provided it is made by a competent and honest teacher and is the resultant of several entries, is a better index of the pupil's ability and attainments than any other record you can think of. But the difficulty here is that the standards in different schools and of different teachers are different. An external test becomes a necessity when you want to find out the relative merits of candidates coming from different schools or colleges. All the same it was one of the greatest blunders made by the Madras University that it abolished consideration of school marks altogether. It is not beyond the wisdom of the University to devise means for equalising standards in different schools. I hope you will excuse me when I say that the vast body of teachers in South India have taken it too coolly and it has not added to the dignity of the teaching profession.

The second remedy suggested is something very much like what our examining bodies are doing whenever there is a public agitation against 'the slaughter of the innocents.' It is to improve the nature of the questions and the mode of marking and finally to moderate the marks by using some standard distribution, so as to bring the percentage of passes to any desired extent.

The last suggestion is based on two assumptions. It is supposed that when there are a large number of candidates year after year both the ability and the attainments of the candidates remain, on the whole, constant. This is not an unreasonable assumption so far as the ability of the candidates are concerned, though you cannot say the same about their achievement. It is not necessary to

pursue this matter further as the second assumption on which this suggestion is made is not true. If according to the standard distribution, 60 per cent. of the candidates should pass, you have to choose the individuals in order to make up this number. The assumption made here is, though you cannot rely on the actual marks awarded, you can rely on the order of merit as disclosed by the marks. Experiments have shown that this assumption is not valid. Not long ago, in Mysore, I learn, an experimental study was made. Fifty teachers valued the essays of 23 pupils of Form Four and the results were classified in four divisions according to merit. It was found that 15 out of 23 had been placed in all the four classes and not a single essay had been placed in the same class, by all the 50 teachers. Further, all the 23 essays had been made to fail by at least three of the 50. When we cannot rely even on the ranking, there is no criterion by which we can choose the individuals that are to make the fixed percentage.

Secondly, it is certainly no encouragement to efficient teaching or study, for teachers and pupils to know beforehand that a fixed percentage would be made to pass though all of them may be fooling throughout the year.

The third remedy suggested is the introduction of the new type examinations.

The new type examination is the result of the attempts of teachers and educationists to get rid of the defects of the traditional essay type examination. I have pointed out that we do not know what exactly the marks got in the essay type examination actually stand for. Knowledge of subject matter, composition, spelling, grammar, neatness, intelligence or all or any number of these in an ill-organised

combination. All these are desirable abilities no doubt. Only we know nothing about the relative ability of two candidates in any one of the above mentioned powers though each might have got 50 as his score. Therefore the first thing the new examination does is to frame questions so as to test these abilities separately. Intelligence is separated from achievements. Achievements in different directions are tested separately. Subject matter is separated from composition, composition from spelling and so on.

Secondly, the new examiner gets over the sampling error and reduces the chance element by increasing the number of questions and decreasing the amount of writing. No piece of knowledge worth knowing in the subject according to the given syllabus is left out from the question paper. As each question could be answered by a word or a mark 200 to 300 questions can be answered in an hour or so. A two hours' paper can be made to cover practically the whole syllabus. Another incidental advantage in this is it defeats the crammer, whether he be regarded as one who stuffs facts into the child or as one who tries to anticipate the questions that will be set. As the questions practically cover the whole syllabus and the wording is different from that of the text-books, the only preparation that pays the candidate is a study of the whole syllabus.

Thirdly, the new examiner makes the marking 'fool-proof.' The questions are so framed as to admit of one and only one answer. To make the matter quite sure the examiner is told what that answer is. Nothing is left to his individual judgment. Any particular paper will get the same score whoever marks the paper and whenever it is marked.

Fourthly, the new examiner makes the examination a reliable one. By giving a large number of questions covering the whole of the syllabus, the chance element is practically got rid of. The new examiner by standardizing the questions makes sure that the questions are worth putting, the pieces of information asked for are not worthless pieces of lumber forgotten as soon as the examination is over, but living, useful knowledge that endures. Standardizing also ensures that the answers could be given only by one whose knowledge is the result of understanding and real power and not the result of mere rote memory. How these things are done is a matter that cannot be pressed into this paper. Suffice it to say that these things are being done and the new type examination bids fair to become a prominent factor in the measurement of abilities of candidates.

We must consider a plausible criticism against this type of questions. It is this. Consecutive and continuous thinking and the ability to make out a case and present a thesis are valuable qualities and the new type questions do not test these abilities. This criticism is not valid so far as the thinking portion is concerned. Questions can be framed and the new type examinations do contain questions that only consecutive, continuous and critical thinking can get the answer for, though the answer itself is only a word or a mark. To illustrate:—

Prove that the three angles of a triangle are together equal to two right angles is an old type question. The boy gives the proof. You give full marks. But are you sure the boy has thought and reasoned? We know a number of them merely mug up the proof.

But the new examiner asks the same question in a different way. He writes out

the proof but not in the words of the text-book. In so doing he leaves out important crucial words or phrases and asks the candidates to supply them or he introduces a fallacy in the middle and asks the candidate to detect the fallacy. Mere memory is of no use in answering this question. The candidate has to think consecutively, furiously and critically before he can detect the fallacy or find out the missing words or phrases.

"Enumerate the angle properties of a parallelogram" is a straight-forward old type question. A boy can answer it without much thinking, with the aid of his memory. But put the same question in the new form as, "complete each of the following statements by inserting the correct numbers :—If one of the angles of a parallelogram ABCD contains 40° , then either $\angle A = \dots^\circ$, $\angle B = \dots^\circ$, $\angle C = \dots^\circ$, and $\angle D = \dots^\circ$, or $\angle A = \dots^\circ$, $\angle B = \dots^\circ$, $\angle C = \dots^\circ$ and $\angle D = \dots^\circ$." You will at once see the latter requires more thinking than the former.

Similarly in every subject you can frame the new type questions in such a manner that a candidate will be confused and make a mess of the whole thing unless he is well prepared in the subject and is able to think cogently and well.

"Narrate the circumstances leading to the Second Afghan War and describe its chief incidents and results" is easier to answer than a set of new type questions on the same subject. Make a number of statements about the Afghan War and ask the candidate to mark them true or false. Confusion will be the result unless the pupil is well prepared in the subject. Thus we see that to say the new type questions do not test thinking, is absurd. In fact they test thinking much better than the old type. But here is some truth in the other criticism.

Composition, ability to make out a case and present a thesis, is not tested. The answer to this is twofold.

It is a mistake to think that each and every aspect of the results of education should be tested by an external examination. In fact some of the most important changes induced by education cannot be tested at all. For instance, we have not yet found a reliable measure for the changes in character brought about by education. That does not mean we do not attempt to develop character through education. Composition is one of such things. Experiments have shown "that a pupil's essays show a greater variation in merit than any other intellectual product." An essay written under examination conditions is very often different from the one written at leisure. To attempt to test such a thing by means of a single external examination is pure humbug. No honest teacher should be a party to it, but that does not mean we are not to cultivate that ability. Good educational practice demands that students must often be made to write out essays and the teacher must correct and value them. The testing of this ability is best done in schools and colleges by the teachers themselves. Again it is claimed by those who made experiments on the matter that the score obtained in the new type examination represents correctly the ability to write an essay or present a thesis. So it becomes unnecessary to examine this ability separately.

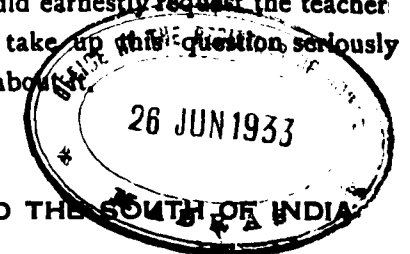
Secondly, if you are not satisfied with this position, you may have a separate test to test this ability, *i.e.*, composition. Do not make every paper a test in composition thereby training the candidates to use words to hide

their ignorance. Though standardizing is not easy here, there are standardized methods to improve the marking of essays.

The new type examinations are particularly useful as a test for entrance to the University courses of studies. Innate capacity of the candidates are best tested by means of intelligence tests. So far as the language ability is concerned, what the University requires or what it ought to require is the ability to follow intelligently the lectures on the subjects chosen and to read understandingly the books on the subject. Nobody has ever learnt anything by testing one thing when you wanted to test something else. The best way of testing these abilities is to make the candidate listen to a lecture for a short time, or to read a given passage and then make him answer a number of questions that could be easily answered by following the lecture or understanding the passage. This is an important form in the new type examinations.

Some of the more cautious of the educationists advocate the use of the new type examination as a kind of check on and a basis for standardizing school records. The school records standardized in this way and moderated by the results of one or two papers of the old type may be used to decide the merits of the candidates.

But nothing worth doing will be done unless the great body of teachers fully realise the defects of the present system and the consequent inefficiency in teaching. I am sure you will excuse me when I say that I do consider that the teaching in our schools is very inefficient indeed. I think one of the reasons for this is that teachers are made to coach pupils for this irrational and unreliable examination and are given no opportunity to teach. I would earnestly request the teachers as a body to take up this question seriously and agitate about it.



EDUCATION AS I SAW IT IN THE NORTH AND THE SOUTH OF INDIA

BY MR. BEHARI LAL, B.SC.,

Lahore.

It is one of the rarest privileges which I am destined to enjoy to-day. To be frank, I was never afforded the opportunity, or the occasion, in my official or private life, to address so illustrious and enlightened an audience as I see before me this morning in an unexpected, remote corner of India.

Yet I feel that our problems, our difficulties and disappointments, our conditions of work, and, above all, the guiding principles that lead us on to action are admittedly a common

factor, and, as such, bring us nearer. On the other hand, the geographical conditions of India that reflect themselves in our daily life, and so to speak, form a part and parcel of our being, separate us poles asunder.

Notwithstanding all these differences and so many others relating to our respective spheres of work, the child-nature, the character of our schools, their population, etc., I feel, and feel it with a touch of pride, that we are all *Indians*, and therefore, are

subject, in general, to the same system of education—for good or for evil—the same educational ideals, with the same objective to focus our attention on. This and this alone binds together the north and the south. So, I am here for exchange of ideas, for taking some of your bountiful gifts home, and for giving something to you, not as munificent gifts, but as humble tokens of our affection and regards for you, gentlemen of the south.

To sum up, I will sketch before you, in brief, our achievements, our shortcomings, and our aspirations; and make bold to compare and contrast them with those of yours.

We in the north have *not* succeeded so far in correlating our school courses to home conditions, and thereby fitting the boy or the girl for the real purpose in life, namely, that of making him or her a better citizen of the empire and therefore of the world at large. Nor have we equipped our students with the water of life upon which they could fall back upon in time of need. Of late "Education for its own sake" has *not* been our aim. In fact we have begun to recede from the holy temple of learning.

Our students attending colleges and schools generally lose sight of the fact that they have to return home for the amelioration of the masses, and the community as a whole. The village life does not suit them any more; and the urban centres do not lend them any scope for work or activities. The problem is fast increasing in difficulties and becoming more and more complex in nature. When the writer of this paper was at school he never realised that he would be called upon one day to add to, rather than mitigate, the evil. Day in and day out, he had to

teach, to manage, and to supervise work. This went on for years, until one morning, while out on a walk, he was roused to a sense of inner shame, diffidence, remorse and dogged pertinacity, call it obtinacy if you will. He had with the lapse of years become a part and parcel of a machinery that was responsible for lulling him to a false sense of security. With this perturbed state he was forced hurriedly to take a few morsels of food and run to a High School for inspection. What was it that made him so disconsolate? His chance meeting with a venerable-looking, hoary-headed peasant working hard by the roadside.

"How many sons have you, my dear friend, old man?"

"Three, sir."

His neighbour cried out "God has given him four sons, sir." The peasant persisted in sticking to the number three. On enquiry it transpired that the fourth son was a useless school-student and would not be included among the list of his sons who drudged from morning till night, sweated, slept, enjoyed, wept and thought with their good old father. The fourth, according to his estimation, was a spend-thrift, a good-for-nothing fellow, unmindful of his duties towards his parents or neighbours. He wanted all his wants to be provided for, ever ready to usurp the rights of the other three.

He went to the school, inspected the work there, pondered over the situation a little, wrote the log-book, slept and awoke again for another school for a similar inspection-raid. At the next school, boy after boy in the science classes wanted to become doctors. In a class of fifty some thirty were anxious to join the Medical School. Just imagine

thirty from one school, out of some 300 High Schools in the province.

Gentlemen, our best men are engaged in teaching work, or its allied branches. They are not free to evolve a system of education by which they could take stock of the boy and the girl and give him or her some educational gifts, or the best of gifts, namely, a gift to use gifts given to them by their teachers. Without equipping them with the gift of using gifts you nullify the effect of all good teaching, lecturing, your Dalton plan, the Project method etc. If the product manufactured by you is mis-shapen, twisted, crooked or hunchback, the fault is yours. If the prodigal does not want to return home and make rich amends for his faults and misgivings you cannot have any feasting or merriment, what with your Jubilee and Centenary celebrations.

We the northerners have often put our heads together but find ourselves in the midst of a vicious circle. Our students are not as economical, as thoughtful, as considerate, as happy individuals as yours perhaps. Ours pinch parents blue, suffer often from headaches, play the truant and try to prolong their life at school as much as they can. The fashions of the day, the engagements of the season do not leave them any time or energy for work.

What have you done, gentlemen, to mitigate the evil? We have failed, and failed hopelessly, to improve the individual entrusted to our care. We have undoubtedly improved our methods of teaching without evolving a new system of education to suit our needs.

"No change without educational revolution." But who is to bring it about? Certainly not the teacher, the headmaster, the D. E. O.

or the D. P. I. All of them are drifting headlong and recklessly to the edge of a precipice. They are not affected direct. It is for the parent or the student to stir, to raise a hue and cry as their future is dark. It would be in the fitness of things if the intelligentsia of the country organise parents' mass meetings, college and school students' gatherings to focus their attention on their future welfare.

Brethren, ours is a beneficent department, and we are styled noble workers in the cause of education. Search your hearts, review your work, judge yourself and see if you have acted nobly to fit a soul and a body with good of all kind. Under the influence of a teacher, inside a class-room, a boy is a prince, a leader, but no sooner he gets away from this influence than he is a mere pauper. What a change from a prince to a pauper! A tragic metamorphosis, that of the boy! Gentlemen, we of the University or of the school are silent spectators to this suicidal change. Let us pause, reflect and grow wiser. Perhaps a policy of halt will save us all from ruination and certain death. Our ancient ideals, professions, filial love, obedience to duty are at stake. Come and let us all join hands and work out a scheme that will prolong our existence and save us from the fatal day.

In the year 1920, when the north of India was passing through a political crisis certain charitably disposed gentlemen and ladies proposed that the old order of things should change and give place to a new one. We heaved a sigh of relief. There were some signs of life and action for a while; but without co-operation between community and community it died a natural death—na there was a retrograde motion for a time.

Stringent regulations and rules followed, and all hope for better things was lost.

Gentlemen, Swaraj of the future will be a gift from the teacher to the boy. Equip your schools with suitable curricula, give your students the right kind of books and teachers to work them out, Swarajya shall be at your door much sooner than you expect it otherwise.

Schools unsuited to the needs of a country can never give you happiness, prosperity, comfort, enjoyment, life and light which elsewhere are sure to follow in the train of education.

Therefore, as a corollary, such schools cannot produce healthy and contented citizens—the future generations of India—young men who can lead and march abreast of the times.

We in the Punjab have not been found wanting in our expenditure of money or men over our schools. The shoe pinches elsewhere.

Only a good school can lead to a good University. One is simply the outgrowth of the other.

A badly taught, ill-managed, or poorly organised school, is sure to give the country a bad college or a group of colleges forming a University. At least we have found it so in our part of the country. I do hope your experience here in the south is a happier one.

In the past we have been multiplying schools, therefore necessarily loosening our grip on the boys and girls entrusted to our care. One denomination has been trying to cut into or trespass upon the work of the other. Schools have sprung up faster than

the school-going population, or in other words, to use the language economics, of the demand has not justified the supply.

The writer of this paper knows from his personal experience that one single headmaster, with all his limitations, cannot effectively supervise (please mark my words) a very big school, say, a school with more than 500 scholars. Our best schools are small schools.

With the growth of these mushroom schools, we have been relaxing standards, our examination systems, our selection and production of books, and our classification of students. As a result of it our discipline has deteriorated considerably in the immediate past. D. P. I.'s and Ministers of Education and Inspectors have come and gone, but their one cry has been "decrease the cost of education per capita by increasing the roll, by adding more schools, by impoverishing the well-established institutions. Thus with the growth and upspringing of new schools and colleges, the older institutions, well worth the name, have been sapped to their very foundations; whereas, on the other hand, the new ones, in most cases, were either stifled to death or have been leading a staggering and precarious existence. What a sad spectacle! In our beloved province we cannot even name half a dozen good schools that come up to the standard of a Rugby, an Eton, a Harrow, or any other good public school in England.

The health of the boy has suffered in general and has formed the subject of many a discussion. Long school hours and an examination ridden system are our weak points. You, too, gentlemen are sailing in the same boat with us. Your boys are also

by no means as healthy as they used to be. Does it not mean that we are all weaklings? Let us, gentlemen, rise to the occasion and remedy the evil before it is too late in the day.

A few months ago I had the privilege of visiting a High School in your part of the country. I was told that the object of my visit on that clear morning was to see one of the premier schools of the locality. It was therefore with the utmost delight that I entered the school-gate. I tell you honestly I left it in a different mood. The following is a true description of what I saw:—The building was grand, the rooms were fairly well-lighted, the furniture and appliances were superb, and the location and the environment all that could be desired. So far so good; but the saddest of all spectacles were the main features of the school. I will repeat them.

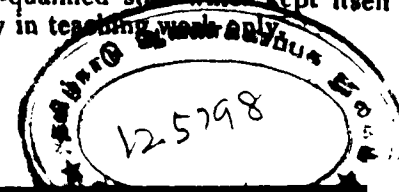
Its noisy character, almost half the number of boys in a class went without reading books, the teachers' tendency to dictate notes rather than teach, a bad hand, badly-spelt note-books, scribbled in pencil, and lost for ever as soon as the students left the school; nor was it all, the teachers handled the boys roughly and beat them. Mine was a privileged day. Gentlemen, you can easily have a bad school here as well as in the Punjab. We have many such schools—any number of them. We ourselves make them good or bad. A good building with all its paraphernalia does not necessarily constitute a good school. Now I will pick out an instance from the Punjab. I paid a surprise visit to a so-called good school; and an interesting conversation followed. The headmaster on being questioned as to what

were the distinguishing features of his school, replied: "Our pass percentage at the University is above the average; the Inspector of Schools is highly pleased with our work, the salaries of the teachers are regularly paid; and we generally equip the school with first-class University men, etc." "Surely this is not the true index of a school" I retorted, "Have you been putting the school stamp on your boy?"

"None does that here" was the quick reply. Have you got, in the south, some schools of which its old students are proud, and to which they readily and willingly flock—schools which have built up careers in life apart from University or departmental examinations, schools where your leading men can send their children? Have you some headmasters and teachers of the type of Dr. Arnold of Rugby, schools whose playing fields are similar to those of Eton and Harrow on which the battle of Waterloo was won? If you can single out such schools, well and good, otherwise my brotherly advice to you is go, make them report your action to the assembled house at some future conference. The sooner you carry the resolve into practice the better.

About a decade back I was put in charge of a school. It was a Government one. Before taking it over, they told me, the D. P. I. and his officer, that it was a flourishing school in every way. It took me about half an hour to catch the real sense of the words 'in every way'. For my practical purposes I will, for the interest of it, give you the salient points that were alleged to have formed its greatness:—

1. Big numbers: 1300 boys in the secondary classes.
2. A large unused games fund and boys' library deposits.
3. A well-qualified staff which kept itself busy in teaching work only.



4. Very few students coming from comparatively poorer homes, etc.

I listened patiently to what was communicated to me. I had to. On taking it over I discovered that the report was too true. It commanded an excellent site, a first class up-to-date building. I took pains (1) to decrease the number of its students to half their strength, (2) to spend those large bank-deposits on sporting-gear, playgrounds, juvenile literature, etc., (3) to throw open the school to students coming from all homes, (4) enlisting teachers' and parents' co-operation. Within a year's time, instead of one straggling, unwieldy school we had in that town three smoothly running schools thoroughly co-operating with one another. I was as happy as ever and so were my colleagues and officers.

Gentlemen, we ought to insist that a headmaster ought to know his boys. Happily in the Punjab, the co-operation between the teacher and the headmaster, or the parent is steadily gaining ground. I wish both you and ourselves in the Punjab were to give our best thought to the physical education of our boys. In recent years in the Punjab they have been very eager to put the schools on the recognition list; and this policy gave us some poorly staffed and poorly equipped schools, without playgrounds, science laboratories, etc.

It is very difficult in these days of communal tension to strike such schools off the list. Nobody in the Punjab is for removing bad schools from the list. In my twenty-eight years' educational experience as a headmaster, and then, as an Inspector of Schools, I do not recall a single instance where a school was struck off the list or penalised in that way. It does not follow that the Punjab is a land of the angels. But the fact is a sad commentary on the working of our department. We have

been the greatest sinners in this respect, I mean, that of allowing bad schools to continue. They have been a great drain on our resources, and besides they must have served as sure and speedy means of ruining many a young and precious career.

Elementary Education, or, to use our own phraseology, Primary Education, is another fit topic for me to dwell on. 1922-27 has been termed the period of expansion of Primary Education in the Punjab. Sir George Anderson's era was characterised by a rapid expansion of Primary Education. As soon as he disappeared from the scene, the primary schools met a hard fate, their numbers dwindled, many were closed down for good. Many Training Schools were abolished with one stroke of the pen. The less said about it the better. This whole policy has been subjected to the wildest and severest criticism and much can be said on either side. But one thing I am sure of, our percentage for literacy has not risen very high; the expenditure of money has not been commensurate with the increase of literacy.

The scheme had its own defects. To begin with it did not include as its necessary adjunct a suitable village-school course acceptable to the parents and the boys and girls.

Here I would like to sound a note of warning. Please do not aim at any expansion whatsoever without giving the boy and the parent his due share. Let the boy and his parent's vocation and village-conditions form the central pivot of your scheme. Take the parent into your confidence and work through him upwards. Never try to work from high on. Books with a rural meaning and bias should be put into the hands of the village boy who forms the bulk of the population here as well as in the north. We in the Punjab have just fixed upon the middle school curriculum after a couple of years' hard work at it.

It inaugurates a phenomenal change and the committee of experts assure us that it is going to benefit the boy. It is supposed to coordinate and correlate so many subjects and conditions. New books shall have to be prepared and new wine shall have to be put in old bottles.

In the course of our conversation, not long ago, one of the highly-placed officials of your Education Department gave me to understand in unmistakable terms that your province too was anxious to fit its vernacular schools with a more intensive course. I congratulated my friend on his resolve and wished him god-speed.

Our province is known all over the educational world for its games, athletics and so many other out-door activities, such as scouting, Red-Cross work, school supply and co-operative societies. Let me assure you that we try to keep the boy busy, but he, in his turn, tries to get out of control. Instead of his running after his teachers for his lesson the latter is often seen running after him trying to catch hold of him and teach him. You are working the other way, I gather. Of boys' hobbies we have hardly any, you may call games his hobbies.

In recent years several proposals have been discussed and dropped regarding the stage at which the study of English should come in. I learnt English after completing three years of my primary school course, my children after completing their four years of primary school course, and only a few months back they seriously considered to defer English teaching until the end of the sixth year of the vernacular course. What a wonderful land of experiments our Punjab is!

Before concluding I beseech you, gentlemen, to do three things among others, namely :—

1. Not to be too ambitious in your resolves, programmes for the year, etc. My personal experience has brought home to me the sad truth that one or two things done between one sitting and the next year's sitting carry us farther at the end of five years rather than discussing two dozens or more things every year and then keep on repeating the same from year to year for an endless length of time.

2. Let us aim at practical issues in solving the problem of 'true education' coupled with that of 'winning bread' as they are not two separate things. In other words, qualify your present system of education with certain saving clauses that have a pointed and speedy reference to technical, agricultural pursuits, etc.

3. Let us give the parent and his son a larger responsibility in their development and shaping of their future destinies in these days of keen competition. By right they need be consulted every minute and at every turn of event.

I must, gentlemen and ladies, thank you all for giving me a patient hearing. I have had my say and it is up to you to act. My cordial thanks are due to you, sirs, officers and members of the Reception Committee and the President, my old friend, Mr. Subba Rao, for your kindly putting me on the programme. I am sure with your guidance, sir, our deliberations will not end in theory alone. We are hopeful of success in the living domain of practice and practical issues. God be with us all!

system, in spite of our having tinkered with it here and there, yet remains as rigid as ever, a veritable bed of Procrustes to the size of which the limbs of our youth have to be forcibly extended or ruthlessly amputated. After a prodigal waste of educational effort in trying to force a uniform system upon all pupils, our western brothers are trying to grade, instruct and promote children from class to class, on the basis of their varied abilities and tastes, by formulating a multiple and flexible course of studies. We are a long way from it yet. But extra-mural activities carefully planned and wisely directed provide a substitute in the interval. Hence the great value and importance we attach to such activities in our school. They help the teachers to discover the special talents and aptitudes of each pupil. The little David that is inside our pocket serves this purpose also. The class-master takes care to note them down in his note-book. He can, at any time, spot out the sportsmen, the singers, the orators and the budding artists in his class. Such knowledge on his part makes him hesitate to hold up a boy to ridicule, simply because he is bad at his lessons, for he has some compensating merit to his advantage which the mere book-worm cannot lay claim to. The boy, on his part, tries to get rid of the inferiority complex and has the satisfaction that, in the eye of his class master, he is worth something after all. As Dr. William Burnham says, "The teacher's business is to see to it that every child at some time and in some way achieves a marked success." In the absence of a more elastic and flexible system of secondary education, extra-mural activities must fill in the gap to realise this aim.

The pocket note-book, it will be thus seen, is a great aid to the individual study of pupils.

It is not, however, to be worshipped as a fetish. It is not an end in itself, but only a means to an end. A born teacher can get himself into touch with every one of his boys with a perfectly blank note-book in his pocket. It is not necessary in his case. An incompetent teacher can produce a fictitious record by filling up every page without having made any serious effort to study his boys. The note-book, in his case, is only a ruse to hoodwink the headmaster or the parent. Yet another point. The amount of individual attention is bound to vary from pupil to pupil and there are bound to be an appreciable number of boys, who, on account of their steady progress and character, need very little attention. Consequently there is no need to fill in the pages allotted to them. If these things are borne in mind and the average teacher makes an honest effort to study his pupils, he will find the pocket note-book extremely useful as we have found it to be by experience.

The pocket note-book is of course in the custody of the class-master. It is his personal diary of reference as regards the details of his individual study of his pupils. The results of his study are made available to parents through periodical reports, four times in the course of the school year. These reports, by the very nature of the case, lay stress on the progress that pupils have made in their studies, because parents are keen on their boys passing examinations and the teachers are bound to satisfy their paymasters. But the reports draw the attention of the parents to other aspects that need stress,—it may be the ill-health of a boy in a particular case, defects in behaviour in another, lack of interest in recreative activities in a third, an excessive self-centredness in a fourth,

and so on. Several of our schools issue such reports, but they can easily be developed into a matter of routine, dry, bald and colourless. These reports must not be wooden, but human documents. Every attempt is therefore made to see that they bear upon them the impress of the class-master's personal study. The Progress Sheet has a separate column for the headmaster. There is not a single pupil of the school whom our headmaster does not know. He knows almost every parent or guardian and with the love of the *pater familias*, he keeps a keen and vigilant watch over the career of his individual charges. He records in the column allotted to him, in his own hand, in red ink, his opinions and impressions regarding each pupil and sometimes his verdict differs from that of the class-master. The work is arduous and entails on him a dozen times the labour which each individual class-master takes, but is most cheerfully undertaken by him as the work is exceedingly to his liking. He is particularly keen when he sends out the first report. He avails himself of the opportunity to request an appreciable number of parents and guardians to interview him personally. Most of them respond to his invitation and, for nearly two weeks after the issue of the Report, he has callers from early morning till late in the night. The class-master is called in during the interview if he is available or free. If not, the headmaster himself has a heart-to-heart talk with each parent which, in almost every case, has proved highly useful to the boy concerned. Often the parent finds some other time to see the class-master and have a further useful talk with him as to the best way in which his boy can be helped.

Individual attention cannot be complete without the teacher having a first-hand

knowledge of the home conditions of his boys. There is an aphorism of the teaching profession in England which says that 'Boys are always right, masters sometimes, but parents never.' The logic of it is not quite obvious and, if the first part of it were true, then schools would have no legs to stand upon. The aphorism, however, shows that a feeling of hostility prevails between the school and the home which is good for neither. The relations, however, are more cordial in our country. But teachers generally hesitate to take the first step in bringing the home and the school into fruitful contact. We have established a convention in our school which makes it obligatory on the part of every class-master to pay at least two visits to the home of each pupil during the year and, in several cases, we have exceeded the minimum. A first class opportunity presents itself for the class-master to go to the home of the pupil, when the latter falls ill. When the parent sees the boy's teacher coming to his house, sitting by the bed-side of the lad and making enquiries, he is deeply touched by the kind act and the school that sends the master on this beneficent errand finds a place in his heart. Our experiences in this direction have been of the happiest. It will be evident from what has been stated in this brief sketch that a concerted effort on a definite plan is being made to bring the pupil into living contact with the teacher. The class-master of course studies his class boys intimately, but he is able to contact a wider circle of scholars as he takes an active part in the extra-mural work of the school which brings him into relationship with other boys that are not under his class jurisdiction. This cross division brings pupils of one class into contact with pupils of other classes in some

INDIVIDUAL ATTENTION TO PUPILS IN SCHOOLS.

EXPERIMENT AT THE HINDU THEOLOGICAL HIGH SCHOOL, MADRAS.

BY MR. T. S. SUBRAMANIA AIYER, B.A., L.T.

THE degree of 'Individual Attention' which a school bestows upon its pupils is the measure of its public usefulness. The school is not a market place where teachers sell knowledge to pupils according to a scheduled rate. It is an extension of the home, and pupils must come to regard it as their second home. It is a well-knit, compact and homogeneous community governed by rules and regulations designed for the effective and all-round training of its pupils. Every pupil who seeks his entrance into it is a member thereof during the period of his stay, be it long or short. The teachers stand to him in the position of parents, not only in name but also in reality. It is not only their duty to impart instruction to him, but also try to help him to fit into his place in the community, so that he may realise and discharge the duties and obligations that appertain to him in the school economy. It is an onerous responsibility that teachers have thus to discharge and that they can do only by obtaining an insight into the nature and the character of the individual pupil, his aptitudes, tendencies and tastes and the home influences that play upon him. Educational ideals, objectives and methods have changed in the past and will doubtless undergo transformations in the future. But in one fundamental respect, education has not changed nor is likely to change, namely, in the emphasis that it lays upon the vital relation that should subsist between the teacher and the pupil. "The very meaning of education," wrote Sydney Smith, a long while ago, "seems to us, that the

old should teach the young and the wise direct the weak ; that a man who professes to instruct should get among his pupils, gain their affections, form their inclinations and aversions." These wise words are of universal validity and applicable for all time. They are only an English rendering of the relation between the pupil and the teacher implied in the idea of the Gurukula. It is only schools that fulfil this essential function of education that can train boys for right living and useful citizenship.

The idea formulated in the foregoing paragraph is an obvious truism and almost the first axiom of pedagogics. But it is one of the recurring paradoxes of life that the simpler and more elemental a truth is, the more is it neglected in actual practice ; and it is a lamentable fact that, in spite of the advance we have made in the direction of improving and perfecting the technique of our teaching, we have not made any systematic effort to tackle the problem of the individual pupil. We examine him periodically and pass verdict. We enforce on him the discipline of the school. These functions, it is incumbent upon us to discharge. But our duties do not end there. It is not enough to fix a pupil's place on a measuring scale of intelligence or character and label him competent or incompetent, good or bad, patting him on his back if he comes up to the mark and sending him to perdition if he fails to reach it. What is of more moment is to understand the needs and requirements of each pupil and to try to push him from his place further up in the scale.

The critic asks, "It all looks quite well on paper. How can our schools tackle the problem? They are day schools, not residential ones. Teachers have to manage unwieldy classes to get through a heavy curriculum. There is besides the Examination Moloch who needs to be constantly propitiated." The difficulties mentioned are true. But it is well to bear in mind that no progress has been achieved in any direction by contemplating upon the difficulties that lie on the pathway and no reform is worth having if all the obstacles are removed and if you have only to drive your coach over a smooth road. Obstacles are intended to be overcome, and our experience during the last five years has shown us that they can be overcome. It has been possible for us during this period, in spite of the handicaps that beset us to pay a tangible measure of individual attention to the pupils, which has been attended with exceedingly good results.

It is proposed to indicate briefly in this paper the steps that we have taken to organise the work in regard to the matter of paying individual attention. The class-master is the centre and pivot of the system. It is his duty to acquaint himself with the home conditions of his boys, to note carefully from day to day, the reactions of each pupil to the intellectual and moral environment of the school and to discover and to note the special talents of each. To facilitate his work, he is supplied, at the beginning of the school year, with a pocket note-book. This book, in the first place, serves him as a register of information regarding his pupils. Immediately after the classes are formed, the first thing that the class-master does is to take down, in his hand, the names and the addresses of the pupils in his charge with relevant particulars

regarding their parents or guardians. This takes him a week at the most. By this time he acquaints himself with details as regards the home conditions of his boys. He now knows the well-to-do, the middle class and the poor pupils. He further knows who live with their parents and who are under the care of guardians. He knows also the fatherless lads, the motherless boys and that most unfortunate lot, the orphans. These may seem small things, but they go a long way to help the teacher in his understanding each individual boy, his special needs and requirements. School-masters, more than any other, must remember the old adage, "Despise not the day of small things."

Two pages in the pocket note-book are devoted to the chronicling, from time to time, of the progress each pupil makes in the course of the year. The record of his impressions has necessarily to be brief, but they embody the results of his observation carried on from day to day. Whether a boy is punctual or unpunctual, industrious or lazy, intelligent or stupid, tidy or untidy, decorous or indecent in behaviour, all these are recorded in the diary and any improvement or falling off in any direction is also noted. These entries help the class-master to study the reactions of the pupils to the school environment and enable him to have a useful talk with any parent when it is felt necessary in the interests of the boy. It has often resulted in the teacher being able to diagnose the case of maladjustment and to prescribe the suitable remedy to set it right.

A good deal of the individual study of pupils that we have to carry on must necessarily deal with the nature of the response which the pupil makes to the system under which he is brought up. Our educational

branch of extra-mural work and keeps sectional rivalry within healthy bounds, by forging new ties. Every boy feels that his teacher is not only *in loco parentis* to him, but is also his friend, philosopher and guide. Often the needy boy, who is not able to pay his fees, goes to his class-master who helps him or finds help for him. The backward pupil goes to the teacher for tutorial help, after or before the regular class hours and gets it for the mere asking. Cases of grave delinquency have been invariably handled not by the rule of thumb, but in a spirit of sympathy and understanding, without violating the essentials of school discipline. Thus several boys have been reclaimed who otherwise would have suffered irretrievably. In such an atmosphere of sympathy and understanding, it is easy to secure the co-operation of the pupils in the common work of the school, for they are able to understand that the school serves the individual welfare of each of them and that their individual purposes can only find satisfaction in the fulfilment of the common purpose of the school. Such co-operation between the pupils and the teachers has enabled us to develop the community life of the school and to prepare our boys for the citizenship of the wider community which they will enter at the end of their scholastic career. It comes most naturally to them under such conditions to love and honour the school and the teachers; and a touching exhibition of their bubbling love for their *alma mater* was given by the outgoing pupils of the VI Form the other day when they got up a function without the knowledge of the teachers and invited them to attend it. They offered flowers, fruits and pansupari to the teachers who had been shepherding them all along, and pupil after

pupil from the fulness of his heart spoke words of warm gratitude.

The collateral result so far as the instructional side of the work goes, has been decidedly to the advantage of the pupils. An understanding of their psychology has enabled us to render them more effective teaching aid than before and parents have had every reason to feel satisfied at the good results we have been able to secure both in the class and in the public examination.

We are quite aware that we have only touched the fringe of the problem. Individual attention goes to the core of education. The school occupies a position of vantage in moulding the character of the pupil. The teacher, though he plays the parent to the pupil, is in a detached position to play also the role of the impartial observer, which it is impossible for the parent to assume. It is open to him to study the causes that lie at the root of the pupil's behaviour and conduct, not only within the class-room but also outside it, and to try to utilise every factor that helps him to bring about wholesome conditions and to remove those that block progress. Our educational magazines in recent years have devoted considerable space to the study of what are known as problem children in western countries where educational enthusiasts stint neither time nor money in going to the root of the matter by studying each individual case with commendable assiduity and devotion. But they seem to lay far more stress on physical, psychological and psychiatric factors than on the supreme factor in education, namely, the personality of the teacher. It is upto our schools to release the moral and spiritual forces that lie embedded in the souls of the

members of the teaching profession for the betterment of their *alumni*. The headmasters of our secondary schools hold the key position in the matter. It lies with them to give the needed momentum. Our school has been exceptionally fortunate in this respect in recent years. It has had during the last quinquennium the advantage of the inspiring and wise leadership of its good and esteemed head. He has infected his colleagues with his own enthusiasm for work and passion for the evolution of a new order. The school has therefore been able to progress in several useful directions. There is ample scope even within the ambit of the present system to bring out changes silently so as to transform it gradually into an effective instrument of national education. Such reform must be many-sided and is rendered easier, if, under proper leadership, each school specialises in

particular branches. The intellectual and moral resources of the members of the profession need to be pooled and husbanded so as to enable them to render the maximum of educational training to the younger generation and thus earn their undying gratitude and respect which is more precious than pay, prospects and promotion. The platform of the Provincial Educational Conference is the proper place where possibilities of reform in specific directions may be explored and experiments conducted by individual schools can be made known and discussed in a constructive spirit in an atmosphere of friendliness and sympathetic understanding, so that they maybe improved or altered or amended by the united wisdom of the members of our profession. It is with that aim in view that this paper is submitted in all humility and in a chastened spirit for the consideration of the Conference.

THE PLACE OF MUSIC IN THE SCHOOL CURRICULUM.

BY MR. A. V. NATESA AIYAR.

Trichy.

LAST year when I received the Agenda for the Educational Conference at Madura, I was surprised to find there was no place in it for "Music as a Subject for Instruction in Schools." When I met Mr. Saranatha Aiyangar, the Chairman of the Reception Committee, this year, I expressed the same surprise and he immediately took up the challenge by asking me to read a paper on "The Place of Music in the Secondary School Curriculum." Although in sympathy with it, I was unprepared to read a paper on it, and suggested some other names. But Mr. Saranatha Aiyangar, an enthusiast as he is, dubbed me an enthusiast and wanted me

to do the job however imperfectly I may do it. Hence my presence here in your midst to-day. Any one of us can easily understand a propaganda for organised music education for girls and for more music performances to relieve the tedium and worry of our daily life, but to come forward championing the cause of music for boys as an integral part of the education and to make them attempt to learn music as we make them learn the Three R's, may appear to be an uncanny suggestion. My task has been rendered easy through the efforts of Mr. Satyamurti and his friends who have been able to carry through the proposal to have a Diploma Course in Music in our University.

In the Western world music forms part of the ordinary equipment of any gentleman or gentlewoman. Music is taught in every school in the West and there is no house without a piano. Not that we lag behind by introducing the drab gramophone and drone harmonium in our households, but we are nowhere near realising that ideal of Western education towards bringing the mental, physical and emotional faculties in perfect tune with one another and with the harmony of nature. That music has much to do with emotions is a fact universally recognised. Unless the head and the heart are cultivated equally, and respond to each other, the resultant product would be either an intellectual automaton incapable of responding to finer feelings or a sentimentalist swayed by impulses and unable to appreciate the soundness of an argument.

It is not intended that the instruction in music that should be imparted in our schools should be of such a character as to turn pupils into good musicians but that they should all of them learn to appreciate good music and cultivate a taste for it. All of you may be aware of Shakespeare's lines regarding the "man that hath no music in himself." I therefore content myself with quoting only the following extract from Plato :—

"Education in music is of the greatest importance because, by that, the measure and harmony enter in the straightest manner into the inward path of the soul, and most properly affected, (mark here) making every one decent if he is properly educated, and the reverse if he is not."

No other illustration of this truth is necessary, except the fact that our music has, at present, fallen exclusively into the hands of the illiterate, and has much degenerated.

The ethical disposition of the artist has no doubt a share in its rhythm. If music should again have its proper place in our national life, it must be taught to boys and girls when young, and in order to help its dissemination amongst the illiterate, its inclusion in the school curriculum is the only effective means. The art is not feminine and we need not be ashamed to include it in the boys' curriculum. The Indian musical scale had its origin in the chant of the Rig Veda. Kusa and Lava, Valmiki's pupils, were the first itinerant bards of the Ramayana. In these days when education is attempted to be co-ordinated by giving free scope and play to the various faculties of man to express themselves it requires no special pleading to introduce music, the queen of the Fine Arts, into the school curriculum. Indeed, unless the art of expression in colour, sound and form takes its proper place in the scheme of our education, we can never hope to obtain intellectual freedom which precedes all great developments of national life and polity.

I realise there are many practical difficulties in giving effect to this suggestion. Firstly, there must be a steady and progressive demand for its teaching by the parents of the boys and they must be prepared to bear a share of the cost. Already there is an outcry against the many items of expenditure through the constant change in books prescribed, and the fast-consumed note-books and in various other items such as special fees; but I do not think the Indian parent in whose life music plays such a great part in domestic, social and religious functions, would grudge to bear a small additional burden especially when it may have a vocational value in some cases. Public bodies must come to our help; besides, there will also be general public patronage.

In the primary classes devotional songs may be taught for the fourth and fifth class boys and in the first to third forms, music scales may be taught upto *Alankaram* and *Geetham*. For the fourth form, *Varnam* may be taught. In the fifth and sixth forms boys may be left to choose the subject as one of the optionals and further instruction may be imparted to them in *Keerthanams* and *Ragams*. Further studies of the art and its theory may be followed up independently by those who wish to specialise in it and practise it as a profession. Besides, every school may commence the day with prayer by means of devotional songs for about fifteen minutes by pupils who may be chosen from day to day for the purpose, songs being so selected as not to offend the susceptibilities of any one's faith.

Ordinarily one period a week for the primary and two for the first four forms

would be sufficient and the services of one music master for each school need engaged for the general course. For and sixth forms a separate teacher or teachers as required for vocal or instrument may be engaged, and this expenditure mostly be met by the boys themselves would suggest a small committee formed to suggest ways and means effect to this proposal in any manner may eventually decide after a free discussion with all concerned. Then the difficulty to find suitable music and the proposed committee might themselves consider or appoint an expert committee to consider and fix the minimum qualification required for teachers for these and also a reasonable basis for their remuneration.

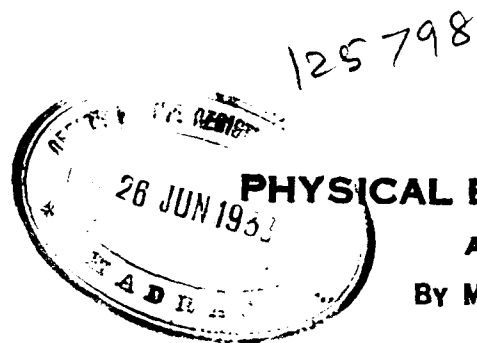
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PHYSICAL EDUCATION CONFERENCE.

ADDRESS OF WELCOME.

BY MR. K. SINGAM IYENGAR, M.L.C.,
Srirangam.

THE pleasant duty and unique privilege of extending to you all a hearty welcome to this Conference has unexpectedly fallen upon me. It is surely a very happy function, and it is unique in this sense that a layman like me has been chosen for the task, rather than one in the line proper. But I am induced to think that your Physical Education Committee has perhaps thrust this honour on me, having in view my own small experience in the Taluq and District Boards for the cause of Elementary and Secondary Education.

Gentlemen, I really consider it a unique honour to be privileged to welcome you here to this Conference, since this is, if I am correct, the second of its kind in the history of education in this Presidency, the first being the one held at Madura last year, as an auxiliary Conference to the XXIV Provincial Educational Conference held there.

The fact that educators of ripe and mature experience, for example, the Presidents of the present Provincial Educational Conference and the Jubilee Celebration of the S.I.T.U.,—not to mention the very many others of up-to-date ideas and theories bubbling with hopeful enthusiasm for the cause of Physical Education, as well as educators of rather conservative ideas and fears, have all come from distances far and near to represent all the parts of the Presidency and the various types of schools and the various schools of thought, is itself an indication, if any is needed, for the importance of this Conference.

I shall not take much time in reviewing the history of Physical Education on an elaborate and detailed scale, but I really feel it quite necessary to trace the course of Physical Education in its progress in the Presidency, as far back as I was able to collect data about it.

In this Presidency, we understand that the earliest efforts at the introduction of Physical Education in the high schools were made in the year 1875, when the then Director of Public Instruction, Mr. MacDonald, found that the Government could not give grants for the organisation of Physical Education in the educational institutions. So, the organisation of athletic sports, etc., was only the result of private effort. The Director of Public Instruction did try his best to prevail on the Government to sanction grants to the institutions, with the result that there arose, though only a very few, a small number of gymnasia over the Presidency, and that, only in some of the Government high schools. So, only a few favoured institutions had the peculiar privilege of possessing a gymnasium then, but happily in 1882, an organised effort was made to put physical training on a regular basis. As a consequence of this an institution for training and certifying men to be qualified as Drill and Gymnastic Instructors, was set up, and this institution seems to have continued to do some good work till the year 1884.

Then dawned a lucky era for the cause of Physical Education with the advent of the

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famous Mr. Grigg, who was the Director of Public Instruction and who fortunately strengthened this cause by helping the schools with all the energy and enthusiasm at his command. It is really very striking to see Mr. Grieve saying in his report the following about the need for Physical Education:—

“The importance of Physical Education cannot be over-estimated. Apart from the improvement in physique which it creates, it gives the boys some occupation for their hours of leisure and tends thus to keep them away from the evil influences of the bazaar.”

Mr. Grigg did really feel that Physical Education could certainly benefit them very much in the formation of their moral character also, and so he tried his best to perfect the syllabus in the line. But unfortunately the students did not take to it with avidity, and only a very small percentage of them relished it, with the result that very many of the boys were not benefited by it. I am afraid that even now, though quite a large number of students are deriving the benefit of it, there is yet a substantial number of them who have not realised the importance of it and so lurk away from such work. But Mr. Grigg was such a staunch enthusiast that he would not be discouraged at the meagre attendance, but worked on for some years with all his might. The result was that his work for the cause of Physical Education was duly recognised and the famous Grigg Memorial was instituted in the year 1905.

There was a lull in the history of Physical Education after the retirement of this pioneer. No doubt men were trained to do the work of Drill Masters and Gymnastic Instructors in the schools, but the success and response were not in proportion to the expectations.

We understand that there has been tardiness both in the teachers and in the taught, with the result that much success could not be achieved during these years by way of systematising and organising Physical Education in schools. Such was the state of Physical Education in the schools in the early years of this century. We can even venture to say that there was not sufficient progress during this period.

Next we begin to tread on very recent ground. Messrs. Stone and Champion, Directors of Public Instruction, found that the old system of drill, marching and gymnastics was lifeless and practically useless, since the vast majority of the boys did not participate in it with enthusiasm and joy. Those who partook formed only a very small percentage. There were really a few exceptions here and there, but it is true that many boys got little or no exercise at all, and those that got it, or many of those that got it, got really very little of it worth the name. I need not here point out that there is much truth in the statement and many of us who have ourselves been students during that era which I am now talking about, will surely bear it out.

Soon there came a champion for this cause in the person of Dr. A. G. Noehren, in 1916, and he at once took up the cause of Physical Education so long left in the background. He worked heart and soul for this cause, and after a number of years of hard and sincere work, did much substantial work in this line and even Mr. Grieve in his report says as follows:—

“There is no doubt whatever that progress has been rapid and that *far more students* are enjoying the advantages of healthy and regular exercise both at games and gymnastics

The work of Dr. Noehren and his assistants not only has done much to popularise organised games and physical culture in Madras and the moffussil, but it has also been instrumental in producing a new class of Physical Training Instructors, who are greatly improving the old type of gymnastics. A feature of particular note is the introduction of Indian games and exercises to supplement and in some cases to supplant the old type of drill and games."

This was indeed very solid work and was achieved after no small period of unceasing activity, with the result that Dr. Noehren and his assistants have left permanent marks in the history and development of Physical Education in this Province.

Thus Physical Education got slowly stabilised and organised step by step, after experiencing falls on its onward march. Dr. Noehren was succeeded by no less a person than Mr. H. C. Buck, the present Advisor to the Government of Madras on matters of Physical Education. Though I have not had the pleasure of a personal acquaintance with him, yet I am glad to learn that he has dedicated his life for the cause of Physical Education in this country.

I am afraid it is getting late and that I must pull up and finish my address. But I feel that treading as I am on present and tangible grounds, I ought not to leave unmentioned a few words about the achievements of this worthy Master of Physical Education for the noble cause of Physical Education, and the improvement in the organisation of the Physical Directors and Physical Training Instructors of the present day. I feel quite sure that most of you are his students and as such really know much

more of him and his work in this line than myself. It is sufficient if I mention that he has done and has been doing all he can to organise, improve, and stabilise Physical Education on more solid basis than now, so that the generation might receive the maximum benefit and so "*live best and serve most*." I shall not enter into his work, but shall only say that Mr. Buck keenly remedied the defects with remarkable sagacity and insight into Indian conditions and needs. He has with much difficulty induced the Government of Madras and the University to recognise the Y. M. C. A. School of Physical Education as the Training Institution for young men in this line, where he has very wisely and judiciously combined a course of Physical Education with the study of Physiology, Anatomy, Hygiene, First Aid, etc., etc., that you have now a set of young men well trained, well equipped and best suited for the job of the old Drill Masters. These young men carry on the work of Physical Education in the right direction, I mean towards the improvement of the student in his mental, moral and physical development, so that they might live happily and be good citizens. Hence it is that we now have an organised and systematised course of Physical Education both for the college students and for the high school boys,—thanks to the untiring efforts of all the champions, and that of Mr. H.C. Buck in particular. My own small experience regarding schools and the education therein, tells me now that healthy changes have been brought about in the field of physical exercise and that major games, both indigenous and foreign, have also been happily introduced to cater to the needs of all the classes and types of students. I can gladly assure you—I am well convinced of

it myself—that the present school-going generation are playing much more than we did in our days. This change has been brought about slowly and gradually, and is one of the most commendable features of education in schools now-a-days, though there is much yet to be desired by way of co-operation and substantial help from the Government and the University.

Gentlemen, one word more and I have done. We have very swiftly reviewed the past and we are now to decide what is to be for the future. I may tell you we have now sufficiently launched into a new era of Physical Education. Thanks to the solid work of all the champions and of Mr. H. C. Buck in particular, we have a sort of chalked out programme for the Physical Directors and Physical Training Instructors to follow in the colleges and schools. But I understand there are some defects and shortcomings demanding the attention of this Conference, which I thrust we shall all well thresh out and disentangle. I believe, much depends on our whole-hearted, bold and united efforts. Let us therefore give our best to this Conference and evolve something which will be a standing monument of our efforts and of which we need not feel ashamed or over which our children might not sit in judgment in their days.

Gentlemen, on our work depends the health and happiness of our children who are the citizens of to-morrow; upon our decision to give them a sound training for life that is only possible through a well-balanced scheme of education, where body and mind find equal treatment, rest their future career as useful members of the community.

Let us, therefore, as parent and educators, bear this in mind, and by helping our children

to secure and maintain health and vitality and by training them for life through developing their character, give them the greatest gift possible in our hands and thus enable them to take their stand in life's battle-field and fight out their battles nobly and bravely.

Gentlemen, I extend to you once again a hearty welcome to this Conference, and I have great pleasure in requesting Dr. J. H. Gray, M.D., M.P.E., one of the pioneers in this cause in the Y. M. C. A. and General Secretary of the same in Burma, to preside over this Conference, to extend to us his sympathetic advice and the result of his mature experience in our deliberations and to guide us in our decisions.

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ECONOMICS AND POLITICAL SCIENCE FOR THE INTERMEDIATE STUDENTS.

By MR. A. V. K. KRISHNA MENON, M.A., B.L., L.T.

Calicut.

AT the meeting of the Academic Council of the Madras University on the 31st of January last, I moved the following resolution :—

"This Council resolves that the number of optional subjects in Part III of the Intermediate Examination be reduced to two and that Economics and Political Science be added as a fourth part to be studied by all the students appearing for the Intermediate Examination."

After some discussion, this resolution was referred to the Syndicate for consideration and report.

My object in moving this resolution was to give our young University students a good grounding in at least the elements of two subjects of paramount importance in the life of to-day. Both are subjects of living interest and a knowledge of them is sure to equip them for future citizenship better than any other subject prescribed for the Intermediate Examination.

The Intermediate course, at present, consists of three parts. Part I is English and Part II is second language which may be one of the classical languages or one of the modern European languages or one of the Indian languages at the option of the student. Part III consists of *three* subjects selected out of a number of multifarious subjects mentioned in the regulations. Perhaps the change I have proposed above, like all other changes, may appear to be a bit revolutionary for the time being, but I have no doubt that, if the change is to come, we shall easily get accustomed to it and the students

who enter on a University course of studies will be all the better for it.

The question of introducing 'Economics' as a subject for the Intermediate course has recently been discussed at full length in the 'Educational Supplement' to *The Hindu*. After the letter which I wrote to it on this topic, a number of other letters appeared and the opinion seems to be unanimous that it is desirable to introduce Economics as a compulsory subject for the Intermediate students. One writer says: "The reform (that is, the introduction of Economics into the Intermediate curriculum) has been long overdue, considering the vast and growing importance of the study of Economics to-day. The colossal ignorance betrayed by the so-called educated young man on contemporary social and economic questions is at once tragic and astounding. True, an elementary study of Economics in the two years' Intermediate course might not dispel his darkness totally. But that would certainly give a working knowledge and enable the student to understand what is going on around him. No other branch of human knowledge can be more fundamental or more useful to human welfare than Economics. The problem of man's existence, his eternal struggle against hunger and want, how and why he lives and thinks as he does and the stupendous dangers that torment him and threaten to wreck his civilization to-day—all these vital topics come into the province of this supreme science which is concerned with the very principles of his social well-being." Another writer who has been engaged for several

years in the teaching of Economics heartily endorses the view that the study of the elements of Economics is possible and desirable for the Intermediate standard. A third writer thinks it is high time that the Madras University should wake up and introduce this very important and useful subject for the Intermediate course. There are several others taking the same view. If it is borne in mind that one of the principal objects aimed at in all true education is to give such training to our youths as will enable them to play their part efficiently and well as citizens of the future, it needs no long argument to lay down that Economics is a subject which the young students should become acquainted with as early as possible in their scholastic career. I need not, therefore, sing its praises here to justify its introduction. Suffice it to say that its importance has been realised by other Universities and that it is a subject for the Intermediate course in the Universities of Bombay, Allahabad, Calcutta and Lucknow.

As for Political Science, I am of opinion that this subject is no less important than Economics. We are living in a world of politics to-day and it is necessary and desirable that the youths who are having a University training are taught the fundamentals of a science which has so much to do with our present-day life. In this connection it may not be out of place to quote a portion of an instructive editorial in the "Literary Supplement" to *The Hindu* dated 18th February, 1933, regarding Politics in Universities: "Politics will become in the years to come, a part of our being, in a much more real sense than it is now. The subject cannot be avoided by anybody and should not be avoided because, on the proper understanding of it, in its historic bearing and in the application of theories to the practical problems of

the day, depends the ordered progress of the country. The part, which our schools and colleges take in the teaching of politics is, therefore, of the greatest possible importance and the international inquiry into the study of politics in Universities conducted by the International Students' Service of Geneva, results of which are embodied in a brochure which has now been issued, has a significance which ought to be widely recognized. Contributors to the discussion have been selected from almost every country and they are professors or heads of colleges and Universities of rich experience whose views are entitled to respect. The answers to the questions—can the Universities teach political science, can they impress on their students a feeling of political rights and duties, should this study be confined to special faculties or should it be a part of the essential course of all undergraduates,—naturally differ *but the general trend of opinion is definitely in favour of imparting to all University students a knowledge of politics, ancient and modern, so as to equip them for better life*. I have made this long extract in order to show that the question of introducing Political Science into the curricula of Universities has now assumed an importance which it did not have a few years ago and that the necessity of teaching this subject to our University students is being slowly realised.

Having thus dealt with the desirability of introducing Economics and Political Science into our University course, I shall now briefly consider the necessity of introducing them as compulsory subjects. It has been suggested by some that they may be included among the optional subjects under Part III. But here we have to remember that the students going in for History and allied subjects under Part III are very small in number compared with those who take up Science

and Mathematics. To introduce these subjects under Part III will, therefore, be of no use, if the object is to popularise them among the University students. Their supreme importance requires their being studied by all the students alike instead of by a microscopic minority. It may be argued that, if they are introduced as compulsory subjects, the curriculum will become unduly heavy. This is why I have suggested the reduction of the number of optional subjects to two. I have no objection to their being reduced even to one, if necessary—and the inclusion of Economics and Political Science under a separate part. Now that there is only one optional subject for the S. S. L. C. Public Examination—even this stands a chance of being done away with in the near future—it is not desirable to have more than two optional subjects for the Intermediate. I know of bright students of Physics in the Sixth Form not being confident enough to take up Mathematics, Physics and Chemistry in the Intermediate on account of their fear of Mathematics. If, however, the number of

optional subjects be reduced to two, they can easily take up Physics and Chemistry. Thus the reduction of optionals to two will be a distinct advantage to students studying under the revised S.S.L.C. scheme. There is also the additional fact that the B.A. students too do not have to study three different optional subjects. All things considered, one of the optional subjects under Part III can, with advantage, be removed. If still the curriculum is found too heavy, another optional subject may be taken away. There is, therefore, no practical difficulty of bringing about this desirable reform and I am sure that even those who are opposed to changes are not likely to raise any hue and cry over the suggestion which I have made in the interests of our "young hopefuls."

The Syndicate has to consider the matter in all its bearings and go ahead. I think it is up to the Madras University to strike out a new path and show to all the world that it can also, when occasions arise, keep abreast of the times.

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A REVIEW OF THE MYSORE UNIVERSITY MATHEMATICS EXAMINATIONS.

BY A CRITIC.

AN examiner is generally a privileged person, more so probably in this little State than elsewhere. It appears his business is only to set questions to the examinees while he himself has to answer nobody's questions including his own. In addition, he comes under a scheme of perpetuity which is quite independent of his ability for the job. Under these circumstances it is certainly wonderful how an examiner can be less irresponsible in his paper-setting than he is.

Nothing can better illustrate the truth of the above remarks than the mathematics papers for the Mysore University Examinations this year. Mathematics is generally a bug-bear to the majority of students; the examiners make it more so by their arbitrary and even incorrect questions lifted at random from mathematical text-books without the least regard to the students' standard. Questions are badly framed. Symbols and notations are introduced with scanty and sometimes no explanations, the phraseology is often dubious, wanting in precision and rigour, and on the whole the papers breathe a careless, whimsical air. How should the examinees be able to peer beneath a confusing jumble of doubtful diction, badly printed symbols and half-explained notations and discover exactly what the examiners want out of this medley? If the questions are faulty in construction, wrong in content and arbitrarily lifted from any journal or textbook, how can any lecturer really train pupils for such irresponsible examinations in mathematics?

Unfortunately the irony of the examiners' situation is that they wish to bring credit to themselves by setting what may be called "show questions" which evidently are not meant to be answered by anybody. This recalls to my mind a reference given by Fitch, in his Lectures on Teaching, to a headmaster advertising the efficiency of his school through the question-papers set there.

Apart from the inherent vices in the questions, their number and grouping form an anomaly. The sub-divisions that go to form a so-called complete question do not generally bear any logical relations to one another and can very well be numbered distinctly as separate questions. But the examiners have not the heart to do so, lest the number of such distinctive units should swell to a big figure, say 40. So the heap of questions is strung together into arbitrary units so as not to exceed the conventional number 10, 11 or 12. Such a fictitious grouping gives the lie to the N. B. at the top of the question paper.

"Complete answers to a few questions will be given greater credit than fragmentary answers to a large number."

The N. B. becomes pointless, for it contemplates lightening the student's burden by giving him credit for a thorough grasp of a few topics at least; but answering thoroughly a few so-called complete questions of the type set in the Mysore University Examination paper means a thorough grasp of not merely a few but a fairly large number of topics.

An irresponsible paper provokes irresponsible answers. This is generally what happens. The examiners in order to save themselves from the public ire, if a large percentage of students should fail, perforce accept all kinds of answers as valid to some extent and so produce fictitious passes. Having applied a false test, the examiners are compelled to affix a false label to the University products and release them for academic consumption. Can there be worse evil than this, due to careless testing? Any examination worth the name should be reliable, thorough and honest.

The best way to remedy the defects in the questions and the evil consequences flowing therefrom is to insist on the examiners accepting their responsibility in the fullest measure by due explanations of the scope and the purpose of their questions and publishing the full text of their answers. From the nature of the question-papers that come out, it is evident that the Board of Examiners is an inert body which simply accepts anything that is presented to it as a

question-paper. One reason for its inertia is perhaps that it has not sufficient data at its disposal to form an unbiassed judgment. It will certainly be helpful to the Board if each paper-setter presents along with his question-paper a full account of the answers expected, so that the questions may be judged as much on their own merits as on the answers they are intended to call forth. Very often appearances are deceptive and innocent-looking questions may require very deep answers.

While conceding that the examiners are the best of men with the best of intentions, one has to realise that they are yet human beings subject to common human foibles and weaknesses, especially when they are sheltered by a sense of irrevocable perpetuity and a sense of being answerable to none for what they do; and it is our duty to safeguard against possible aberrations by devising a scheme of automatic adjustments and corrections. The Homers of to-day nod much more than their Greek prototype.

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And this doctrine alone has stood the test—that we ought to be more afraid of doing than of suffering wrong; and that the prime business of every man (and nation) is not to seem good, but to be good in all private and public dealings.

—SOCRATES.

With malice towards none; with charity for all; with firmness in the right as God gives us to see the right—let us strive on to finish the work we are in.

—ABRAHAM LINCOLN.

Our true country is bounded on the north and the south, on the east and the west, by justice, and when she oversteps that invisible boundary line by so much as a hair's breadth she ceases to be our mother, and chooses rather to be looked upon as *quasi Noverca*.

—Quoted by DEAN INGE.

The greatest obstacle to man's progress is not man's inherited pugnacity, but his incorrigible tendency to parasitism.

—DEAN INGE.

In all things there is latent some peculiar evil which gives rise to fresh changes. It has been, is, and always will be true that evil

succeeds good and good evil and the one is always the cause of the other.

—MACHIAVELLI.

The belief that if you remain idle on your knees God will fight for you has ruined many kingdoms. Prayers are indeed necessary, but let no man be so foolish as to believe that if his house falls about his head, God will save him from being crushed.

—MACHIAVELLI.

On the whole the larger the group, the worse it behaves. Of all aggregates, States are the most shameless in their conduct when they act as States. To worship the State is to worship a demon who has not even the redeeming quality of being intelligent.

—DEAN INGE.

History is to remain for all times a dismal conjugation of the verb "to eat" in the active and passive.

—DEAN INGE.

The trouble is, as they say, that the English do not know when they are beaten and are sometimes so stupid as to be even proud of the fact.

—G. K. CHESTERTON.

It may be neither justice nor sense, but it may be law.

—LORD JUSTICE GREEN.

We desire to see the ideas of peace shall be realised—We desire that peace shall endure not merely as a condition representing the absence of war, but as a system of human relationship represented by active co-operation.
—RAMSAY MACDONALD.

Real freedom lies in the complete negation of geometrical designs and their realisation.
—GLADCOO.

Americans belong to parties for company than by conviction.
—ANNE O'HARE MACCORNICK.

It is only by standing for something that one can exert an influence.
—JOSEPH WOOD CRUTCH.

The depression will go on until we stop swallowing slogans.
—REV. FRANCIS J. HAAS.

We must improve democracy rather than embrace dictatorship.
—NORMAN THOMAS.

The pacifists' problem is to show people how to secure by reason what hitherto they have secured by conflict.
—GERALD GOULD.

The disadvantages of men not knowing the past is that they do not know their present.
—G. K. CHESTERTON.

"What's the Good?" expresses the most characteristic mood of the modern mind.
—THE REV. JAMES REID.

Threaten war that you may have peace.
—ANONYMOUS.

SHIPS.

BY DR. ERNEST J. STEVENS,
A.M., D.SC., PH.D., M.SC., N.D., D.D.
San Francisco.

There are grand ships of state and of nation,
There are winged ships that trail the blue sea;
But the greatest of ships, in creation,
Is the friendship between you and me.

There are great ships that slow through the ocean;

There are great ships that fly through the air;
But the dearest of ships, to my notion,
Is the friendship of a true, loving pair.

There are courtships of loyal duration,
There are friendships, well tested and true;
But, my newly discovered relation,—
Is evolved by creation, through you.

There are queer ships that dive under aqua,
There are ice-ships that skid near the land;
But, the safest ship when in deep water,
Is your money-ship, of golden sand.

There are strange ships that ride on emotion,
There are toy ships that float on a pond;
But the choicest of ships in vibration,
Is comradeship, with a palship's bond.

There are kinships of blood and of mating,
There are kin that seem strangers to me!
But the dearest of kinship and ratings,
Is the God life of souls, pure and free.

There are strong ships of freight, now in motion,
There are sail ships on lake, sea and bay;
But the mightiest ship on life's ocean—
Heaven's friendship, to pilot the way.

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PLACES OF EDUCATIONAL INTEREST.

XIV. SOUTH CANARA DISTRICT.

BY MR. L. N. GUBIL SUNDARESAN,
Trichy.

SOUTH Canara is one of the most attractive, charming Districts of the Madras Presidency and provides ample scope for the tourist to explore the beauties of nature. The extensive hills, the exuberant dales, the ever-green, virgin pastures fed with streams on every side, all this affords a most pleasing feature to the District. On the civilised side of life, there is everything to complete the picture and the progress there is keeping pace with the rest of India.

The centre of attraction of such a district is, of course, Mangalore. Situated like many other Hindu towns on the banks of the river Netravathi, it bears the name of Mangala Devi, the Goddess of yore, who has a temple dedicated to her worship. The striking features of the town are afforded by the Kadri Temple and tanks, the St. Aloysius College with its most delicately and richly painted Chapel, the Basel Mission Press with its admirable weaving establishment and Tile Works and Father Muller's Hospital. It is the centre of activities of the Catholics of the District who have been doing much work in the progress of education and civilisation.

That such an institution is reposing on the Acropolis of Mangalore called the Edya Hill on which are also situated the old Light House and the District and Munsiff's Courts is quite in keeping with the beauty of the place. In addition to this setting, the build-

ing of the college itself is a fine specimen of the Italian art and was in fact worked over by an Italian architect. There are also a second grade college and three or four high schools. The main industries are coffee-curing and tiles. Almost all the tile works are worked by the Catholics and the larger and ancient works are conducted by the Basel Mission. Just when the rain sets in, the harbour of Mangalore gets silted up and is usually not open to vessels. The Kadri Temple which we have mentioned at the outset is a spacious building and has a Jain Mutt attached to it. The tanks are always brimming with water which is supplied by an inexhaustible, ever-flowing spring. Mangalore is the terminal station on the S. I. Ry. in one of the branches and has no easy means of communication with the northern parts of the District, owing to several rivers breaking the different routes.

Mudubadri is the centre of historical interest, and is placed 18 miles from Mangalore on the way to Karkal. 'The Chowtarti place' in it was built in the 13th century. The Chowtarts were chiefly ruling classes, consisting of chiefs and zamindars who had the headship over these parts until Shaik Ali, Hyder's Agent, deposed them from their position and took the reins from them. On the fall of Tippu, when the Mysore settlement was effected, this place was included in the British dominions. The descendants

of these Chowtars still exist, getting their pensions from the Government. The most noteworthy aspect of the place is the architectural greatness and the delicate workmanship of the pillars and their marvellous carvings. Near this temple, you have the Basthees which are merely Jain temples, eighteen in number, two of which are the very important. The one with the thousand pillars is known as "Thirupuvana Tilaka Chudamani Temple" and the other "Sidhantha Mandir" which is older and more ancient than the former. There are a group of tombs built over the remains of Jain priests (Swamis) but they have been declared as protected monuments.

Karkal which is a small town is situated in South Canara District, 32 miles from Mangalore (the nearest railway station.) The route is covered by two Motor Bus companies. The important thing about this town is its remarkable achievement in the collection of antiquities which are worthy of note. This place has been said to be the capital of the ancient Rajas of the district. Regarding the natural beauties of the place, there are two lakes, called the Ramasamudra and the Anekere. The Ramasamudra is simply a vast expanse of water, crystal-like, pure and fresh, and has a beauty round it, all its own. It has a circumference of about $2\frac{1}{2}$ to 3 miles. The other tank which is smaller than this is

said to have been the palace tank. The huge stone image 'Gumta' carved out of a granite stone, and expanding to a height of 37 feet, and worshipped by the Jain community has a majesty and awe about it. It has no buildings and it may seem incredible if we say that it has stood the ravages of time and wind for nearly 300 years.

Next in importance is the 'Bhathur Mughu Basthee' which presents a strange and unique appearance, built of granite slabs, without mortar or binding materials. The three images there are splendidly worked in black marble.

Of all the Hindu temples, perhaps the most interesting is the "Ananthasayana Temple." It is believed that it is of immemorial origin and that a local Jain king built a temple over it. Then comes the 'Sri Venkataramana Devasthanam' with a tank attached to it. This temple is one of the richest in the District. Next to this temple but not on that account less important, is the 'Hiriangide' with a monolithic granite stone pillar called the Mahasthamba rising to a majestic height of 50 feet. When such is the case is it too much to say what we have already said in the beginning that a tourist in South Canara is simply a bird lost in the pleasure and beauty of the place?

NEWS AND NOTES.

FOREIGN

GERMANY.

HISTORIC JEWISH TOMB-STONES IN WORMS.

Twenty-five tombstones dating from the Middle Ages, which were discovered last year in a subterranean passage under the Jewish cemetery in the City of Worms, have been set up in the cemetery itself. They cover four centuries, and most of them are well-preserved. The oldest tombstone, dating from 1205, is of special interest, not only because of its age, but also because it contains inscriptions relating to the life of Rabbi Eliaser, one of the most learned men of his day. Another stone, dating from 1645, is that of Cipore Gutlin, the wife of the noted Rabbi Abnaham Walch. Tombstones from 1540, 1556, and 1565 show heraldic roses carved among the Aramic letters of the inscriptions.

HEIDELBERG ATTRACTS FOREIGN STUDENTS.

The number of foreign students at the University of Heidelberg in the Winter Semester is considerably larger than last year, due to the greater number of American students of medicine. France is also well-represented. In addition to the regular courses in German, special introductory courses for foreign students have been instituted. *The Deutsch-Auslandischer Studentenklub* (German-Foreign Student Club) has taken its place as a social centre for all foreign students.

AN ANGLO-GERMAN STUDENT EXCHANGE.

Twelve scholars of the Haileyburg College of Heford, England, arrived in Heidelberg to study at the Neuenheim-Heidelberg Pedagium or Academy. At the same time German boys went to the English College. The Pedagium has since 1930 had this exchange arrangement with England and also has a similar arrangement with Switzerland. The Neuenheim Pedagium, headed by Dr. Voiz, was established thirty-six

years ago. Its students sleep in rooms accommodating two or three persons, instead of in large dormitory halls. Much attention is given to sport and hiking. The Graduates' Diploma entitles them enter a German University.

VIKING FINDS IN KONIGSBERG MUSEUM.

The finds from the Viking burial place in Wiskianten, near the Baltic Sea bathing resort Cranz, have been placed in a new department of the Prussia Museum, one of the largest and best prehistoric museums in Germany. The finds, which have been supplemented by loans from Sweden, include swords and armour, as well as ornaments worn a thousand years ago. There are also excellent graphic illustrations dealing with the great Vikings and their voyages.

ISLAMIC ART IN BERLIN MUSEUM.

A cross-section of the entire art of the Islamic countries and of the so-called Sassanide period in Persia (226 to 637 A. D.) is presented by treasures, now on view in the new Messel rooms on the "Museum Island" next to the reputed Pergamon Museum. The chief feature of the exhibits, which occupy 17 rooms and cabins, is the facade of Mshatta, the remains of a palace built by a Caliph on the steppes of Eastern Jordan, and presented to Kaiser Wilhelm II in 1904 by Sultan Abdul Hamid of Turkey. The facade, 107 feet long and 18 feet high, is of limestone, and the surfaces are richly ornamented. The walls of the so-called "Aleppo room" in this department are covered with the carved and painted paneling from an aristocrat's house in Aleppo. Interesting exhibits in other rooms include valuable rugs and faience with Arabic characters.

SAALFELD'S "FAIRY GROTTOS" OPEN ALL WINTER.

The internationally famous "Fairy Grottoes" at Saalfeld in Thuringia, the only coloured Stalactite caves in the world, are open for the first time. These grottoes were once the workings

of a mine, which was abandoned a century and a half ago and forgotten until a few years ago. In the mean-time, Stalactites and Stalagmites formed, and the walls took on colours, which are the despair of artists who have tried to reproduce them. One small cave beside the main grottoes has air so strong in radium emanations that it is to be converted into an under-ground inhalatorium.

SWORD OF NIBELUNG HERO FOUND?

Near Alt-Lussheim, in the historic soil of the Rhine plateau between the hills of Odenwald and the Haardt, the remains of a gem-studded golden sword have been found. Scientists ascribe it to the period of the migration of the peoples, around 450 A. D. According to ancient saga, Siegfried and Thriembild lived at that time, and it is possible that the sword belonged to some hero of the Nibelung period. The find is on exhibition in the Electoral Palatine Museum in Heidelberg.

SIXTEEN CENTURIES OLD TEXTILES IN BERLIN.

Textiles from the third and fourth century A. D., are among the treasures now being shown in a special exhibition in the Kaiser Friedrich Museum, assembled from the various Prussian state museums which possess—and especially the Palace Museum—one of the finest collections of textiles in the world. These oldest pieces, mainly wall coverings and curtains, are Egyptian work in Hellenistic style, in part and worked with wool, antedating the Spanish conquest of Peru. Favourable climatic conditions have preserved their patterns and colours, which evoke the admiration of every visitor to the museum.

AMERICAN COMPOSER IN BERLIN.

Dr. Howard Hanson, head of the Eastman School of Music in Rochester, New York, has been sent to Berlin by the Oberlaender Foundation. Dr. Hanson is the first composer to receive the "American Prize of Rome."

WORLD'S "MOST BEAUTIFUL MUSEUM" IN ESSEN.

The Folkwang Museum in Essen is "the most beautiful museum in the world," in the opinion of

Dr. Paul Joseph Sachs, Professor of Fine Arts at Harvard University. Dr. Sachs, who is also Vice-President of the American Association of Museums and Associate Director of the Fogg Art Museum of Harvard, as well as a member of various other art associations, gave this verdict after a thorough inspection of this museum, which is one of the most modern in Germany. He was impressed not only by the wide range and extreme richness of the works by leading artists, but also by the fact that, varying from the typical art gallery, variously tinted walls furnish a carefully studied back ground for different classes of works. Professor Sachs took back to America a large number of photographs of the Folkwang Museum's treasures, with the view of illustrating his lectures on German museums.

LAST SCHURMAN BUILDING NEARS COMPLETION.

The outside work on the southern wing of the new University of Heidelberg, which will house the philosophical, art-historical and geographical faculties, has been completed. The dedication of this, the last of the buildings erected with the funds raised by Jacob Gould Schurman, former American Ambassador to Berlin, will probably take place in July.

ROOSEVELT IN A GERMAN SCHOOL.

Many persons in Bad Wauheim, are now recalling with pride the fact that they were school-mates of Franklin D. Roosevelt, America's President-elect, who then a lad of nine, spent the summer of 1891 in Bad Wauheim with his parents, and attended the city school. His teachers remember him as an especially wide-awake boy, who was most eager to learn.

PLASTIC ANIMAL FIGURES OF 8,000 YEARS.

In connection with the Berlin Art Weeks, which will be held from May 18 to June 4, the state museums will exhibit plastic animal figures of 8,000 years, from the oldest known representations—the famous Egyptian ape, Chinese dragons, fabulous animals from India, etc.—down through the Gothic period, the Renaissance

bronzes and porcelain figures from Masson, and ending with Gaul's plastic works. Festival performances of works by Richard Wagner and Johannes Brahms will occupy the chief place in the theatrical and musical events of the Art Weeks.

LEIPZIG'S WAGNER MEMORIAL FESTIVAL.

On Sunday, February 12th, the day before the 50th Anniversary of Richard Wagner's death, was held a brilliant assemblage of representative men and women in Leipzig, where the great composer was born on May 22, 1813. The list of guests, headed by Frau Winifred Wagner, Sugfred Wagner's widow, "the new mistress of Bayreuth," included names known in the world of music, science, literature, diplomacy and statesmanship. The British Government was represented by Mr. Darrow Wilson, of the Consulate-General. Max Von Schillings delivered the memorial address and the musical offerings were conducted by Dr. Karl Muck, oldest of all the Bayreuth conductors now living. The splendid arrangements were made by the city of Leipzig under the supervision of Head Mayor Goerdeler.

BONN'S SUMMER INSTRUCTION COURSES FOR FOREIGNERS.

The University of Bonn announces that its summer instruction courses for foreigners will be held from July 31st to August 27th. They are for the purpose of introducing the foreign student to the German language, literature and art, and also to give him an idea of the general situation of Germany—sociological, political and economic. Instruction will be made more interesting by the introduction of excursions to the Rhine valley, etc.

TOOLS 600,000 YEARS OLD.

In the so-called Mosbach Sand, a deposit from the Main and Rhine in the Diluvian epoch, Professor Schmidtgen, Director of the Mainz Museum of Natural History, has found bone tools,

which date from the days of the *Homo Heidelbergensis*, whose jawbone, found in the same stratum in Mauer, near Heidelberg, some decades ago is the oldest specimen known of human remains. The finds include a dagger shaped tool made from the shinbone of an elephant, and a similar tool from the hind leg of a wild horse. The age of the deposit, in which they were found, is estimated at from 600,000 to 700,000 years. The finds have been placed in the Mainz Museum.

HEIDELBERG'S SUMMER COURSES FOR FOREIGNERS.

The University of Heidelberg, the oldest in Germany, will hold its summer courses for foreigners this year from June 26th to August 5th. They will be divided into two sections—from June 26th to July 14th and from July 17th to August 5th. In addition to the usual language courses, there will be lectures on German Literature, Ethnology, Philosophy, Pedagogics, History, Political Economy and Natural History. There will be excursions to various places of interest in the Rhine and Neckar valleys, and as a farewell at the end of each half-course, Heidelberg Castle will be illuminated.

WOMEN'S OWN EXHIBITION IN BERLIN.

An exhibition of great cultural importance called *Die Frau* will take place at Berlin shortly. The exhibitors are the various Women's Organisations in Germany, with a membership of over three millions. The arranging of the many different departments of the show, which will represent graphically woman's work in the home, business and public life, rests entirely in the hands of women. All that the men have to do is to visit the show later on and compliment the women. There are indications to show that there will be plenty of reasons for compliments, for the exhibition will be most extensive in its scope. It will deal with woman as house-keeper, nurse, artist, doctor, lawyer, writer, etc. In

connection with the exhibition there will be a number of special events, including parliamentary debating evenings for women and a Berlin "politeness week."

OVER 2000 YOUTH INNS IN GERMANY.

The yearly report of the National Association for German Youth inns contains the names and addresses of more than 2000 of these hostels for young pedestrians. One of the latest additions is the old Butow Castle, the last preserved castle ruin in Pomerania, which has been restored for the purpose. It is hoped this year to add the Heimhof Castle in the Upper Palatinate.

BERLIN'S MUSICAL COURSES FOR FOREIGNERS.

The German Institute of Music for Foreigners will again hold special courses for violin and piano from May 29th to August 12th in the Marble Palace and in the Barberini Palace in Potsdam. The courses include both instruction and lectures by noted musicians. There will

be three courses for piano by Prof. Edwin Fischer from July 23rd to 31st, by Dr. Wilhelm Kampff from July 2nd to August 12th, and by Dr. Leonid Kreutzer from July 8th to August 5th. The course for violin will be taken over by Prof. Georg Kulen Kampff from May 27th to June 30th.

PEDAGOGUES' CONGRESS IN MAINZ CITADEL.

The programme of the Institute for Pedagogy, with head-quarters in the Mainz Citadel, includes an International Congress of the Montessori Society, which will be held from July 23rd to August 7th. Practical demonstrations will be given by Montessori classes from England, Italy, Spain, Holland and Germany. Maria Montessori, originator of the method, will be present and personally conduct the demonstration. The institute's 1933 programme includes more than twenty important events, among them several of international importance. (R. D. V.)

REVIEWS AND NOTICES.

PHYSICS: BY T. S. KRISHNASWAMI AYYAR. PUBLISHERS MESSRS. LONGMANS, GREEN AND CO., LTD. AS. 12.

This manual on elementary physics for the use of S. S. L. C. students is probably the latest in the field. It also easily takes a high rank among such publications.

The volume under review is not a mere attempt to cater to the needs of an examination. It is not evidently a case of a syllabus being the master and everything else subordinated to it. It has a distinctly higher aim. The subject matter has been given an historical setting, though one should wish that it could have been ampler.

The book is divided into seven parts, each part being further sub-divided into several chapters. At the end of each chapter a set of graded ex-

amples is given to serve as a self-examiner to the students. There seems, however, to be too much insistence on numerical work, which is somewhat discounted in the preamble to the syllabus. A few practical exercises are also set. From these the teacher could easily make a selection suitable to his laboratory. The chapter on 'Sound' deserves special mention.

There is a liberal supply of carefully selected illustrations in the text. In a few cases there is some lack of uniformity in representation; for instance virtual images are sometimes represented by broken lines and at other times by continuous lines. This is probably because the blocks are taken from various other publications such as Watson's "Elementary Practical Physics" and Ganot's "Natural Philosophy." It is also desirable that topics not specifically mentioned in the

syllabus should be given some distinguishing mark. This may help the student at the time of examination.

A few inaccuracies and omissions have crept in which it is hoped will be rectified in the future editions.

For example, in page 74 writing on the pendulum the statement 'was first applied by Galileo in the construction of clocks' is seen. This is not correct as 'undoubtedly the man is Huygens' and 'is a remarkable case of how near a man may get to a great invention without actual attainment.'

In pages 208—210 a needle detector has been used with a Morse Key. This is rather unusual as in needle telegraphy a commutator (double tapping key) is used for the purpose. It may be difficult to send messages if deflections on one side alone are used.

In page 6 to measure the diameter of a sphere, it is not stated that the blocks should have a height exceeding the radius of the sphere.

Again in page 161 it is not mentioned that the stick is observed from the top. Figure 108 is a lateral representation and has not been correctly interpreted. A reference to Ganot will make this clear. In p. 62 it is not stated that the sheet is thin nor in page 35 describing upward pressure in liquids is it stated that the disc is thin.

It is rather unfortunate that these omissions have been made in the text, for accuracy in expression is one of the virtues to be inculcated by a study of even elementary science. These are, however, only of minor importance. The book is certainly one of the few well-written books for the standard; besides it is neatly got up, priced reasonably for its size and published by an enterprising firm.

THE A. L. SENIOR HISTORIES.—BOOK VII—MAKERS OF THE MODERN WORLD. BY D. V. SEARLE—E. J. ARNOLD AND SON, LTD., LEEDS.—PP. 252. 2/9.

This book deals with those persons whose inventions and discoveries have made great changes in human life in the course of the last two centuries and a half. It treats of the pioneers of the agricultural and industrial revolutions, great engineers, pioneers of steam-power and electricity, of gas-lighting, wireless, aircraft, etc., besides great reformers and humanitarian workers like Shaftesbury and Florence Nightingale, Clarkson and Wilberforce, Lincoln Howard and Elizabeth Fry. Lister, Crookes, Röntgen and other conquerors of pain and disease are also sketched. A time-chart of industries and inventions and numerous illustrations enhance the value of the work, which all young students should read.

EDUCATION IN INDIA IN 1929-30—PUBLISHED BY THE GOVERNMENT OF INDIA CENTRAL PUBLICATION BRANCH. 1932.

The Report is based on the reports of the Provincial Directors of Public Instruction and gives a brief account of the chief educational developments in British India during the period under review. Stress is laid on the recommendations of the Auxiliary Committee of the Indian Statutory Commission, particularly with reference to the need for promoting female education and further strengthening the inspecting agency. Notice has been taken of the work of the Universities and the Inter-University Board. There was an increasing demand for secondary education, particularly in Bengal; compulsory primary education did not seem to have produced the desired result; and there was considerable wastage, though it could not have been as large as that indicated by the figures. The training of teachers was fairly satisfactory; and technical education and education for special classes went on without much change.

that in a large number of cases there is hardly any justification for these students to go to England. He says that "it is a positive disadvantage to India that students should leave her shores who have not sufficient educational, financial and physical resources to enable them to profit fully from advanced courses of instruction." A number of students have been handicapped by the fact that they did not possess even the qualifications for admission demanded by the Universities and they have had to spend about a year in acquiring these. Financial inability to meet the demands imposed on them by the institutions concerned has also been another evil. There have also been numerous cases of ill-health, particularly in the direction of tuberculosis which has prevented students from doing well and has also caused serious anxiety to all those concerned.

Mr. Thomas Quayle who has been in charge of this department for several years has sounded the usual note of warning in the current year's report also. "Setting aside the happily increasing number of those who have taken high Honours and Post-Graduate degrees at their Indian Universities and are thus well-qualified to take full advantage of western methods of training and research," says Mr. Quayle, "it is not too much to say that there appears to be no sound reason why so many students who have already graduated at an Indian University should find it necessary to come here for further study or training which they can just as well get in their

own country. One reason, of course, is the exaggerated value which still appears to be attached to an English degree and the still lingering belief that an additional qualification of this kind is bound to improve the prospect of obtaining a Government post or employment of some kind. Many such students seem unable or unwilling to realise that the degrees of their own Indian Universities receive full recognition by the Public Service Commission, for the purposes of recruitment to the various Services and that their chances of private employment are not likely to be appreciably increased by merely taking an additional academic course or a period of practical training in this country. Despite the abundant evidence to show that many of the students who return to their own country, in numerous instances with excellent qualifications, are unable, especially in the present depressed state of commerce and industry, to obtain employment of any kind, the migration continues, not only resulting in a serious waste of time and money, but also causing deep disappointment and anxiety to parents or guardians who may have made considerable sacrifices to send their sons or wards abroad. However necessary or desirable it may have been in the past for large numbers of young Indian students to seek higher education and training abroad, the special reasons which led to this exodus no longer hold good to anything like the same extent, and it is indubitable that from every point of view, India stands to gain a great deal, if the annual

migration of so many of her young students can be checked or appreciably reduced. The hope may again be expressed that public opinion in India will in course of time be sufficiently roused to recognise the importance of the question, so that every possible step may be taken to encourage young Indians to pursue and complete their studies at Universities in their own country."

The High Commissioner has also to complain of candidates who obtain admission and later decline the facilities offered to them. It has to be remembered that there is great competition at these University centres for getting admission and it seems very unwise that admissions secured by the good offices of the High Commissioner should be thrown away so light-heartedly. This is sure to create prejudice in the minds of educational authorities and lessen the chances of Indian students for similar privileges in future.

It has been the ideal at least in recent years, of all those concerned with the Indian educational system to make it "self-contained" as far as possible. While there has always been a need for some people to go abroad for special studies in some subject or other, for which adequate facilities are not available in India, there is everything to be gained by keeping young men in the most impressionable periods of their lives under the wholesome influence of local educational institutions and of their own homes. It is hoped that these annual warnings uttered repeatedly by the High Com-

missioner will rouse public opinion in India and there will be fewer and fewer cases of people going to Britain merely for the fascination of a foreign degree. The realisation of the right position in this matter will also give an impetus to the advancement of Indian Universities, for it is only then that they can rise to their full stature

There has been an unwise cry for some time past, particularly in the Province of Bengal, for the deprovincialization of educational institutions. It is urged that schools and colleges maintained by the Government are costly and that they should therefore be handed over to private agencies or local bodies with a view to cheapness. The suggestion is also put forward that the money thus saved should be utilised for the expansion of education in the provinces.

To those familiar with the conditions of educational efficiency in private institutions such suggestions can never be acceptable. If institutions under Government management are more costly it should be realised it is largely due to the fact that in them educational conditions are better. Teachers obtain better salaries with graded increments; the buildings are generally more substantial and better fitted for educational work; the library and other equipment is also upto the proper standard. If private institutions are run cheaper, it is not by means of any miracle with which the authorities of the Government are not

Deprovincialization of Educational Institutions.

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THE EDUCATIONAL REVIEW.

The annual reports issued by the office of the High Commissioner for India on the work of the Education Department have assumed some uniform features during the last few years. They contain an account of the progress made by Indian students at the various Universities and of the academic and other distinctions achieved by them. They describe the difficulties experienced by some of them in Britain, in the matter of admissions and in adjustments to the altered social and other conditions of life abroad. They also usually end with an exhortation that only advanced students who are particularly well-qualified for taking advantage of the educational facilities in Britain should leave the shores of India and it is unwise for a number of immature young people to seek admission into British Universities, in preference to the facilities available in this country.

The report for 1931-32 which has just been issued by the office of the High Commissioner is no exception to this rule.

A detailed account is given of Indian students in the various Universities of Britain. It is pleasant to notice that many Indian students have distinguished themselves by obtaining not only Honours degrees, but also advanced research degrees. The distinctions achieved often extend beyond the sphere of the class-room and numerous instances have been furnished of Indian students playing a commendable part in games and other activities. Some of them have even captained teams and a large number of them have played for their Universities in various games, particularly in Tennis and in Hockey. There is also the remarkable instance of an Indian student being elected President of the Cambridge University Union for the first time in its history. Mr. S. S. Dhavan of the Emmanuel College has had this unique distinction, though in previous years many Indian students have been Vice-Presidents of the Union.

While the High Commissioner is glad of these triumphs achieved by Indian students, he feels constrained to state

familiar. It is effected by lowering the standards of efficiency. It is a notorious fact that teachers in private institutions, particularly in Bengal, are provided with very inadequate salaries. The buildings in many cases are hardly worth speaking about. Their equipment is of the poorest kind and is not calculated to provide pupils with even a part of the facilities required for the purposes of real education.

The precarious financial position of private institutions is a serious handicap. They have to depend very largely on fees from students and are therefore anxious to increase the numerical strength at the expense of efficiency. The head of the institution dare not detain students without promotion, because he is afraid his institution may become unpopular. The fee income may fall down and the salaries of the teachers may not be available in the coming months. Similar considerations also apply with regard to the maintenance of discipline. A headmaster anxious to obtain as many students as possible for his institution, cannot be strict in the matter of discipline and he has to tolerate a state of affairs which a Government institution can always suppress without much difficulty.

The absence of an adequate sense of civic responsibility makes the local bodies extremely inefficient in the matter of the management of educational institutions. The appointments are made not with considerations of efficiency, but because of favouritism, the party in

power pitchforking its own favourites into various appointments. Managing Committees of private schools are often worse and at educational conferences year after year, pathetic tales are told of the insecurity of the tenure of teachers at many of these institutions. It is therefore not surprising that at the recent celebration of the Jubilee of the South India Teachers' Union, the Rt. Hon'ble Srinivasa Sastri gave expression to ideas on the subject worthy of very wide notice. He asked whether Municipal councillors and members of District Boards vindicated our faith in their capacity to understand and promote the needs of education and of the educational profession and said one has to hesitate before giving an affirmative answer. Comment is needless regarding private committees, when the administration of schools by even local bodies has raised such misgivings in the minds of one who has never hesitated to ask for more political privileges for his countrymen. It is only necessary to add that the Rt. Hon'ble Srinivasa Sastri speaks not only as a political leader, but also as an educationist with several years' experience as a school-master.

We congratulate the members of the South India Teachers' Union on the successful session of the Conference they have recently

had at Trichinopoly. Mr. N. S. Subba Rao, Director of Public Instruction, Mysore, who presided on the occasion made a speech containing a number of

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valuable ideas worthy of very serious consideration. The problem of waste in Indian education was referred to very properly almost at the beginning of the address. Very few realize the enormous waste of money and educational effort which is going on in this country in practically all stages of instruction, because of students dropping out during their course by repeated failures or other reasons. The education of each student costs a fairly good sum of money to the State and also to some private agencies and there is no reason why the resources of the country cannot be utilised better by preventing this waste. Mr. Subba Rao referred to the difficulties of a foreign medium of instruction and pleaded for the vernacularization of instruction in high schools while taking all care that the study of English is effectively maintained. Unemployment and inadequate vocational training were among other subjects mentioned by him. He also pleaded for a scrutiny of the present system of examinations, so as to reduce formal examinations by means of question papers at each stage. He was decidedly against too many examinations and he was not quite certain if the nature of questions also did not need considerable modifications. He wanted an all-India educational organisation with the following functions:

(i) It should act as an Information Bureau. For this purpose it should maintain a well-equipped and up-to-date Library, and be prepared to answer enquiries.

(ii) It should organize, support, and co-ordinate research in the training departments of the Indian Universities.

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(iii) It should help to co-ordinate the educational activities of the Provinces and the States, in particular help to prevent overlapping and duplication of work in regard to the expensive branch of vocational education.

(iv) It should offer a forum for discussion of educational problems by organizing annual Conferences, whose work would be carried on throughout the year by standing committees.

(v) It should aim at the formulation of an all-India Educational Plan and Policy, with which the work of the Provinces and the States would be brought into harmony.

If the proposal which has been pending for a long time of reviving the Central Advisory Board of Education with the Government of India takes practical shape, we have no doubt this purpose will be served to a considerable extent. The Conference passed a number of valuable resolutions on subjects of current educational interest which we trust will receive due attention at the hands of the authorities concerned.

Advantage was taken of the occasion of the last Conference to celebrate the Silver Jubilee of the South India Teachers' Union.

Started twenty-five years ago, the South India Teachers' Union has developed considerably during this period and has become one of the most successful provincial organisations in this country. It must however be remembered there is still much to be done. It is not every teacher who has come within the fold of the Union and there are still numerous centres which have no branches of their

own. Activities are also apt to be confined to the annual Conference and the financial position of the Union needs also considerable strengthening. The Jubilee Address was delivered by Mr. William Theobald, the first Secretary of the South India Teachers' Union, who mentioned some facts regarding teaching organisations in England and hoped that the South India Teachers' Union will also be able to extend in similar manner. It is matter of regret that the Rt. Hon'ble Srinivasa Sastri could not attend the Jubilee as he had promised, but he sent a message to the members of the Conference drawing attention to the need for the better management of schools by local bodies.

We wish to support the appeal made in the columns of

The Indian Academy of Science.

Current Science for the establishment of an Indian Academy of Science. It is true that there is the All-India Science Congress meeting every year, but it is not an academy with a centre for laboratories and libraries of its own, to organise all the scientific activities of the country and to give its approval to the achievements of workers in the various fields of science. The Science Academy started recently in the United Provinces is a useful organisation, but perhaps the country has everything to gain by the establishment of a great centre of scientific study and advancement to which all students of science may look for support and encourage-

ment. The Academy of Science with the Indian Journal of Science as the official organ for the publication of papers may enable the country to concentrate the efforts of the various workers. There is still an unfortunate tendency for students of science in this country to send their papers for publication to foreign journals. While it is proper that people should seek recognition for their work at the hands of well-established scientific journals, it is also desirable to make an effort to make India self-contained in the matter. The ideal of an Indian Academy is described in the following words in the editorial columns of *Current Science* :—

"The Academy will be a company of thinkers, workers and expounders comprising members of the New Estate upon whose achievements the world must in future depend for the preservation and advancement of civilisation. Their professional spirit must be service, rendered with absolutely no thought of personal advantage. The amount of knowledge they place at the disposal of their country will determine its economic, social and political progress. An Academy of Science is not an ornament, but an indispensable institution for directing the destinies of the nation. We have no hesitation in thinking that its establishment ought to be the natural and legitimate ambition of a progressive Government and an enlightened public who should unstintingly provide the institution with sufficient funds for its service in their cause."

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